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Planning Effective ENL Instruction K-8

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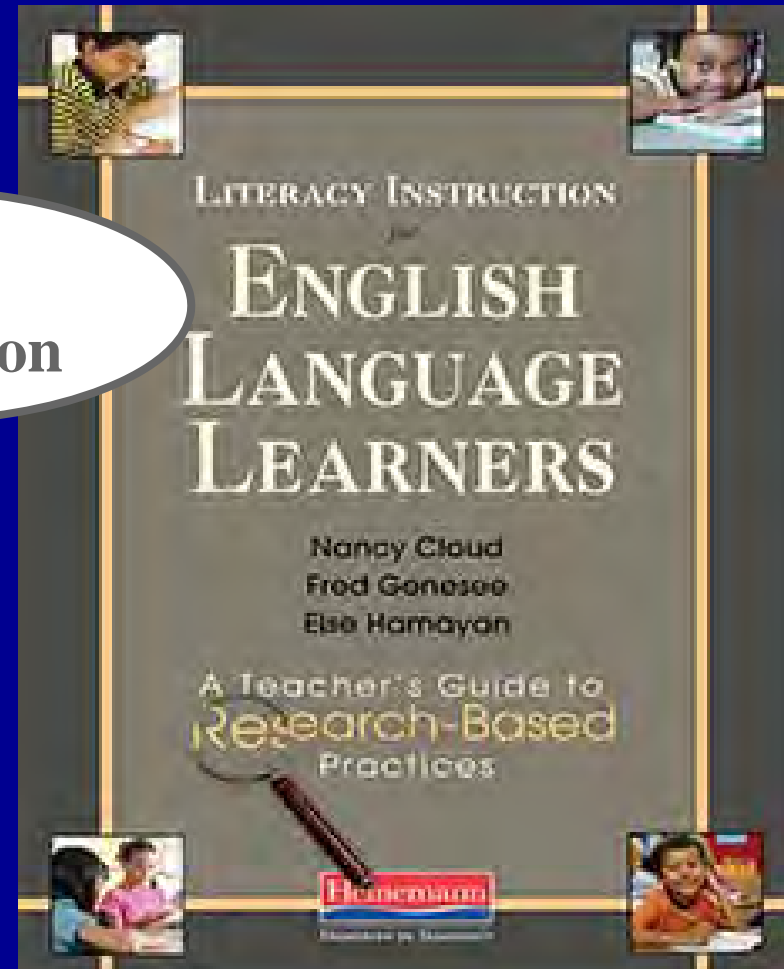
Agenda

- **Foundations of Literacy Instruction in a Second Language**
- **Understanding the 5 ENL proficiency levels and how to differentiate instruction for ELLs at all proficiency levels**
- **Analyzing writing with ELLs of all proficiency levels; Promoting Writing Development**
- **Preparing ELLs for Statewide ELA Assessments (Grade Level Texts & Tasks)**
- **Planning integrated ENL instruction for ELA**
- **Selecting Texts for ELLs; Differentiated Use of Materials with ELLs in ELA; Preparing Students for Grade Level Texts**
- **How and when to use the Native Language in ENL classrooms**

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Teacher Reference Book

Solid
Foundation



From Research to Practice
Heinemann, 2009

Ways L2 Literacy Differs

- The background knowledge students bring to the classroom differs greatly
- Second-language learners draw on first language skills and experiences, particularly in the early stages of second-language literacy development, to break into English (**bootstrapping**)
- ELLs continue to draw upon the home language when they need to, even at advanced stages of literacy development. This facilitates reading and writing in English.

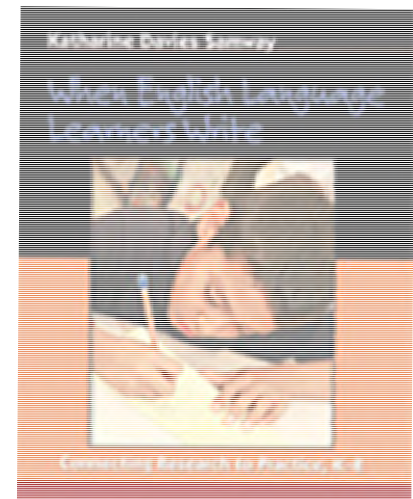
Promoting Growth

1. Identify the students' stage of development.
2. Use scaffolded activities to help the learners acquire the behaviors associated with the next level.
3. Provide lots of modeling and time to practice.
4. Monitor the students' learning.

When English Language Learners Write

Samway, 2006

- ELLs can write before orally mastering the language
- ELLs can convey important messages in writing
- Listing leads to more complex writing
- ELLs can express complex thoughts and emotions in less than fluent English
- ELLs understand more than they can write
- ELLs use symbols and pictures to express complex thoughts



More On ELL Writers

- ELL children's writing is developmental and isn't necessarily linear
- Knowledge of writing conventions may be transferred from the L1 into English
- Being taught to write in the L1 is an asset
- ELLs can write in more than one language without being confused
- ELLs can evaluate their own writing



Supporting ELL Writers

- Culture Matters
- Oral Language Impacts Writing
- Reading Influences Writing
(Read Alouds, Borrowing Text Features: Fiction & Non-Fiction)
- Peer Support and Audience Help



Teachers Can Help
Students:
Take risks
Link with home literacy

TRANSFER EFFECTS FROM L_1 TO L_2

Cross-lingual and
Cross-Modal
Influences on writing

Knowledge of Print: What English Language Learners **Bring** to English

- Letter knowledge; formation (numerals)
- Knowledge of letter-sound correspondence (decoding; encoding)
- Word knowledge (cognates; roots)
- Grammatical expectations (word order; use of definite article, pronouns, prepositions)
- Text organization principles; purposes of text (deep structure)
- Preference for manuscript or print

- Use of punctuation—comma vs. period

1.000 vs. 1,000

.05 vs. ,05

Order of dates

Day/mo/yr



1	=	一	7	=	七
2	=	二	8	=	八
3	=	三	9	=	九
4	=	四	10	=	十
5	=	五	100	=	百
6	=	六	1000	=	千

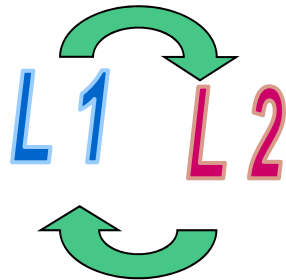
0 1 2 3 4 5 6 7 8 9

• 1 2 3 4 5 6 7 8 9

Drawing on L1 and L2

When you Look at
Samples of L2
Learners

Or listen to **them**
speak:



What Do You Notice
About.....

Punctuation and capitalization?

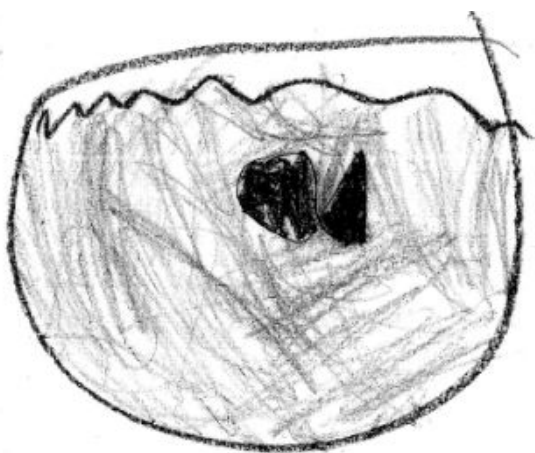
Spelling?

Word order?

**Overgeneralization of English
rules?**

Omissions (due to L₁ transfer)?

**How second language
pronunciation affects writing?**



max

T



Rocko

maya

WIDA level 2-0
I have two
pets. (Their) name
There
is Max and Rocko
Max is a fish
and Rocko is a
dog. Rocko puts
(goes)
crazy when peopl
comes. Gr Spanish
Maya Gomes Del Campo

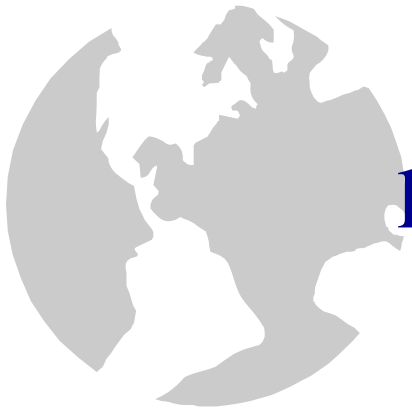
Look For:

- Cross-lingual transfer
- Cross-modal transfer
- Normal L2 errors
- Developmental errors made by all learners of English

I hath 2 pets. Ther
heim is max and Rocko
max is a fæech and
Rocko is a DOg. ROCK
PUTS CRAISA WEIH
PIPOL COMS.



Differentiating Instruction



Understanding the 5 ENL proficiency levels and how to differentiate instruction for ELLs at all proficiency levels

4th Grade Class List of ELLs

Skill Profile	Listening	Speaking	Reading	Writing	Total Score	Proficiency Level
1. S/R, L, W	60	62	62	51	235	3
2. L, R, S/W	56	30	52	30	168	1
3. R, L, S/W	47	30	53	30	160	1
4. R, L, S, W	53	30	53	30	166	2
5. S, L, W	53	30	53	30	166	4
6. S, R, L, W	53	30	53	30	166	3
7. S, L, R, W	56	65	53	44	218	2

Don't Stop with Just the Overall NYSESLAT or NYSITELL Score!

ATTACHMENT G
NYSESLAT 2016
SCALE SCORE RANGES FOR DETERMINING
ENGLISH LANGUAGE PROFICIENCY

To determine a student's overall proficiency level, find the student's total scale score in the scale score ranges on this chart.

Grade	Entering Scale Score	Emerging Scale Score	Transitioning Scale Score	Expanding Scale Score	Commanding Scale Score
K	120–212	213–244	245–263	264–315	316–360
1	120–170	171–215	216–251	252–295	296–360
2	120–180	181–227	228–264	265–307	308–360
3	120–170	171–216	217–258	259–303	304–360
4	120–181	182–228	229–265	266–310	311–360
5	120–172	173–214	215–257	258–300	301–360
6	120–180	181–219	220–258	259–300	301–360
7	120–169	170–212	213–249	250–299	300–360
8	120–169	170–212	213–249	250–305	306–360
9	120–175	176–220	221–262	263–317	318–360
10	120–175	176–220	221–262	263–317	318–360
11	120–178	179–220	221–262	263–317	318–360
12	120–178	179–220	221–262	263–317	318–360

Where Are Your
Students in The
Proficiency Level
Range?

Low, Mid, High?



How Can This Analysis
Help You Plan?



Dear Parent/Guardian of Jane,

We are pleased to provide you this report about Jane's performance on the New York State English as a Second Language Achievement Test (NYSESLAT) that was administered in the spring of 2016 to all English Language Learners/Multilingual Learners (ELLs/MLLs). The scores from this test provide one way to understand student English Language development. However, these scores do not tell the whole story about what Jane knows and can do.

For more information about this test, the New York State standards, and how you can help Jane, go to:
www.p12.nysed.gov/biling/bilinged/parent-information/home.html

How Can I get this information?

JANE'S ENGLISH LANGUAGE PROFICIENCY LEVEL IS EMERGING

JANE'S
TOTAL
SCALE SCORE

X

PERCENTILES

DISTRICT
X%

Jane did the same or better than X% of students in the district who took this test.

STATE
X%

Jane did the same or better than X% of students in the state who took this test.

JANE'S
TOTAL
SCALE
SCORE:
X

X

X

X

X

X

X

COMMANDING

Has met the State standard to demonstrate proficiency and is now designated as a Former ELL/MLL entitled to receive two years of ELL/MLL services.

EXPANDING

As an ELL/MLL, shows great independence in advancing his or her academic language skills.

TRANSITIONING

As an ELL/MLL, shows some independence in advancing his or her academic language skills.

EMERGING

As an ELL/MLL, has some dependence on supports and structures to advance his or her academic language skills.

ENTERING

As an ELL/MLL, has great dependence on supports and structures to advance his or her academic language skills.



ENGLISH LANGUAGE PROFICIENCY AREAS/MODALITIES

LISTENING

Students listen to determine information and develop ideas in grade-level academic discussions

JANE'S
SCALE SCORE

X

SPEAKING

Students use grade-appropriate language to contribute to discussions about academic texts and topics.

JANE'S
SCALE SCORE

X

READING

Students read grade-level academic texts to determine information and develop ideas.

JANE'S
SCALE SCORE

X

WRITING

Students use grade-appropriate language to structure thoughts and ideas in writing, about literary and informational texts and topics.

JANE'S
SCALE SCORE

X

These scale scores range from 30-90

How Much Modification is Needed?

When should I scaffold?
Not?



ENL Proficiency Levels

Differentiated Instruction



Entering



Emerging



Transitioning



Expanding



Commanding

Amount, Complexity of Language Produced
Amount of Scaffolding Needed

-
-
-



Let's Review What Kids Can Do
At Each Proficiency Level from
Entering to Expanding



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Dimensions of Language



READ

LISTEN

VIEW

Receptive

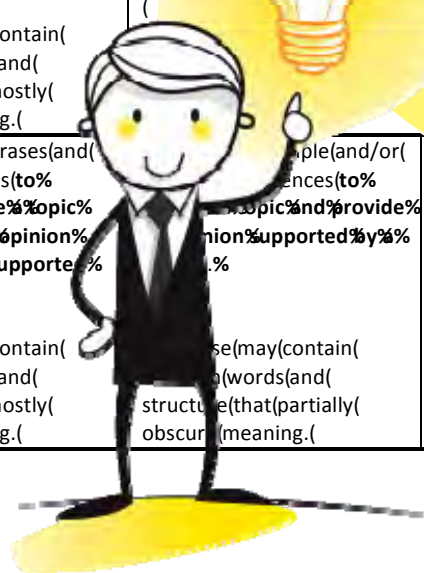
SPEAK **WRITE**

Expressive

2016 PEAKING Performance Level Descriptions Grades 3–4

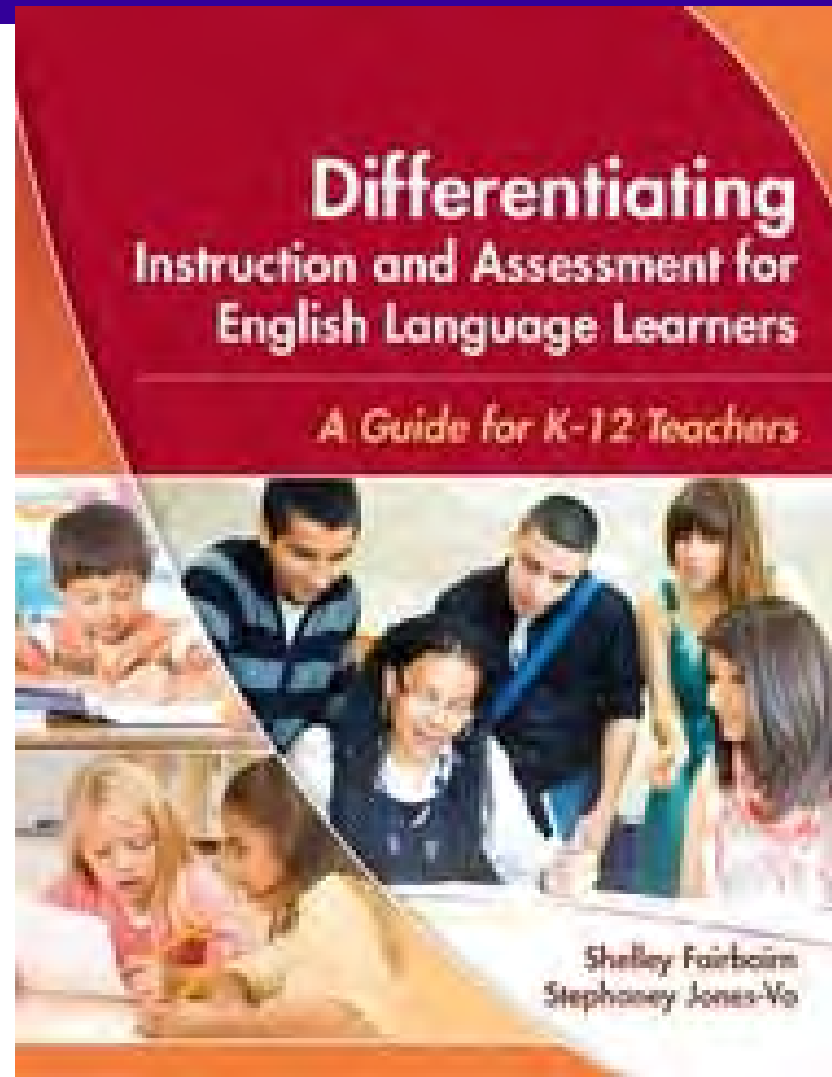
GENERAL CLAIM Students can participate in discussions about academic topics.	Entering(Emerging(Transitioning(Expanding(Commanding(
Anchor(1(Students can use grade-appropriate language to discuss a topic or text, with or without graphics.	Student does not respond or uses words or short phrases to ask questions and contribute to conversation.	Student uses phrases and simple sentences to ask questions and contribute to conversation.	Student uses simple and/or expanded sentences to ask questions and contribute to conversation.	Student uses simple, expanded, and/or complex sentences to ask questions and contribute to conversation.	Student uses simple, expanded, and complex sentences and fluid language to ask questions and contribute to conversation.
Target of Measurement(1(Students can use grade-appropriate language to ask questions and contribute to conversation.	Response may contain errors that totally obscure meaning.	Response may contain errors in words and structure that mostly obscure meaning.	Response may contain errors in words and structure that partially obscure meaning.	Response may contain some errors in words and structure that minimally obscure meaning.	Response contains few or no errors in word choice and structure that obscure meaning.
Anchor(2(Students can use grade-appropriate language to describe information on a topic or text, with or without graphics.	Student does not respond or uses words or short phrases to describe or convey some details and narrate a story or process in sequence.	Student uses phrases and simple sentences to describe or convey some relevant details and partially narrate a story or process in sequence.	Student uses simple and/or expanded sentences to describe or convey some relevant details and narrate a story or process in sequence.	Student uses simple, expanded, and/or complex sentences to describe or convey some relevant details and narrate a story or process in sequence.	Student uses simple, expanded, and complex sentences and fluid language to describe or convey some relevant details and narrate a story or process in sequence.
Target of Measurement(2(Students can use grade-appropriate language to describe or convey relevant details and narrate a story or process in sequence.	Response may contain errors that totally obscure meaning.	Response may contain errors in words and structure that mostly obscure meaning.	Response may contain errors in words and structure that partially obscure meaning.	Response may contain some errors in words and structure that minimally obscure meaning.	Response contains few or no errors in word choice and structure that obscure meaning.
Anchor(3(Students can use grade-appropriate language to analyze a topic or text, with or without graphics.	Student does not respond or uses words or short phrases to analyze a topic and provide an opinion supported by a reason.	Student uses phrases and simple sentences to partially analyze a topic and provide an opinion which may be supported by a reason.	Student uses simple and/or expanded sentences to analyze a topic and provide an opinion supported by a reason.	Student uses simple, expanded, and/or complex sentences to analyze a topic and provide an opinion supported by a reason.	Student uses simple, expanded, and complex sentences and fluid language to analyze a topic and provide an opinion supported by a reason.
Target of Measurement(3(Students can use grade-appropriate language to analyze a topic and provide an opinion supported by a reason.	Response may contain errors that totally obscure meaning.	Response may contain errors in words and structure that mostly obscure meaning.	Response may contain errors in words and structure that partially obscure meaning.	Response may contain some errors in words and structure that minimally obscure meaning.	Response contains few or no errors in word choice and structure that obscure meaning.

Language Expectations
Underline what students can do: use words, phrases, simple sentences, expanded sentences



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Caslon Publishing
Philadelphia, PA
2010



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Planning for a Multi-Level Class

Resource 8.2 Differentiated Assignment/Assessment Template

Differentiated Assignment/Assessment Template

Assignment:

Level 1	Level 2	Level 3	Level 4	Level 5	Fully English Proficient
Language-Based Expectations:	Language-Based Expectations:	Language-Based Expectations:	Language-Based Expectations:	Language-Based Expectations:	Language-Based Expectations:
Scaffolding and Support:	Scaffolding and Support:	Scaffolding and Support:	Scaffolding and Support:	Scaffolding and Support:	Scaffolding and Support:

English for Beginners

Stages of language acquisition (from basic communication to academic curriculum):

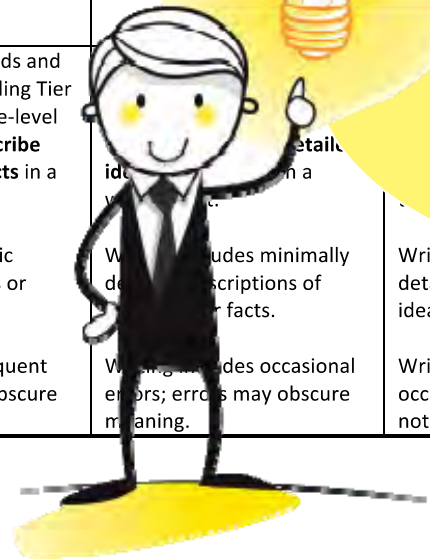
Use One for
Speaking;
Use one for
Writing

2016 WRITING Performance Level Descriptions – Grades 3–4

GENERAL CLAIM 1 Students can structure thoughts and ideas in writing.	Entering	Emerging	Transitioning	Expanding	Commanding
Anchor 1 Students can create and structure a written text.	Student may use words or short phrases to introduce or complete an idea in a written text.	Student can use words, phrases, and simple sentences to introduce, develop, or complete thoughts or ideas in a written text.	Student can use phrases, simple sentences, and occasionally expanded and/or complex sentences to introduce, develop, link, and/or complete thoughts and ideas in a written text.	Student can use simple, expanded, and/or complex sentences to introduce, develop, link, and complete thoughts and ideas in a written text.	Student can use a variety of simple, expanded, and complex sentences to sufficiently introduce, develop, link, and complete thoughts and ideas in a written text.
Target of Measurement 1 Students can use grade-appropriate language to introduce, develop, link, and complete thoughts and ideas in a written text.	Writing lacks introduction, development, or completion of thoughts and ideas. Writing includes numerous errors; errors may totally obscure meaning.	Writing includes basic introduction, development, or completion of thoughts or ideas. Writing includes frequent errors; errors may obscure meaning.	Writing includes limited introduction, development, and/or completion of linked thoughts and ideas. Writing includes occasional errors; some errors may obscure meaning.	Writing includes partial introduction, development, and completion of linked thoughts and ideas. Writing may include occasional errors; errors do not obscure meaning.	Writing includes sufficient introduction, development, and completion of linked thoughts and ideas. Writing may include infrequent errors; errors do not obscure meaning.
GENERAL CLAIM 2 Students can write about literary and informational texts and topics.					
Anchor 2 Students can adapt vocabulary appropriately when writing.	Student may use the most frequent Tier 1 words or predictable phrases to describe ideas or facts in a written text.	Student can use words and short phrases, including Tier 1 and common grade-level Tier 2 words, to describe detailed ideas or facts in a written text.	Student can use words and phrases, including Tier 1 and common grade-level Tier 2 words, to describe detailed ideas or facts in a written text.	Student can use words and phrases, including Tier 1 and common grade-level Tier 2 words, to describe detailed ideas or facts in a written text.	Student can use words and phrases, including Tier 1 and common grade-level Tier 2 words, to describe detailed ideas or facts in a written text.
Target of Measurement 2 Students can use grade-appropriate words and phrases, including grade-level Tier 2 words, to describe detailed ideas and facts in a written text.	Writing lacks descriptions of ideas or facts. Writing includes numerous errors; errors may totally obscure meaning.	Writing includes basic descriptions of ideas or facts. Writing includes frequent errors; errors may obscure meaning.	Writing includes minimally detailed descriptions of ideas or facts. Writing includes occasional errors; errors may obscure meaning.	Writing includes sufficiently detailed descriptions of ideas and facts. Writing may include occasional errors; errors do not obscure meaning.	Writing includes sufficiently detailed descriptions of ideas and facts. Writing may include infrequent errors; errors do not obscure meaning.

Language Expectations

Underline what students can do: *use words, phrases, simple sentences, expanded sentences*

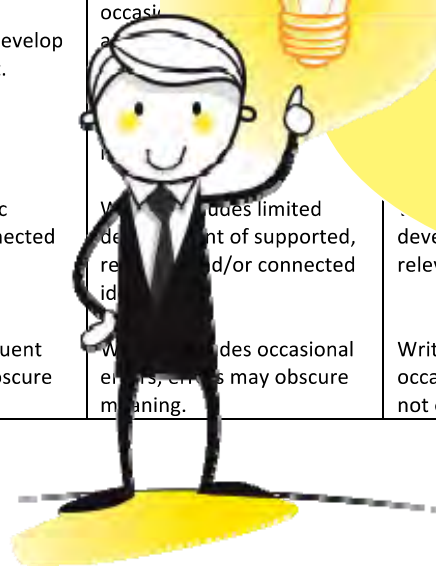


2016 WRITING Performance Level Descriptions – Grades 3–4

GENERAL CLAIM 2 Students can write about literary and informational texts and topics.	Entering	Emerging	Transitioning	Expanding	Commanding
Anchor 3 Students can develop a narrative written text.	Student may use words or short phrases to provide or refer to a description or an event to develop a narrative text.	Student can use words, phrases, and simple sentences to provide or refer to descriptions or events in sequence to develop a narrative text.	Student can use phrases, simple sentences, and occasionally expanded and/or complex sentences to provide or refer to detailed descriptions and/or events in sequence to develop a narrative text.	Student can use simple, expanded, and/or complex sentences to provide or refer to detailed descriptions and events in sequence to develop a narrative text.	Student can use a variety of simple, expanded, and complex sentences to sufficiently provide or refer to detailed descriptions and events in sequence to develop a narrative text.
Target of Measurement 3 Students can use grade-appropriate language to provide or refer to detailed descriptions and events in sequence to develop a narrative text.	Writing lacks development of descriptions or events. Writing includes numerous errors; errors may totally obscure meaning.	Writing includes basic development of descriptions or events in sequence. Writing includes frequent errors; errors may obscure meaning.	Writing includes limited development of detailed descriptions and/or events in sequence. Writing includes occasional errors; errors may obscure meaning.	Writing includes partial development of detailed descriptions and events in sequence. Writing may include occasional errors; errors do not obscure meaning.	Writing includes sufficient development of detailed descriptions and events in sequence. Writing may include infrequent errors; errors do not obscure meaning.
Anchor 4 Students can develop an informational written text.	Student may use words or short phrases to provide an idea to develop an informational text.	Student can use words, phrases, and simple sentences to provide connected ideas to develop an informational text.	Student can use phrases, simple sentences, and occasionally expanded and/or complex sentences to provide supported, relevant, and/or connected ideas to develop an informational text.	Student can use simple, expanded, and/or complex sentences to provide supported, relevant, and/or connected ideas to develop an informational text.	Student can use a variety of simple, expanded, and complex sentences to sufficiently provide supported, relevant, and/or connected ideas to develop an informational text.
Target of Measurement 4 Students can use grade-appropriate language to provide supported, relevant, connected ideas to develop an informational text.	Writing lacks development of connected ideas. Writing includes numerous errors; errors may totally obscure meaning.	Writing includes basic development of connected ideas. Writing includes frequent errors; errors may obscure meaning.	Writing includes limited development of supported, relevant, and/or connected ideas. Writing includes occasional errors; errors may obscure meaning.	Writing includes partial development of supported, relevant, and/or connected ideas. Writing may include occasional errors; errors do not obscure meaning.	Writing includes sufficient development of supported, relevant, and/or connected ideas. Writing may include infrequent errors; errors do not obscure meaning.

Language Expectations

Underline what students can do: *use words, phrases, simple sentences, expanded sentences*



Planning for a Multi-Level Class

Resource 8.2 Differentiated Assignment/Assessment Template

Differentiated Assignment/Assessment Template

Assignment:

Level 1	Level 2	Level 3	Level 4	Level 5	Fully English Proficient
Language-Based Expectations:	Language-Based Expectations:	Language-Based Expectations:	Language-Based Expectations:	Language-Based Expectations:	Language-Based Expectations:
Scaffolding and Support:	Scaffolding and Support:	Scaffolding and Support:	Scaffolding and Support:	Scaffolding and Support:	Scaffolding and Support:

ing

English
for Beginners

Writing

English for Beginners

Common Core Anchor Standard (SL.1): Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.		MAIN ACADEMIC DEMAND <i>Prepare and Participate in Conversations, Expressing Their Points of View Clearly and Persuasively</i>			
Common Core Grade 4 Standard (SL.4.1): Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on <i>grade 4 topics and texts</i> , building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion; b. Follow agreed-upon rules for discussions and carry out assigned roles; c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others; d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion; e. Seek to understand and communicate with individuals from different perspectives and cultural backgrounds.		GRADE LEVEL ACADEMIC DEMAND <i>Participate in Collaborative Conversations Follow Rules for Discussions Review Key Ideas in Light of the Discussion</i>			
5 Levels of Language Development	Entering (Beginner)	Emerging (Low Intermediate)	Transitioning (High Intermediate)	Expanding (Advanced)	Commanding (Proficient)
When acquiring a new language, using grade level texts and appropriate supports, students are able to:					
RECEPTIVE	Oracy and Literacy Links	Listening-Centered Activity: Organize <i>pretaught words and phrases on a discussion-reflection guide</i> to identify other's ideas and their own questions and thoughts in response, as students participate in collaborative conversations in <i>partnership and/or teacher-led small groups</i>	Listening-Centered Activity: Organize <i>preidentified words and phrases on a discussion-reflection guide</i> to identify other's ideas and their own questions and thoughts in response, as students participate in collaborative conversations in <i>partnership and/or small groups</i>	Listening-Centered Activity: Organize <i>phrases and sentences on a partially-completed discussion-reflection guide</i> to identify other's ideas and their own questions and thoughts in response, as students participate in collaborative conversations in <i>small groups and class setting</i>	Listening-Centered Activity: Organize <i>sentences on a completed discussion-reflection guide</i> to identify other's ideas and their own questions and thoughts in response, as students participate in collaborative conversations in <i>class setting</i>
		Reading-Centered Activity: Organize <i>pretaught words and phrases on a discussion-preparation graphic organizer</i> to identify information about a topic to explore during discussions in the <i>new and/or the home language</i> .	Reading-Centered Activity: Organize <i>preidentified words and phrases on a discussion-preparation graphic organizer</i> to identify information about a topic to explore during discussions in the <i>new and/or the home language</i> .	Reading-Centered Activity: Organize <i>phrases and sentences on a partially-completed discussion-preparation graphic organizer</i> to identify information about a topic to explore during discussions in the <i>new and/or the home language</i> , occasionally.	Reading-Centered Activity: Organize <i>sentences on a completed discussion-preparation graphic organizer</i> to identify information about a topic to explore during discussions in the <i>new language</i> .

Amount of Scaffolding
Underline the supports (grouping, pre-teaching, partially-completed graphic, templates/organizers, etc.)

Speaking and Listening
Grade 4 Standard 1

NLAP Speaking and Listening (SL)
SL.1: S

5 Levels of Language Development		Entering (Beginner)	Emerging (Low Intermediate)	Transitioning (High Intermediate)	Expanding (Advanced)	Commanding (Proficient)
PRODUCTIVE	Oracy and Literacy Links	Speaking-Centered Activity: Use <i>pretaught words and phrases</i> and the <i>previously completed graphic organizers</i> to complete sentence starters to ask or respond to questions for clarification, when speaking in partnership and/or teacher-led small groups	Speaking-Centered Activity: Use <i>preidentified words and phrases</i> and the <i>previously completed graphic organizers</i> to complete sentence starters to ask or respond to questions for clarification, when speaking in partnership and/or small groups	Speaking-Centered Activity: Use a <i>word bank</i> to ask or respond to questions for clarification, when speaking in partnership, small group and/or whole class settings	Speaking-Centered Activity: Use the <i>previously completed graphic organizers</i> to ask or respond to questions for clarification, when speaking in partnership, small group and/or whole class settings	Speaking-Centered Activity: Use <i>knowledge of the topic, independently</i> , to ask or respond to questions for clarification, when speaking in partnership, small group and/or whole class settings
		Writing-Centered Activity: Use <i>pretaught words</i> to complete a cloze paragraph that synthesizes key ideas in light of the discussion	Writing-Centered Activity: Use <i>preidentified words and phrases</i> to write two or more paragraphs that synthesize key ideas in light of the discussion	Writing-Centered Activity: Use a <i>word bank</i> and the <i>previously completed graphic organizers</i> to develop a short essay that synthesizes key ideas in light of the discussion	Writing-Centered Activity: Use the <i>previously completed graphic organizers</i> to develop a short essay that synthesizes key ideas in light of the discussion	Writing-Centered Activity: Use <i>previously completed graphic organizers</i> to develop a short essay that synthesizes key ideas in light of the discussion
		in the new and/or the home language.	in the new and/or the home language.	in the new language occasionally.	in the new language.	in the new language.

Amount of Scaffolding

Underline the supports (grouping, pre-teaching, partially-completed graphic, templates/organizers, L1)



Common Core Grade 4 Standard (SL.4.1): Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.

a. Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion; b. Follow agreed-upon rules for discussions and carry out assigned roles; c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others; d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion; e. Seek to understand and communicate with individuals from different perspectives and cultural backgrounds

GRADE LEVEL ACADEMIC DEMAND
Participate in Collaborative Conversations
Follow Rules for Discussions
Review Key Ideas in Light of the Discussion

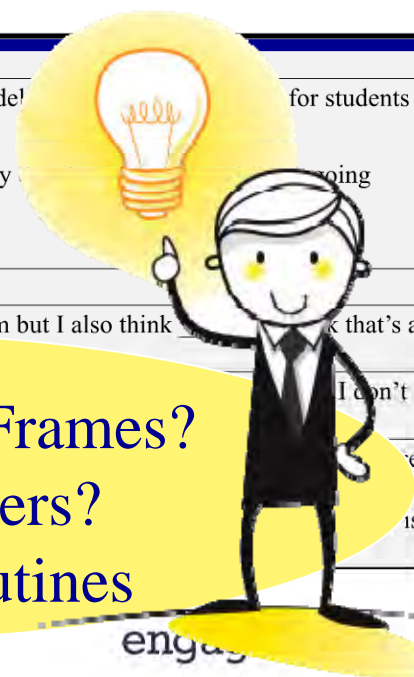
Linguistic Demands: The following are some examples in English that may vary based on the language of instruction. In the first three levels (entering, emerging and transitioning), students can approach these linguistic demands in the new and/or home language.

- Use words and phrases to contribute to conversations (e.g., I want to add _____; I think that _____).
- Use questions forms to elicit exchanges from peers or adults (e.g., What do you think? Do you disagree/agree?).
- Use words and phrases that express an opinion (e.g., I disagree/agree).
- Use question forms to clarify information (Can you repeat that? What did you mean when you said _____?).
- Use sentence structures that facilitate linking comments (e.g., You/I said _____ but s/he said _____; How is that different/similar?).
- Use words and phrases to explain (What I mean is _____; What you are saying is _____).
- Use words and phrases to review key ideas (e.g., The main points made were _____).
- Use sentence structures to convey the development of their own ideas (This idea is different from _____; Before I thought _____ but now I think _____).

Example to Address the Linguistic Demands

Text Excerpt	Teacher Directions								
Sample texts appropriate for 4th grade students can be found in the Reading for Information and Reading Literature standards.	Both whole class and small group settings provide an opportunity for the teacher to model _____ for students to practice them with teacher guidance and support.								
	Anchor charts about rules and norms for productive conversations can be collaboratively _____ going reference and revision.								
	Prompts that can be used for productive conversations are:*								
	<table> <tr> <th>Action</th><th>What it sounds like</th></tr> <tr> <td>Build on others' comments</td><td>I want to add _____; I think that _____; I agree with him but I also think _____; I don't _____</td></tr> <tr> <td>Disagree constructively</td><td>_____</td></tr> <tr> <td>Ask for clarification link comment</td><td>_____</td></tr> </table>	Action	What it sounds like	Build on others' comments	I want to add _____; I think that _____; I agree with him but I also think _____; I don't _____	Disagree constructively	_____	Ask for clarification link comment	_____
Action	What it sounds like								
Build on others' comments	I want to add _____; I think that _____; I agree with him but I also think _____; I don't _____								
Disagree constructively	_____								
Ask for clarification link comment	_____								

Are These Sentence Frames?
 Or Sentence Starters?
 Pre-Fabricated Routines



Common Core Anchor Standard (W.1): Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.			MAIN ACADEMIC DEMAND <i>Write Persuasively with Reasoning and Evidence</i>		
Common Core Grade 4 Standard (W.4.1): Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion and create an organizational structure in which related ideas are grouped to support the writer's purpose. b. Provide reasons that are supported by facts and details. c. Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>). d. Provide a concluding statement or section related to the opinion presented.			GRADE LEVEL ACADEMIC DEMAND <i>Write an Opinion Piece Supporting Point of View with Reasons and Information, Grouping Ideas to Support Writer's Purpose</i>		
5 Levels of Language Development	Entering (Beginner)	Emerging (Low Intermediate)	Transitioning (High Intermediate)	Expanding (Advanced)	Commanding (Proficient)
When acquiring a new language, using grade level texts and appropriate supports, students are able to:					
RECEPTIVE	Oracy and Literacy Links	Listening-Centered Activity: Organize <i>pretaught words and phrases on a spider map graphic organizer</i> to identify reasons that support an argument and supporting facts and details, as a text is read aloud in <i>partnership and/or teacher-led small groups</i>	Listening-Centered Activity: Organize <i>preidentified words and phrases on a spider map graphic organizer</i> to identify reasons that support an argument and supporting facts and details, as a text is read aloud in <i>partnership and/or small groups</i>	Listening-Centered Activity: Organize <i>phrases and sentences on a partially completed spider map graphic organizer</i> to identify reasons that support an argument and supporting facts and details, as a text is read aloud in <i>partnership, small groups and/or whole class</i>	Listening-Centered Activity: Organize <i>sentences on a spider map graphic organizer</i> to identify reasons that support an argument and supporting facts and details, as a text is read aloud in <i>partnership and/or small groups</i>
		Reading-Centered Activity: Organize <i>pretaught words and phrases on an opinion tree graphic organizer</i> to connect an opinion with reasons and supporting facts and details	Reading-Centered Activity: Organize <i>preidentified words and phrases on an opinion tree graphic organizer</i> to connect an opinion with reasons and supporting facts and details	Reading-Centered Activity: Organize <i>phrases and sentences on a partially completed opinion tree graphic organizer</i> to connect an opinion with reasons and supporting facts and details	Reading-Centered Activity: Organize <i>sentences on an opinion tree graphic organizer</i> to connect an opinion with reasons and supporting facts and details
		<i>in the new and/or the home language.</i>	<i>in the new and/or the home language.</i>	<i>in the new and/or the home language.</i>	<i>in the new language.</i>

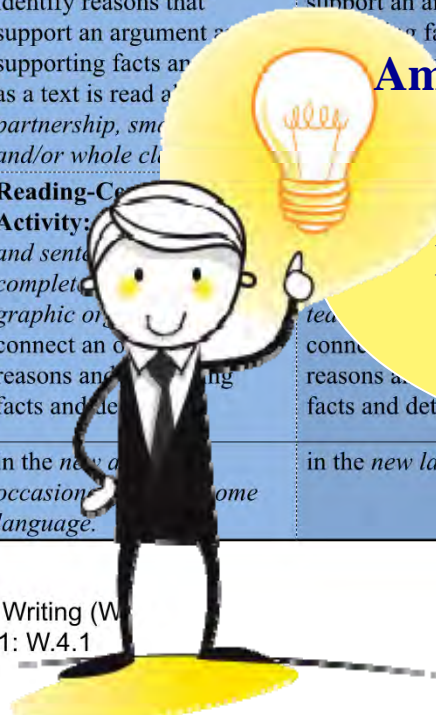
Amount of Scaffolding

Underline the supports (grouping, pre-teaching, partially-completed graphic, templates/organizers, L1)

Writing
Grade 4 Standard 1

NLAP Writing (W)
W.1: W.4.1

engage^{ny} 1



5 Levels of Language Development		Entering (Beginner)	Emerging (Low Intermediate)	Transitioning (High Intermediate)	Expanding (Advanced)	Commanding (Proficient)
PRODUCTIVE	Oracy and Literacy Links	Speaking-Centered Activity: Use <i>pretaught words and phrases</i> and the <i>previously completed graphic organizers</i> to <i>complete sentence starters</i> that express an opinion that is linked to reasons and supporting facts and details by transitional words, when speaking in <i>partnership</i> and/or <i>teacher-led small groups</i>	Speaking-Centered Activity: Use <i>preidentified words and phrases</i> and the <i>previously completed graphic organizers</i> to <i>complete sentence starters</i> that express an opinion that is linked to reasons and supporting facts and details by transitional words, when speaking in <i>partnership</i> and/or <i>small groups</i>	Speaking-Centered Activity: Use a <i>word bank</i> to express an opinion that is linked to reasons and supporting facts and details by transitional words, when speaking in <i>partnership, small group and/or whole class settings</i>	Speaking-Centered Activity: Use the <i>previously completed graphic organizers</i> to express an opinion that is linked to reasons and supporting facts and details by transitional words, when speaking in <i>partnership, small group and/or whole class settings</i>	Speaking-Centered Activity: Use <i>information, independently</i> , to express an opinion that is linked to reasons and supporting facts and details by transitional words, when speaking in <i>partnership, small group and/or whole class settings</i>
		Writing-Centered Activity: Use <i>pretaught words</i> to <i>complete a cloze paragraph</i> that clearly introduces and concludes an opinion supported by reasons, facts and details and that groups related ideas to support the writer's purpose	Writing-Centered Activity: Use <i>preidentified words and phrases</i> to <i>write two or more paragraphs</i> that clearly introduce and conclude an opinion supported by reasons, facts and details and that group related ideas to support the writer's purpose	Writing-Centered Activity: Use a <i>word bank</i> and the <i>previously completed graphic organizers</i> to <i>develop a short essay</i> that clearly introduces and concludes an opinion supported by reasons, facts and details and that group related ideas to support the writer's purpose	Writing-Centered Activity: Use the <i>previously completed graphic organizers</i> to <i>develop a short essay</i> that clearly introduces and concludes an opinion supported by reasons, facts and details and that group related ideas to support the writer's purpose	Writing-Centered Activity: Use <i>information, independently</i> , to <i>develop a short essay</i> that clearly introduces and concludes an opinion supported by reasons, facts and details and that group related ideas to support the writer's purpose
		in the new and/or the home language.	in the new and/or the home language.	in the new and/or the home language.	in the new language.	in the new language.

Amount of Scaffolding
Underline the supports (grouping, pre-teaching, partially-completed graphic, templates/organizers, L1)



Common Core Grade 4 Standard (W.4.1): Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- Introduce a topic or text clearly, state an opinion and create an organizational structure in which related ideas are grouped to support the writer's purpose.
- Provide reasons that are supported by facts and details.
- Link opinion and reasons using words and phrases (e.g., *for instance, in order to, in addition*).
- Provide a concluding statement or section related to the opinion presented.

GRADE LEVEL ACADEMIC DEMAND
Write an Opinion Piece Supporting Point of View with Reasons and Information, Grouping Ideas to Support Writer's Purpose

Linguistic Demands: The following are some examples in English that may vary based on the language of instruction. In the first three levels (entering, emerging and transitioning), students can approach these linguistic demands in the new and/or home language.

- Use introductory words and phrases to begin a topic or text (e.g., This essay is about _____).
- Use words and phrases to state an opinion (e.g., I think _____; I didn't like _____; I liked _____; I believe that _____).
- Use words and phrases to support reasons with facts (numbers) and details (adjectives).
- Use linking words (e.g., for instance, in order to, in addition) to connect opinions and reasons.
- Use concluding words and phrases (e.g., in summary, in conclusion) to complete a piece.

Example to Address the Linguistic Demands

This standard does not have an example of a linguistic demand because it requires giving an opinion. For examples of text excerpts, refer to Reading for Information and Reading Literature standards for 4th grade.



What Supports Are Given to Aid Beginning Writers?



-
-
-

Scaffolding

Figure 3G: Examples of Sensory, Graphic and Interactive Supports

Sensory Supports	Graphic Supports	Interactive Supports
<ul style="list-style-type: none"> • Real-life objects (realia) • Manipulatives • Pictures & photographs • Illustrations, diagrams & drawings • Magazines & newspapers • Physical activities • Videos & Films • Broadcasts • Models & figures 	<ul style="list-style-type: none"> • Charts • Graphic organizers • Tables • Graphs • Timelines • Number lines 	<ul style="list-style-type: none"> • In pairs or partners • In triads or small groups • In a whole group • Using cooperative group structures • With the Internet (Web sites) or software programs • In the native language (L1) • With mentors

Planning for a Multi-Level Class

Resource 8.2 Differentiated Assignment/Assessment Template

Differentiated Assignment/Assessment Template

Assignment: _____

Level 1	Level 2	Level 3	Level 4	Level 5	Fully English Proficient
Language-Based Expectations:	Language-Based Expectations:	Language-Based Expectations:	Language-Based Expectations:	Language-Based Expectations:	Language-Based Expectations:
Standards-Based Content or Topic ()					
Scaffolding and Support:	Scaffolding and Support:	Scaffolding and Support:	Scaffolding and Support:		

Let's Check Your
Speaking
Descriptors
Using the
NYSESLAT
Speaking Rubric

2016 NYSESLAT Speaking Rubric

Grades Kindergarten through 12

Item Level	0	1	2
Emerging	<ul style="list-style-type: none"> Responds with “yes,” “no,” or “I don’t know” Uses one word to respond Does not express a complete thought or idea Non-response Unintelligible Responds completely in a language other than English 	<ul style="list-style-type: none"> Uses multiple words, short phrases, or sentences to respond Partially expresses thoughts and ideas Frequent errors may obscure meaning 	N/A
Transitioning	<ul style="list-style-type: none"> Responds with “yes,” “no,” or “I don’t know” Uses one word to respond Does not express a complete thought or idea Errors may totally obscure meaning Non-response Unintelligible Responds completely in a language other than English 	<ul style="list-style-type: none"> Uses multiple words to respond Partially expresses thoughts and ideas Frequent errors may obscure meaning 	<ul style="list-style-type: none"> Uses connected phrases or a simple sentence to respond May use multiple sentences Expresses complete thoughts and ideas relevant to the topic Occasional errors in words and structures may obscure some meaning
Expanding	<ul style="list-style-type: none"> Responds with “yes,” “no,” or “I don’t know” Uses at most multiple words to respond Does not express complete thoughts and ideas Frequent errors may obscure meaning 	<ul style="list-style-type: none"> Uses connected phrases or a simple sentence to respond Expresses complete thoughts and ideas relevant to the topic Occasional errors in words and structures may obscure some meaning 	<ul style="list-style-type: none"> Uses connected simple sentences to respond May use limited expanded sentences Expresses connected and complete thoughts and ideas relevant to the topic Infrequent errors in words and structure may obscure some meaning
Commanding	<ul style="list-style-type: none"> Responds with “yes,” “no,” or “I don’t know” Uses at most connected phrases or a simple sentence to respond May express complete thoughts and ideas Occasional or frequent errors in words and structures may obscure meaning 	<ul style="list-style-type: none"> Uses connected simple sentences to respond Expresses connected and complete thoughts and ideas relevant to the topic Infrequent errors in words and structure may obscure some meaning 	<ul style="list-style-type: none"> Uses connected expanded sentences Generates a fluid response using linking words and phrases to sequence complete thoughts and ideas relevant to the topic No errors or infrequent errors that do not obscure meaning

Planning for a Multi-Level Class

Resource 8.2 Differentiated Assignment/Assessment Template

Differentiated Assignment/Assessment Template

Assignment:

Level 1	Level 2	Level 3	Level 4	Level 5	Fully English Proficient
Language-Based Expectations:	Language-Based Expectations:	Language-Based Expectations:	Language-Based Expectations:	Language-Based Expectations:	Language-Based
Scaffolding and Support:	Scaffolding and Support:	Scaffolding and Support:	Scaffolding and Support:	Scaffolding and Support:	Scaffolding and Support:

Let's See How
Writing Is
Captured In
Reading
Progressions
(productive)


Let's See How Writing Is Captured In Reading Progressions (productive)

NEW LANGUAGE ARTS PROGRESSIONS

Grade 4: Reading for Literature 2

Common Core Anchor Standard (RL.2): Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.			MAIN ACADEMIC DEMAND Summarize Text by Determining Main Ideas and Supporting Details		
Common Core Grade 4 Standard (RL.4.2): Determine a theme of a story, drama or poem from details in the text; summarize the text.			GRADE LEVEL ACADEMIC DEMAND Identify Main Idea and Supporting Details and Summarize the Text		
5 Levels of Language Development	Entering (Beginner)	Emerging (Low Intermediate)	Transitioning (High Intermediate)	Expanding (Advanced)	Commanding (Proficient)
When acquiring a new language, using grade level texts and appropriate supports, students are able to:					
RECEPTIVE	Oracy and Literacy Links	Listening-Centered Activity: Organize <i>pretaught words and phrases on a main idea web</i> to determine the main theme of a text, as the text is read aloud in <i>partnership and/or teacher-led small groups</i>	Listening-Centered Activity: Organize <i>preidentified words and phrases on a main idea web</i> to determine the main theme of a text, as the text is read aloud in <i>partnership and/or small groups</i>	Listening-Centered Activity: Organize <i>phrases and sentences on a main idea web</i> to determine the main theme of a text, as the text is read aloud in <i>partnership, small group and/or whole class settings</i>	Listening-Centered Activity: Organize <i>information on a main idea web</i> to determine the main theme of a text, as the text is read aloud in <i>partnership, small group and/or whole class settings</i>
		Reading-Centered Activity: Organize <i>pretaught words and phrases on a main-idea-and-details graphic organizer</i> to identify the main idea and supporting details of a text	Reading-Centered Activity: Organize <i>preidentified words on a main-idea-and-details graphic organizer</i> to identify the main idea and supporting details of a text	Reading-Centered Activity: Organize <i>phrases and sentences on a partially completed main-idea-and-details graphic organizer</i> to identify the main idea and supporting details of a text	Reading-Centered Activity: Organize <i>information on a main-idea-and-details graphic organizer</i> , after <i>modeling</i> , to identify the main idea and supporting details of a text
		in the new and/or the home language			

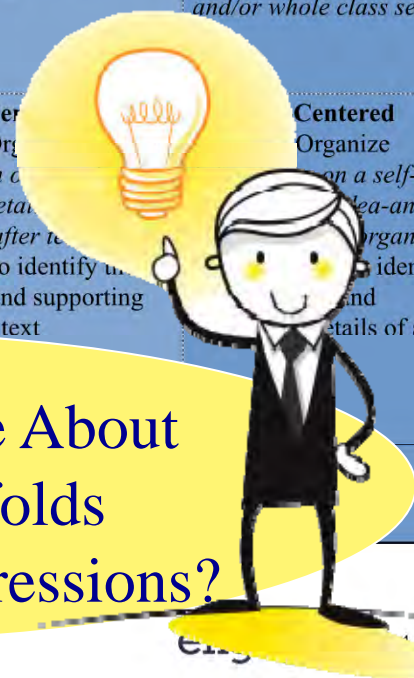
What Do You Notice About the Reading Scaffolds



Reading for Literature
Grade 4 Standard 2

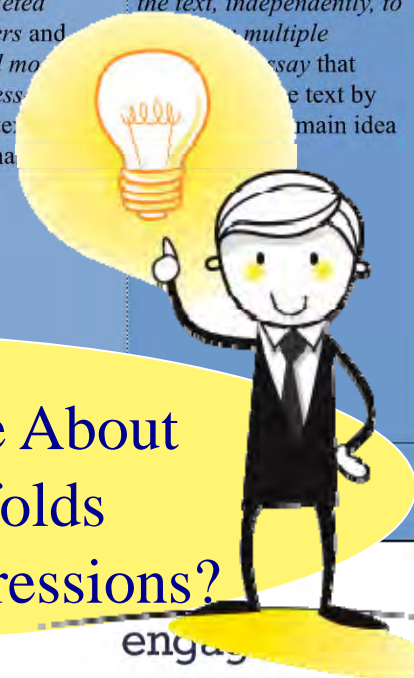
What Do You Notice About
the Reading Scaffolds
Suggested in the Progressions?

RL.2: RL.4.2



5 Levels of Language Development		Entering (Beginner)	Emerging (Low Intermediate)	Transitioning (High Intermediate)	Expanding (Advanced)	Commanding (Proficient)
PRODUCTIVE	Oracy and Literacy Links	Speaking-Centered Activity: Use <i>pretaught words and phrases</i> and the <i>previously completed graphic organizers</i> to <i>complete sentence starters</i> that explain the main idea and supporting details of a text, when speaking in <i>partnership and/or teacher-led small groups</i>	Speaking-Centered Activity: Use <i>preidentified words and phrases</i> and the <i>previously completed graphic organizers</i> to <i>complete sentence starters</i> that explain the main idea and supporting details of a text, when speaking in <i>partnership and/or small groups</i>	Speaking-Centered Activity: Use a <i>word bank</i> to explain the main idea and supporting details of a text, when speaking in <i>partnership, small group and/or whole class settings</i>	Speaking-Centered Activity: Use the <i>previously completed graphic organizers</i> to explain the main idea and supporting details of a text, when speaking in <i>partnership, small group and/or whole class settings</i>	Speaking-Centered Activity: Use <i>knowledge of the text, independently</i> , to explain the main idea and supporting details of a text, when speaking in <i>partnership, small group and/or whole class settings</i>
		Writing-Centered Activity: Use <i>pretaught words and phrases</i> to <i>complete a cloze paragraph</i> that summarizes the text by identifying the main idea and key details	Writing-Centered Activity: Use <i>preidentified words and phrases</i> to <i>write two or more paragraphs</i> that summarize the text by identifying the main idea and key details	Writing-Centered Activity: Use a <i>word bank</i> and the <i>previously completed graphic organizers</i> to <i>develop a short essay</i> that summarizes the text by identifying the main idea and key details	Writing-Centered Activity: Use the <i>previously completed graphic organizers</i> and <i>teacher-provided models</i> to <i>develop a short essay</i> that summarizes the text by identifying the main idea and key details	Writing-Centered Activity: Use <i>knowledge of the text, independently</i> , to <i>develop multiple paragraphs</i> that summarize the text by identifying the main idea and key details
		in the new and/or the home language.	in the new and/or the home language.			

What Do You Notice About
the Reading Scaffolds
Suggested in the Progressions?



Common Core Grade 4 Standard (RL.4.2): Determine a theme of a story, drama or poem from details in the text; summarize the text.

GRADE LEVEL ACADEMIC DEMAND
*Identify Main Idea and Supporting Details
and Summarize the Text*

Linguistic Demands: The following are some examples in English that may vary based on the language of instruction. In the first three levels (entering, emerging and transitioning), students can approach these linguistic demands in the new and/or home language.

- Identify nouns and related pronouns (e.g., Aaron/he) that appear throughout the text to determine the theme.
- Identify transitional words (e.g., so, in fact, most, after) that introduce details.
- Use words and phrases to summarize the text (e.g., in summary, in sum, in conclusion, to conclude, in any case, in short, to summarize).

Examples to Address the Linguistic Demands

Text Excerpt	Teacher Directions
<p>The snow fell for three days, <i>though</i> after the first day it was not <i>as</i> thick and the wind quieted down. <i>Sometimes</i> Aaron felt that there could never have been a summer, that the snow had always fallen, <i>ever since</i> he could remember. He, Aaron, never had a father <i>or</i> mother <i>or</i> sisters. He was a snow child, born of the snow, and so was Zlateh. It was <i>so</i> quiet in the hay that his ears rang in the stillness. Aaron and Zlateh slept all night <i>and</i> a good part of the day. <i>As</i> for Aaron's dreams, they were all about warm weather. He dreamed of green fields, trees covered with blossoms, clear brooks, <i>and</i> singing birds. <i>By</i> the third night the snow had stopped, <i>but</i> Aaron did not dare to find his way home in the darkness.</p> <p>Singer, I.B. (2001). <i>Zlateh the goat and other stories</i>. New York: HarperCollins (1984). (From Appendix B, CCSS, p. 64.)</p>	<ul style="list-style-type: none">• In small group/whole class discussion, identify the theme of the text:<ul style="list-style-type: none">◦ Identify nouns and related pronouns (bold) that appear throughout the text (e.g., Aaron, he, Zlateh).◦ Identify transitional words (<i>italics</i>) that present details throughout the text (e.g., <i>ever since</i>, <i>and</i>, <i>so</i>, <i>as</i>, <i>by</i>, <i>or</i>).• Use words and phrases to summarize the text (e.g., in summary, in sum, in conclusion).

Notice Linguistic Demands
Section On All Progressions



Balance the Four Skills in the Integrated ENL Class

- Don't favor Reading and Writing Over Listening and Speaking
- According to Saunders, Goldenberg and Marcelletti (2013) "ELD Instruction Should Incorporate Reading and Writing But Should Emphasize Listening and Speaking"



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-
-



**Evaluating Students’ Starting Places
With the NYSESLAT Writing Rubrics**



-
-
-
-
-
-
-
-

Our Three Student Texts

Familiar Story Structure
Dialogue
Relatively Short
Sentences
Picture Support

Transitioning/Expanding/
Commanding

Leo and the Butterflies



by Jan Reynolds

Entering/Emerging

Repeated Words; Phrases
High Frequency Sight
Words
Picture Support

Raymond's Perfect Present

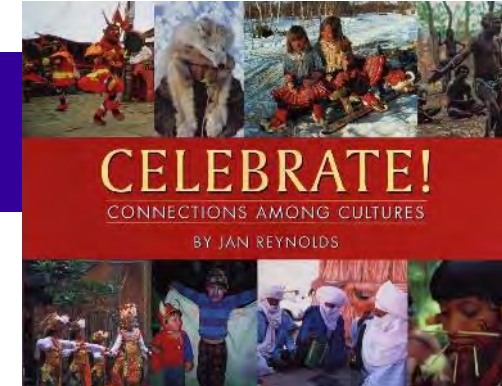
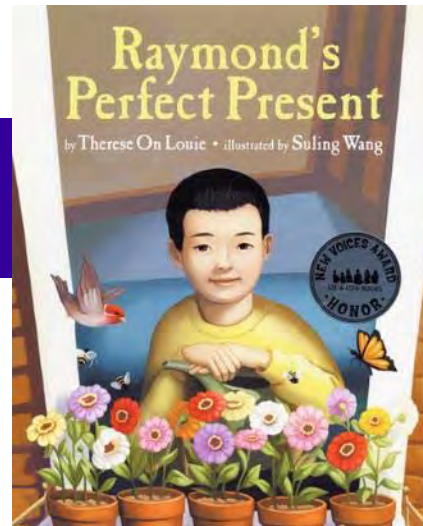
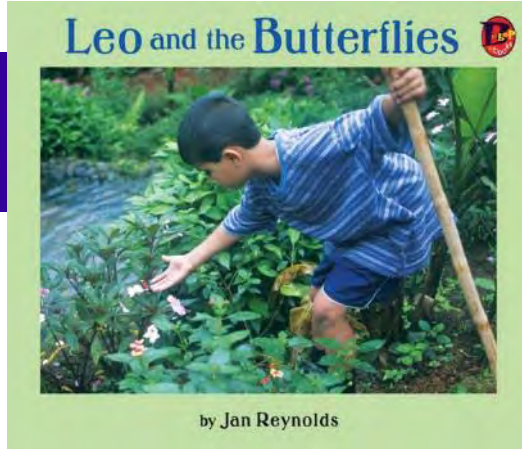
by Therese On Louie • illustrated by Suling Wang



Transitioning



Varied Tier2/3 Vocabulary
Foreign Terms
High Background Knowledge Demands
Complex Sentences



**USING THE BOOKS AS
WRITING PROMPTS
(PREVIEWS OF THE STORY
AS A WAY OF COLLECTING
WRITING SAMPLES)**

Raymond's Perfect Present

by Therese On Louie • illustrated by Suling Wang



Ever since his mother had come home from the hospital, Raymond wasn't supposed to go outside.

"It's best if you stay indoors until your mother gets better," said Mrs. Silver, who lived next door and helped Raymond and his mother. "She'll worry if you're not here."

So every day Raymond came home after school.

Inside the small apartment, it was dim and quiet. Often his mother would be asleep in her room. Raymond would grab some cookies and juice, then sit in front of his bedroom window and watch the world outside.



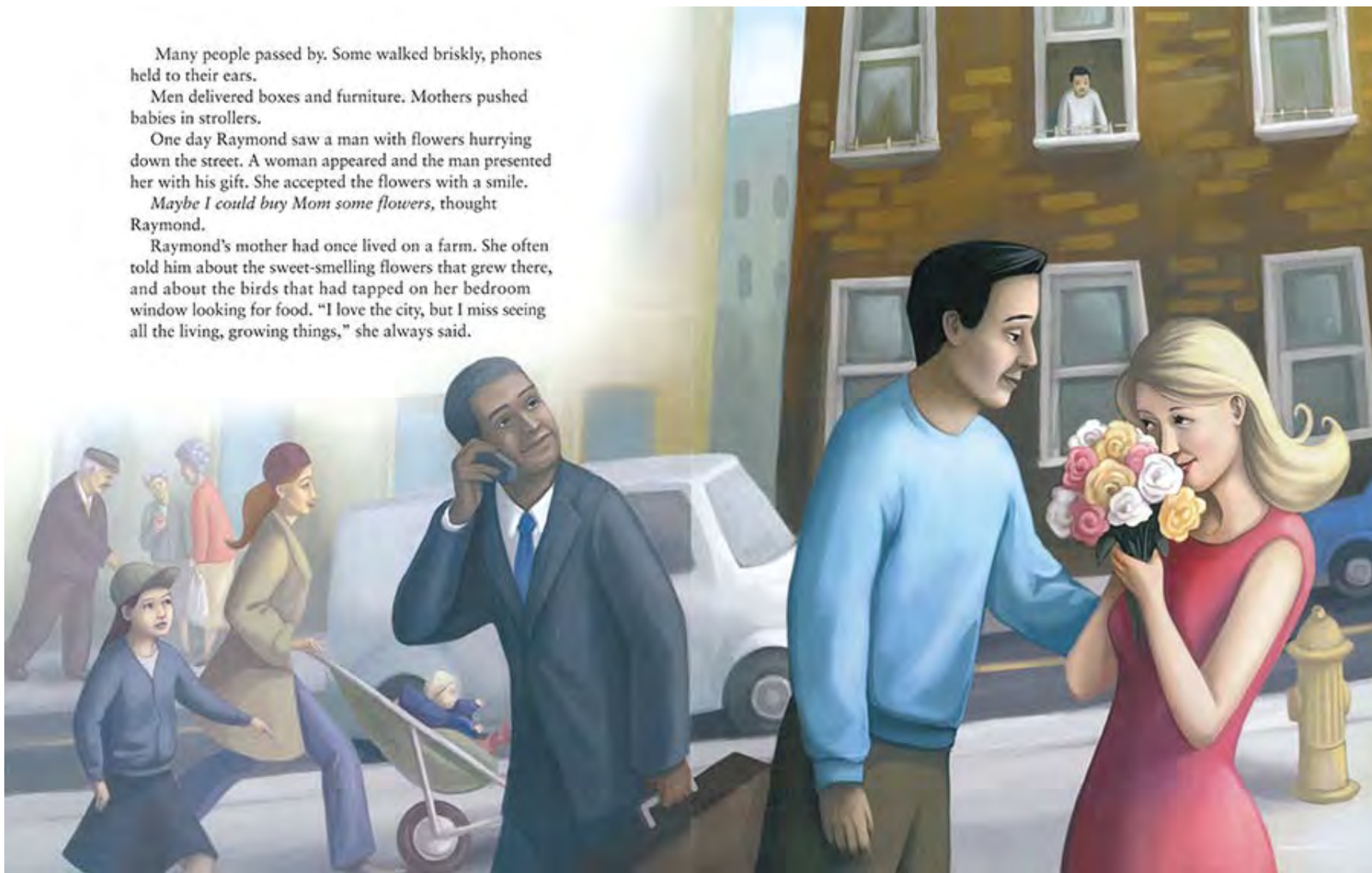
Many people passed by. Some walked briskly, phones held to their ears.

Men delivered boxes and furniture. Mothers pushed babies in strollers.

One day Raymond saw a man with flowers hurrying down the street. A woman appeared and the man presented her with his gift. She accepted the flowers with a smile.

Maybe I could buy Mom some flowers, thought Raymond.

Raymond's mother had once lived on a farm. She often told him about the sweet-smelling flowers that grew there, and about the birds that had tapped on her bedroom window looking for food. "I love the city, but I miss seeing all the living, growing things," she always said.





After school the next day Raymond stopped at a flower shop. The colors were dazzling! But when he held out his money, the shopkeeper shook his head.

"At that price, I'd be giving away my flowers," the shopkeeper said. "Come back with more money and I'll give you a good deal."

When Raymond got home, Mrs. Silver was warming soup for his mother. He tried not to look upset, but Mrs. Silver noticed anyway. "Raymond, what's wrong?" she asked.

So Raymond told her his plan — and his problem. Suddenly he thought of a solution.

"Seeds!" Raymond exclaimed. "The kids in Mr. Oliva's science class grew flowers. I can do that!"

"That's a nice idea," Mrs. Silver said. "Seeds don't cost much, and Mr. Silver can bring you some pots and soil."

That night Raymond was too excited to sleep. Growing flowers from seeds, what a wonderful idea!



Picture Prompt
Left Up While
Writing



SCR= short
constructed
response

Grades 3-4

2016 NYSESLAT Writing Rubric—Grades 3–4

ECR= extended
constructed
response



Dimension		Score 0 – Entering A response at this level:	Score 1 – Emerging A response at this level:	Score 2 – Transitioning A response at this level:	Score 3 – Expanding A response at this level:	Score 4 – Commanding A response at this level:
Complexity of Language		<input type="checkbox"/> Contains zero or few words or short phrases <input type="checkbox"/> Is blank <input type="checkbox"/> Is completely in a language other than English <input type="checkbox"/> Is illegible or unintelligible <input type="checkbox"/> Is completely copied text <input type="checkbox"/> Is isolated words or a list of words or short phrases	<input type="checkbox"/> Contains some words, short phrases, and occasionally simple sentences <input type="checkbox"/> Includes at least one sentence <input type="checkbox"/> May include adapted text in a well-constructed sentence	<input type="checkbox"/> Contains mostly simple sentences <input type="checkbox"/> Includes at least one expanded or complex sentence	<input type="checkbox"/> Contains simple, expanded, and complex sentences	<input type="checkbox"/> Contains a variety of simple, expanded, and complex sentences
Quality of Language		<input type="checkbox"/> Contains at most frequently used Tier 1 words or predictable phrases	<input type="checkbox"/> Contains Tier 1 and common grade-level Tier 2 words and short phrases	<input type="checkbox"/> Contains Tier 1 and a few grade-level Tier 2 words and phrases	<input type="checkbox"/> Contains Tier 1 and some grade-level Tier 2 words and phrases	<input type="checkbox"/> Contains Tier 1 and many grade-level Tier 2 words and phrases
Coherence of Response		<input type="checkbox"/> Lacks a clear introduction, or development of a thought or an idea, or completion due to brevity	<input type="checkbox"/> Includes at least one sentence to introduce, develop, or complete thoughts or ideas	<input type="checkbox"/> Includes words and sentences that provide a limited introduction, development, and/or completion of linked thoughts, ideas, or both	<input type="checkbox"/> Includes words and sentences that provide an introduction, development, and completion of linked thoughts, ideas, or both to provide partial organization	<input type="checkbox"/> Includes words and sentences that provide an introduction, development, and completion of linked thoughts, ideas, or both to provide clear and sufficient organization
Degree of Response	SCR	<input type="checkbox"/> Lacks descriptions of ideas or facts	<input type="checkbox"/> Includes at least one description of an idea or a fact	<input type="checkbox"/> Includes some minimally detailed descriptions of ideas, facts, or both	<input type="checkbox"/> Includes many detailed descriptions of ideas, facts, or both	<input type="checkbox"/> Includes many sufficiently detailed descriptions of ideas, facts, or both
	ECR Narrative	<input type="checkbox"/> Lacks development of descriptions or events	<input type="checkbox"/> Includes at least one description or event	<input type="checkbox"/> Includes some detailed descriptions and/or two or more events in sequence	<input type="checkbox"/> Includes many detailed descriptions and events in sequence	<input type="checkbox"/> Includes many and varied detailed descriptions and events in sequence
	ECR Informational	<input type="checkbox"/> Lacks development of connected ideas	<input type="checkbox"/> Includes at least one original idea or two ideas that are connected	<input type="checkbox"/> Includes some supported and/or connected ideas	<input type="checkbox"/> Includes many supported and connected ideas	<input type="checkbox"/> Includes many and varied supported and connected ideas
Mechanics		<input type="checkbox"/> Contains numerous errors that totally obscure meaning <input type="checkbox"/> Contains words that are unclear	<input type="checkbox"/> Contains many errors that often obscure meaning <input type="checkbox"/> Contains words that may be unclear, but meaning is evident <input type="checkbox"/> May include inventive spelling	<input type="checkbox"/> Contains some errors that occasionally obscure meaning <input type="checkbox"/> Is mostly clear <input type="checkbox"/> May include inventive spelling	<input type="checkbox"/> Contains few errors that rarely obscure meaning <input type="checkbox"/> Is clear <input type="checkbox"/> May include inventive spelling	<input type="checkbox"/> Contains minimal or no errors that obscure meaning <input type="checkbox"/> Is clear <input type="checkbox"/> May include inventive spelling

NOTE: RESPONSES THAT ARE **COMPLETELY IRRELEVANT** TO THE PROMPT CAN BE SCORED NO HIGHER THAN 1.

Student Sample #1

Sylvie

Grade 4

Your Task: (You can look at the book pages as you work)

What did Raymond do next? Tell the rest of the story. What kind of seeds did he buy? Will he plant them alone or have help? Who will help him?

Be sure to include all the things you think Raymond will do to plant the seeds and help the plants grow until they bloom.

How will the story end? How will Raymond's mother react when he gives her the flowering plants that he has grown from seeds?

The next morning Mrs. Silver and Raymond bought the seeds. Then they got home and Mr. Silver's gave them the pots and the soil. Then Mrs. Silver and Mr. Silver and Raymond started to plant. The seeds that they got was lavender and sunflower. There was Raymond mom's favorite. Raymond would take care of them every single day. He would watch it grow. Raymond would give it water every single day. Raymond treated it like a human being. When it finally grew he was so excited he couldn't eat or sleep when he went to


school he couldn't stop talking about it then all his friends said I'm going to do that for my mom. When Mrs. Silver picked him up from school they went to go buy ice cream. Then they went home and then gave ^{the flowers} to his mom. His mom was so happy. Raymond's mom said I love so much my love. Raymond was so happy to see his mom reaction he said this is the best day ever.



Grades 3-4

2016 NYSESLAT Writing Rubric—Grades 3–4

ECR= extended
constructed
response

Dimension		Score 0 – Entering A response at this level:	Score 1 – Emerging A response at this level:	Score 2 – Transitioning A response at this level:	Score 3 – Expanding A response at this level:	Score 4 – Commanding A response at this level:
Complexity of Language		<input type="checkbox"/> Contains zero or few words or short phrases <input type="checkbox"/> Is blank <input type="checkbox"/> Is completely in a language other than English <input type="checkbox"/> Is illegible or unintelligible <input type="checkbox"/> Is completely copied text <input type="checkbox"/> Is isolated words or a list of words or short phrases	<input type="checkbox"/> Contains some words, short phrases, and occasionally simple sentences <input type="checkbox"/> Includes at least one sentence <input type="checkbox"/> May include adapted text in a well-constructed sentence	<input type="checkbox"/> Contains mostly simple sentences <input type="checkbox"/> Includes at least one expanded or complex sentence	<input type="checkbox"/> Contains simple, expanded, and complex sentences	<input type="checkbox"/> Contains a variety of simple, expanded, and complex sentences
Quality of Language		<input type="checkbox"/> Contains at most frequently used Tier 1 words or predictable phrases	<input type="checkbox"/> Contains Tier 1 and common grade-level Tier 2 words and short phrases	<input type="checkbox"/> Contains Tier 1 and a few grade-level Tier 2 words and phrases	<input type="checkbox"/> Contains Tier 1 and some grade-level Tier 2 words and phrases	<input type="checkbox"/> Contains Tier 1 and many grade-level Tier 2 words and phrases
Coherence of Response		<input type="checkbox"/> Lacks a clear introduction, or development of a thought or an idea, or completion due to brevity	<input type="checkbox"/> Includes at least one sentence to introduce, develop, or complete thoughts or ideas	<input type="checkbox"/> Includes words and sentences that provide a limited introduction, development, and/or completion of linked thoughts, ideas, or both	<input type="checkbox"/> Includes words and sentences that provide an introduction, development, and completion of linked thoughts, ideas, or both to provide partial organization	<input type="checkbox"/> Includes words and sentences that provide an introduction, development, and completion of linked thoughts, ideas, or both to provide clear and sufficient organization
 Use of Response	SCR	<input type="checkbox"/> Lacks descriptions of ideas or facts	<input type="checkbox"/> Includes at least one description of an idea or a fact	<input type="checkbox"/> Includes some minimally detailed descriptions of ideas, facts, or both	<input type="checkbox"/> Includes many detailed descriptions of ideas, facts, or both	<input type="checkbox"/> Includes many sufficiently detailed descriptions of ideas, facts, or both
	ECR Narrative	<input type="checkbox"/> Lacks development of descriptions or events	<input type="checkbox"/> Includes at least one description or event	<input type="checkbox"/> Includes some detailed descriptions and/or two or more events in sequence	<input type="checkbox"/> Includes many detailed descriptions and events in sequence	<input type="checkbox"/> Includes many and varied detailed descriptions and events in sequence
	ECR Informational	<input type="checkbox"/> Lacks development of connected ideas	<input type="checkbox"/> Includes at least one original idea or two ideas that are connected	<input type="checkbox"/> Includes some supported and/or connected ideas	<input type="checkbox"/> Includes many supported and connected ideas	<input type="checkbox"/> Includes many and varied supported and connected ideas
Mechanics		<input type="checkbox"/> Contains numerous errors that totally obscure meaning <input type="checkbox"/> Contains words that are unclear	<input type="checkbox"/> Contains many errors that often obscure meaning <input type="checkbox"/> Contains words that may be unclear, but meaning is evident <input type="checkbox"/> May include inventive spelling	<input type="checkbox"/> Contains some errors that occasionally obscure meaning <input type="checkbox"/> Is mostly clear <input type="checkbox"/> May include inventive spelling	<input type="checkbox"/> Contains few errors that rarely obscure meaning <input type="checkbox"/> Is clear <input type="checkbox"/> May include inventive spelling	<input type="checkbox"/> Contains minimal or no errors that obscure meaning <input type="checkbox"/> Is clear <input type="checkbox"/> May include inventive spelling

NOTE: RESPONSES THAT ARE **COMPLETELY IRRELEVANT** TO THE PROMPT CAN BE SCORED NO HIGHER THAN 1.

Student Sample #2

Your Task: (You can look at the book pages as you work)

What did Raymond do next? Tell the rest of the story. What kind of seeds did he buy? Will he plant them alone or have help? Who will help him?

Be sure to include all the things you think Raymond will do to plant the seeds and help the plants grow until they bloom.

How will the story end? How will Raymond's mother react when he gives her the flowering plants that he has grown from seeds?


Raymond looked out his window and saw a
guy handing flower to a woman and he
said I should grow some flower for my
mom and he bought seeds and then he got
a pot of them and put dirt and he digged the
seeds in the pots and he put water
he lives it out side of her's Bed room
window and he put it in the sun in the
end he will be happy because his
mom is going to be so happy she
will put it in her mother's room
and she will give him a lot of
kisses she is going to love it
she will put it on the table
and she will love it that she is
going to cry of joy and that is
all the end thank for reading my story



Grades 3-4

2016 NYSESLAT Writing Rubric—Grades 3–4

ECR= extended
constructed
response

Dimension		Score 0 – Entering A response at this level:	Score 1 – Emerging A response at this level:	Score 2 – Transitioning A response at this level:	Score 3 – Expanding A response at this level:	Score 4 – Commanding A response at this level:
Complexity of Language		<input type="checkbox"/> Contains zero or few words or short phrases <input type="checkbox"/> Is blank <input type="checkbox"/> Is completely in a language other than English <input type="checkbox"/> Is illegible or unintelligible <input type="checkbox"/> Is completely copied text <input type="checkbox"/> Is isolated words or a list of words or short phrases	<input type="checkbox"/> Contains some words, short phrases, and occasionally simple sentences <input type="checkbox"/> Includes at least one sentence <input type="checkbox"/> May include adapted text in a well-constructed sentence	<input type="checkbox"/> Contains mostly simple sentences <input type="checkbox"/> Includes at least one expanded or complex sentence	<input type="checkbox"/> Contains simple, expanded, and complex sentences	<input type="checkbox"/> Contains a variety of simple, expanded, and complex sentences
Quality of Language		<input type="checkbox"/> Contains at most frequently used Tier 1 words or predictable phrases	<input type="checkbox"/> Contains Tier 1 and common grade-level Tier 2 words and short phrases	<input type="checkbox"/> Contains Tier 1 and a few grade-level Tier 2 words and phrases	<input type="checkbox"/> Contains Tier 1 and some grade-level Tier 2 words and phrases	<input type="checkbox"/> Contains Tier 1 and many grade-level Tier 2 words and phrases
Coherence of Response		<input type="checkbox"/> Lacks a clear introduction, or development of a thought or an idea, or completion due to brevity	<input type="checkbox"/> Includes at least one sentence to introduce, develop, or complete thoughts or ideas	<input type="checkbox"/> Includes words and sentences that provide a limited introduction, development, and/or completion of linked thoughts, ideas, or both	<input type="checkbox"/> Includes words and sentences that provide an introduction, development, and completion of linked thoughts, ideas, or both to provide partial organization	<input type="checkbox"/> Includes words and sentences that provide an introduction, development, and completion of linked thoughts, ideas, or both to provide clear and sufficient organization
 Use of Response	SCR	<input type="checkbox"/> Lacks descriptions of ideas or facts	<input type="checkbox"/> Includes at least one description of an idea or a fact	<input type="checkbox"/> Includes some minimally detailed descriptions of ideas, facts, or both	<input type="checkbox"/> Includes many detailed descriptions of ideas, facts, or both	<input type="checkbox"/> Includes many sufficiently detailed descriptions of ideas, facts, or both
	ECR Narrative	<input type="checkbox"/> Lacks development of descriptions or events	<input type="checkbox"/> Includes at least one description or event	<input type="checkbox"/> Includes some detailed descriptions and/or two or more events in sequence	<input type="checkbox"/> Includes many detailed descriptions and events in sequence	<input type="checkbox"/> Includes many and varied detailed descriptions and events in sequence
	ECR Informational	<input type="checkbox"/> Lacks development of connected ideas	<input type="checkbox"/> Includes at least one original idea or two ideas that are connected	<input type="checkbox"/> Includes some supported and/or connected ideas	<input type="checkbox"/> Includes many supported and connected ideas	<input type="checkbox"/> Includes many and varied supported and connected ideas
Mechanics		<input type="checkbox"/> Contains numerous errors that totally obscure meaning <input type="checkbox"/> Contains words that are unclear	<input type="checkbox"/> Contains many errors that often obscure meaning <input type="checkbox"/> Contains words that may be unclear, but meaning is evident <input type="checkbox"/> May include inventive spelling	<input type="checkbox"/> Contains some errors that occasionally obscure meaning <input type="checkbox"/> Is mostly clear <input type="checkbox"/> May include inventive spelling	<input type="checkbox"/> Contains few errors that rarely obscure meaning <input type="checkbox"/> Is clear <input type="checkbox"/> May include inventive spelling	<input type="checkbox"/> Contains minimal or no errors that obscure meaning <input type="checkbox"/> Is clear <input type="checkbox"/> May include inventive spelling

NOTE: RESPONSES THAT ARE **COMPLETELY IRRELEVANT** TO THE PROMPT CAN BE SCORED NO HIGHER THAN 1.

DO YOU SEE ANY
TRANSFER EFFECTS FROM
L₁ TO L₂?



Cross-lingual and
Cross-Modal
Influences on writing?

Esmeralda

Grade 3

Your Task: (You can look at the book pages as you work)

What did Raymond do next? Tell the rest of the story. What kind of seeds did he buy? Will he plant them alone or have help? Who will help him?

Be sure to include all the things you think Raymond will do to plant the seeds and help the plants grow until they bloom.

How will the story end? How will Raymond's mother react when he gives her the flowering plants that he has grown from seeds?

Raymond looked out side he saw a
Guy handing flower to a women and he
said I should grows some flower for my
mom and he Bant seeds and then he got
a Pat of them and put dirt and he diged the
seeds in the paks and he put water
he Lives it out side of her's Red room
window and he put it in the sun in the
end he will Be happy Because his
mom is going to Be so happy she
will Put it in her mother's Room
and She will give him a Lot of
Kisses She is going to Love it
She will Put it on the table
and she will love it that she is
going to cry of joy and that is
all the end thank for reaing my story



Word order?

Overgeneralization of English rules?

Agreement

Omissions (due to L₁ transfer)?

How second language pronunciation affects writing?

Punctuation and capitalization?

Spelling?

Helen

100% ♥

Grade 3

Student Sample #3

Your Task: (You can look at the book pages as you work)

What did Raymond do next? Tell the rest of the story. What kind of seeds did he buy? Will he plant them alone or have help? Who will help him?

Be sure to include all the things you think Raymond will do to plant the seeds and help the plants grow until they bloom.

How will the story end? How will Raymond's mother react when he gives her the flowering plants that he has grown from seeds?


Raymond is going to plant flowers.
for his mother and Mrs Sliver said
that she could get him seed and
so. So he got seeds and I
think he will water them every day
and let them get sun for it to grow.
when he gives the flowers to
his mother. She will be so
happy.



Grades 3-4

2016 NYSESLAT Writing Rubric—Grades 3–4

ECR= extended
constructed
response

Dimension		Score 0 – Entering A response at this level:	Score 1 – Emerging A response at this level:	Score 2 – Transitioning A response at this level:	Score 3 – Expanding A response at this level:	Score 4 – Commanding A response at this level:
Complexity of Language		<input type="checkbox"/> Contains zero or few words or short phrases <input type="checkbox"/> Is blank <input type="checkbox"/> Is completely in a language other than English <input type="checkbox"/> Is illegible or unintelligible <input type="checkbox"/> Is completely copied text <input type="checkbox"/> Is isolated words or a list of words or short phrases	<input type="checkbox"/> Contains some words, short phrases, and occasionally simple sentences <input type="checkbox"/> Includes at least one sentence <input type="checkbox"/> May include adapted text in a well-constructed sentence	<input type="checkbox"/> Contains mostly simple sentences <input type="checkbox"/> Includes at least one expanded or complex sentence	<input type="checkbox"/> Contains simple, expanded, and complex sentences	<input type="checkbox"/> Contains a variety of simple, expanded, and complex sentences
Quality of Language		<input type="checkbox"/> Contains at most frequently used Tier 1 words or predictable phrases	<input type="checkbox"/> Contains Tier 1 and common grade-level Tier 2 words and short phrases	<input type="checkbox"/> Contains Tier 1 and a few grade-level Tier 2 words and phrases	<input type="checkbox"/> Contains Tier 1 and some grade-level Tier 2 words and phrases	<input type="checkbox"/> Contains Tier 1 and many grade-level Tier 2 words and phrases
Coherence of Response		<input type="checkbox"/> Lacks a clear introduction, or development of a thought or an idea, or completion due to brevity	<input type="checkbox"/> Includes at least one sentence to introduce, develop, or complete thoughts or ideas	<input type="checkbox"/> Includes words and sentences that provide a limited introduction, development, and/or completion of linked thoughts, ideas, or both	<input type="checkbox"/> Includes words and sentences that provide an introduction, development, and completion of linked thoughts, ideas, or both to provide partial organization	<input type="checkbox"/> Includes words and sentences that provide an introduction, development, and completion of linked thoughts, ideas, or both to provide clear and sufficient organization
 Use of Response	SCR	<input type="checkbox"/> Lacks descriptions of ideas or facts	<input type="checkbox"/> Includes at least one description of an idea or a fact	<input type="checkbox"/> Includes some minimally detailed descriptions of ideas, facts, or both	<input type="checkbox"/> Includes many detailed descriptions of ideas, facts, or both	<input type="checkbox"/> Includes many sufficiently detailed descriptions of ideas, facts, or both
	ECR Narrative	<input type="checkbox"/> Lacks development of descriptions or events	<input type="checkbox"/> Includes at least one description or event	<input type="checkbox"/> Includes some detailed descriptions and/or two or more events in sequence	<input type="checkbox"/> Includes many detailed descriptions and events in sequence	<input type="checkbox"/> Includes many and varied detailed descriptions and events in sequence
	ECR Informational	<input type="checkbox"/> Lacks development of connected ideas	<input type="checkbox"/> Includes at least one original idea or two ideas that are connected	<input type="checkbox"/> Includes some supported and/or connected ideas	<input type="checkbox"/> Includes many supported and connected ideas	<input type="checkbox"/> Includes many and varied supported and connected ideas
Mechanics		<input type="checkbox"/> Contains numerous errors that totally obscure meaning <input type="checkbox"/> Contains words that are unclear	<input type="checkbox"/> Contains many errors that often obscure meaning <input type="checkbox"/> Contains words that may be unclear, but meaning is evident <input type="checkbox"/> May include inventive spelling	<input type="checkbox"/> Contains some errors that occasionally obscure meaning <input type="checkbox"/> Is mostly clear <input type="checkbox"/> May include inventive spelling	<input type="checkbox"/> Contains few errors that rarely obscure meaning <input type="checkbox"/> Is clear <input type="checkbox"/> May include inventive spelling	<input type="checkbox"/> Contains minimal or no errors that obscure meaning <input type="checkbox"/> Is clear <input type="checkbox"/> May include inventive spelling

NOTE: RESPONSES THAT ARE **COMPLETELY IRRELEVANT** TO THE PROMPT CAN BE SCORED NO HIGHER THAN 1.

Leo and the Butterflies



by Jan Reynolds

Leo and the Butterflies



by Jan Reynolds

Bebop Books


An imprint of LEE & LOW BOOKS Inc.

SCR= short
constructed
response



Grades 1-2

2016 NYSESLAT Writing Rubric—Grades 1–2

Dimension	Score 0 – Entering A response at this level:	Score 1 – Emerging A response at this level:	Score 2 – Transitioning A response at this level:	Score 3 – Expanding A response at this level:	Score 4 – Commanding A response at this level:
Complexity of Language	<ul style="list-style-type: none"> Contains zero or few words or short phrases Is blank Is completely in a language other than English Is illegible or unintelligible Is completely copied text Is isolated words or a list of words or short phrases 	<ul style="list-style-type: none"> Contains some words, short phrases, and occasionally simple sentences Includes at least one sentence May include adapted text in a well-constructed sentence 	<ul style="list-style-type: none"> Contains mostly simple sentences Includes at least one expanded or compound sentence 	<ul style="list-style-type: none"> Contains simple, expanded, and compound sentences 	<ul style="list-style-type: none"> Contains a variety of simple, expanded, and compound (or complex) sentences
Quality of Language	<ul style="list-style-type: none"> Contains at most frequently used words 	<ul style="list-style-type: none"> Contains common words and short phrases 	<ul style="list-style-type: none"> Contains a few grade-level words and phrases 	<ul style="list-style-type: none"> Contains some grade-level words and phrases 	<ul style="list-style-type: none"> Contains many grade-level words and phrases
Coherence of Response	<ul style="list-style-type: none"> Lacks a clear introduction or completion of a thought or an idea due to brevity 	<ul style="list-style-type: none"> Includes at least one sentence in an attempt to introduce or complete a thought or an idea 	<ul style="list-style-type: none"> Includes introductory and/or concluding words and sentences that provide limited organization of thoughts, ideas, or both 	<ul style="list-style-type: none"> Includes introductory and concluding words and sentences that provide partial organization of thoughts, ideas, or both 	<ul style="list-style-type: none"> Includes words and sentences that sufficiently introduce and complete thoughts, ideas, or both
 Degree of Response	SCR	<ul style="list-style-type: none"> Lacks descriptions of thoughts, feelings, or ideas 	<ul style="list-style-type: none"> Includes at least one description of a thought or an idea 	<ul style="list-style-type: none"> Includes some minimally detailed descriptions of thoughts, ideas, or both 	<ul style="list-style-type: none"> Includes many detailed descriptions of thoughts, ideas, or both
	ECR Narrative	<ul style="list-style-type: none"> Lacks development of descriptions or events in sequence 	<ul style="list-style-type: none"> Includes at least one description or two events in sequence 	<ul style="list-style-type: none"> Includes some descriptions with minimal details and/or two or more events in sequence 	<ul style="list-style-type: none"> Includes descriptions with many details and two or more events in sequence
	ECR Informational	<ul style="list-style-type: none"> Lacks development of an opinion or additional information 	<ul style="list-style-type: none"> Includes at least one opinion and/or additional information 	<ul style="list-style-type: none"> Includes an opinion with some reasons and/or additional information 	<ul style="list-style-type: none"> Includes an opinion with many reasons and additional information
Mechanics	<ul style="list-style-type: none"> Contains numerous errors that totally obscure meaning Contains words that are unclear 	<ul style="list-style-type: none"> Contains many errors that often obscure meaning Contains words that may be unclear, but meaning is evident May include inventive spelling 	<ul style="list-style-type: none"> Contains some errors that occasionally obscure meaning Is mostly clear May include inventive spelling 	<ul style="list-style-type: none"> Contains few errors that rarely obscure meaning Is clear May include inventive spelling 	<ul style="list-style-type: none"> Contains minimal or no errors that obscure meaning Is clear May include inventive spelling

NOTE: RESPONSES THAT ARE **COMPLETELY IRRELEVANT** TO THE PROMPT CAN BE SCORED NO HIGHER THAN 1.



My name is Leo and I live in Costa Rica.



It rains a lot here and the landscape is very green.



We have many rainforests in my country.
I like to visit the rainforest near my home.
It is very wet and full of plants.



The rainforest is home to many animals and insects.
Butterflies are my favorite things to look for
when I go for walks in the rainforest.

A great place to see lots of butterflies is in the butterfly garden at the butterfly farm. A giant net covers part of the rainforest to make the butterfly garden. Inside this covered space are hundreds of plants.

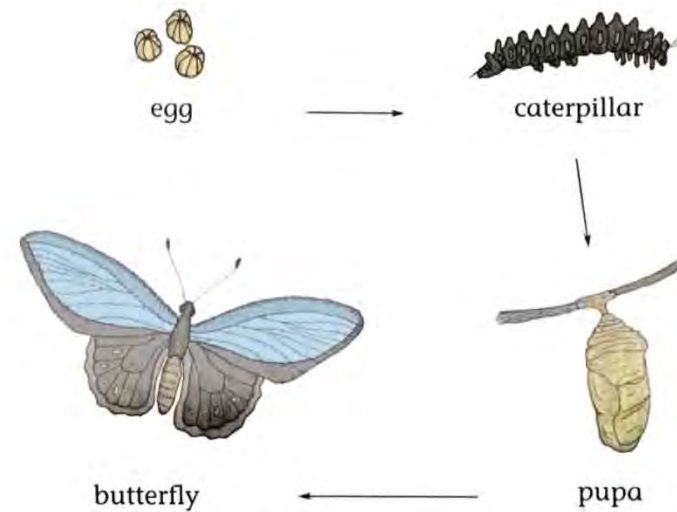


Butterflies lay their eggs on plants. These plants are called host plants. A host plant holds the butterfly eggs and will be food for the caterpillars that hatch from the eggs. Butterfly eggs are very tiny and hard to see. I look under the leaves to find them.



These eggs are about 3½ times actual size.

Butterflies start as eggs.
A caterpillar hatches from the egg.
Then the caterpillar spins a cocoon
and becomes a pupa.
After about two weeks the pupa
turns into a butterfly.



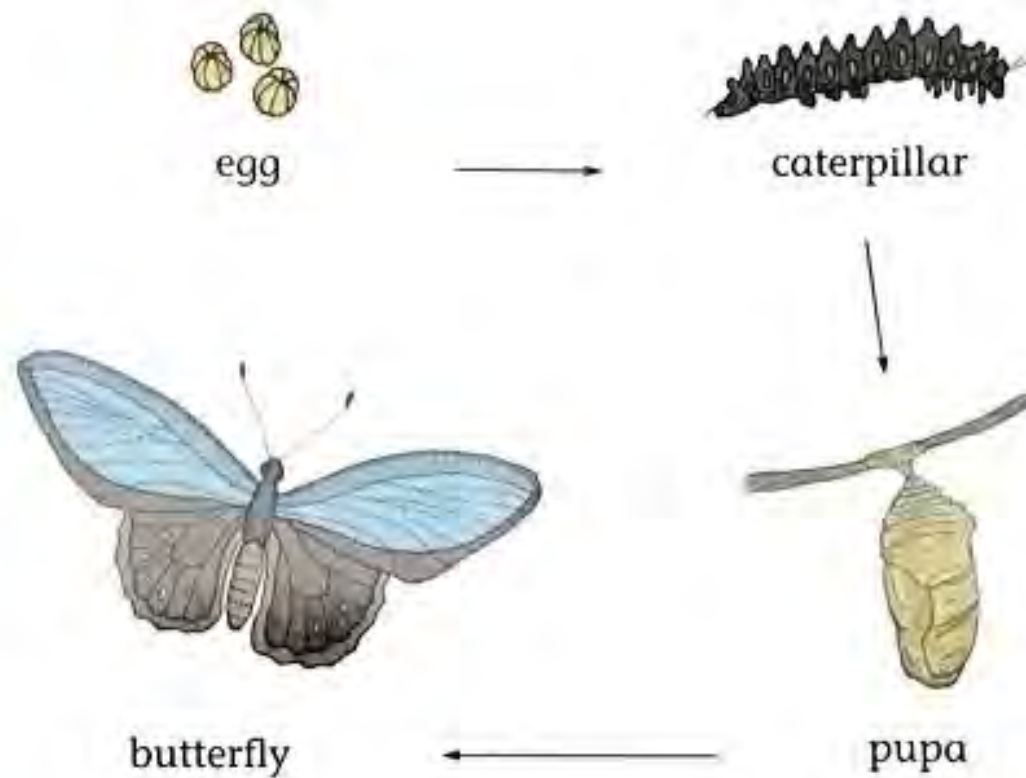
This shows the growth stages of a butterfly.



Butterflies from the farm are mailed around
the world to gardens and museums.
Then people everywhere will see how beautiful
the butterflies from the rainforest are.



I am lucky I can visit the butterflies
and the rainforest anytime!



Picture
Prompt

This shows the growth stages of a butterfly.

Student Sample #1

Kiara

Grade 2

Your Task: (You can put up the final page showing stages of growth as they write)

Leo lives in Costa Rica near a rainforest. He loves living there and feels lucky because he can go and watch the butterflies as they grow in the butterfly garden at the butterfly farm.

What do you think he likes the most about watching butterflies grow?
What do you think he does when he finds a butterfly egg? A cocoon?
A butterfly?

What would you do with the butterflies if he mailed some to you?

leo likes most watching butterflies grow is that watch them turn into egg then a caterpillar pupa and then turn into a new born butterfly. When leo finds a butterfly egg he takes it then starts to take care of it until it turns into a butterfly. If leo mailed me some butterfly I will put them in a cage and watch them fly and turn into a butterfly.

Ignore Capitals
and Periods!




SCR= short
constructed
response



Grades 1-2

2016 NYSESLAT Writing Rubric—Grades 1–2

Dimension	Score 0 – Entering A response at this level:	Score 1 – Emerging A response at this level:	Score 2 – Transitioning A response at this level:	Score 3 – Expanding A response at this level:	Score 4 – Commanding A response at this level:
Complexity of Language	<ul style="list-style-type: none"> Contains zero or few words or short phrases Is blank Is completely in a language other than English Is illegible or unintelligible Is completely copied text Is isolated words or a list of words or short phrases 	<ul style="list-style-type: none"> Contains some words, short phrases, and occasionally simple sentences Includes at least one sentence May include adapted text in a well-constructed sentence 	<ul style="list-style-type: none"> Contains mostly simple sentences Includes at least one expanded or compound sentence 	<ul style="list-style-type: none"> Contains simple, expanded, and compound sentences 	<ul style="list-style-type: none"> Contains a variety of simple, expanded, and compound (or complex) sentences
Quality of Language	<ul style="list-style-type: none"> Contains at most frequently used words 	<ul style="list-style-type: none"> Contains common words and short phrases 	<ul style="list-style-type: none"> Contains a few grade-level words and phrases 	<ul style="list-style-type: none"> Contains some grade-level words and phrases 	<ul style="list-style-type: none"> Contains many grade-level words and phrases
Coherence of Response	<ul style="list-style-type: none"> Lacks a clear introduction or completion of a thought or an idea due to brevity 	<ul style="list-style-type: none"> Includes at least one sentence in an attempt to introduce or complete a thought or an idea 	<ul style="list-style-type: none"> Includes introductory and/or concluding words and sentences that provide limited organization of thoughts, ideas, or both 	<ul style="list-style-type: none"> Includes introductory and concluding words and sentences that provide partial organization of thoughts, ideas, or both 	<ul style="list-style-type: none"> Includes words and sentences that sufficiently introduce and complete thoughts, ideas, or both
 Degree of Response	SCR	<ul style="list-style-type: none"> Lacks descriptions of thoughts, feelings, or ideas 	<ul style="list-style-type: none"> Includes at least one description of a thought or an idea 	<ul style="list-style-type: none"> Includes some minimally detailed descriptions of thoughts, ideas, or both 	<ul style="list-style-type: none"> Includes many detailed descriptions of thoughts, ideas, or both
	ECR Narrative	<ul style="list-style-type: none"> Lacks development of descriptions or events in sequence 	<ul style="list-style-type: none"> Includes at least one description or two events in sequence 	<ul style="list-style-type: none"> Includes some descriptions with minimal details and/or two or more events in sequence 	<ul style="list-style-type: none"> Includes descriptions with many details and two or more events in sequence
	ECR Informational	<ul style="list-style-type: none"> Lacks development of an opinion or additional information 	<ul style="list-style-type: none"> Includes at least one opinion and/or additional information 	<ul style="list-style-type: none"> Includes an opinion with some reasons and/or additional information 	<ul style="list-style-type: none"> Includes an opinion with many reasons and additional information
Mechanics	<ul style="list-style-type: none"> Contains numerous errors that totally obscure meaning Contains words that are unclear 	<ul style="list-style-type: none"> Contains many errors that often obscure meaning Contains words that may be unclear, but meaning is evident May include inventive spelling 	<ul style="list-style-type: none"> Contains some errors that occasionally obscure meaning Is mostly clear May include inventive spelling 	<ul style="list-style-type: none"> Contains few errors that rarely obscure meaning Is clear May include inventive spelling 	<ul style="list-style-type: none"> Contains minimal or no errors that obscure meaning Is clear May include inventive spelling

NOTE: RESPONSES THAT ARE **COMPLETELY IRRELEVANT** TO THE PROMPT CAN BE SCORED NO HIGHER THAN 1.

Student Sample #2

Kevin

Grade 2

Your Task: (You can put up the final page showing stages of growth as they write)

Leo lives in Costa Rica near a rainforest. He loves living there and feels lucky because he can go and watch the butterflies as they grow in the butterfly garden at the butterfly farm.

What do you think he likes the most about watching butterflies grow?
What do you think he does when he finds a butterfly egg? A cocoon?
A butterfly?

What would you do with the butterflies if he mailed some to you?

I think Leo likes to watch cocoons
growing into butterflies. When Leo finds
a butterfly he picks them up.
if he mailed some to me I will watch
them fly.




SCR= short
constructed
response



Grades 1-2

2016 NYSESLAT Writing Rubric—Grades 1–2

Dimension	Score 0 – Entering A response at this level:	Score 1 – Emerging A response at this level:	Score 2 – Transitioning A response at this level:	Score 3 – Expanding A response at this level:	Score 4 – Commanding A response at this level:
Complexity of Language	<ul style="list-style-type: none"> Contains zero or few words or short phrases Is blank Is completely in a language other than English Is illegible or unintelligible Is completely copied text Is isolated words or a list of words or short phrases 	<ul style="list-style-type: none"> Contains some words, short phrases, and occasionally simple sentences Includes at least one sentence May include adapted text in a well-constructed sentence 	<ul style="list-style-type: none"> Contains mostly simple sentences Includes at least one expanded or compound sentence 	<ul style="list-style-type: none"> Contains simple, expanded, and compound sentences 	<ul style="list-style-type: none"> Contains a variety of simple, expanded, and compound (or complex) sentences
Quality of Language	<ul style="list-style-type: none"> Contains at most frequently used words 	<ul style="list-style-type: none"> Contains common words and short phrases 	<ul style="list-style-type: none"> Contains a few grade-level words and phrases 	<ul style="list-style-type: none"> Contains some grade-level words and phrases 	<ul style="list-style-type: none"> Contains many grade-level words and phrases
Coherence of Response	<ul style="list-style-type: none"> Lacks a clear introduction or completion of a thought or an idea due to brevity 	<ul style="list-style-type: none"> Includes at least one sentence in an attempt to introduce or complete a thought or an idea 	<ul style="list-style-type: none"> Includes introductory and/or concluding words and sentences that provide limited organization of thoughts, ideas, or both 	<ul style="list-style-type: none"> Includes introductory and concluding words and sentences that provide partial organization of thoughts, ideas, or both 	<ul style="list-style-type: none"> Includes words and sentences that sufficiently introduce and complete thoughts, ideas, or both
 Degree of Response	SCR	<ul style="list-style-type: none"> Lacks descriptions of thoughts, feelings, or ideas 	<ul style="list-style-type: none"> Includes at least one description of a thought or an idea 	<ul style="list-style-type: none"> Includes some minimally detailed descriptions of thoughts, ideas, or both 	<ul style="list-style-type: none"> Includes many detailed descriptions of thoughts, ideas, or both
	ECR Narrative	<ul style="list-style-type: none"> Lacks development of descriptions or events in sequence 	<ul style="list-style-type: none"> Includes at least one description or two events in sequence 	<ul style="list-style-type: none"> Includes some descriptions with minimal details and/or two or more events in sequence 	<ul style="list-style-type: none"> Includes descriptions with many details and two or more events in sequence
	ECR Informational	<ul style="list-style-type: none"> Lacks development of an opinion or additional information 	<ul style="list-style-type: none"> Includes at least one opinion and/or additional information 	<ul style="list-style-type: none"> Includes an opinion with some reasons and/or additional information 	<ul style="list-style-type: none"> Includes an opinion with many reasons and additional information
Mechanics	<ul style="list-style-type: none"> Contains numerous errors that totally obscure meaning Contains words that are unclear 	<ul style="list-style-type: none"> Contains many errors that often obscure meaning Contains words that may be unclear, but meaning is evident May include inventive spelling 	<ul style="list-style-type: none"> Contains some errors that occasionally obscure meaning Is mostly clear May include inventive spelling 	<ul style="list-style-type: none"> Contains few errors that rarely obscure meaning Is clear May include inventive spelling 	<ul style="list-style-type: none"> Contains minimal or no errors that obscure meaning Is clear May include inventive spelling

NOTE: RESPONSES THAT ARE **COMPLETELY IRRELEVANT** TO THE PROMPT CAN BE SCORED NO HIGHER THAN 1.

Student Sample #3

ERICK

Grade 2

Your Task: (You can put up the final page showing stages of growth as they write)

Leo lives in Costa Rica near a rainforest. He loves living there and feels lucky because he can go and watch the butterflies as they grow in the butterfly garden at the butterfly farm.

What do you think he likes the most about watching butterflies grow?
What do you think he does when he finds a butterfly egg? A cocoon?
A butterfly?

What would you do with the butterflies if he mailed some to you?

leo likes most of the cycle
about how they grow into a
butter fly. He would probably
watch it or be amazed. I would
let them go so the butterfly's
could have some freedom if Leo mailed
me some I would let them go.



SCR= short
constructed
response



Grades 1-2

2016 NYSESLAT Writing Rubric—Grades 1–2

Dimension	Score 0 – Entering A response at this level:	Score 1 – Emerging A response at this level:	Score 2 – Transitioning A response at this level:	Score 3 – Expanding A response at this level:	Score 4 – Commanding A response at this level:
Complexity of Language	<input type="checkbox"/> Contains zero or few words or short phrases <input type="checkbox"/> Is blank <input type="checkbox"/> Is completely in a language other than English <input type="checkbox"/> Is illegible or unintelligible <input type="checkbox"/> Is completely copied text <input type="checkbox"/> Is isolated words or a list of words or short phrases	<input type="checkbox"/> Contains some words, short phrases, and occasionally simple sentences <input type="checkbox"/> Includes at least one sentence <input type="checkbox"/> May include adapted text in a well-constructed sentence	<input type="checkbox"/> Contains mostly simple sentences <input type="checkbox"/> Includes at least one expanded or compound sentence	<input type="checkbox"/> Contains simple, expanded, and compound sentences	<input type="checkbox"/> Contains a variety of simple, expanded, and compound (or complex) sentences
Quality of Language	<input type="checkbox"/> Contains at most frequently used words	<input type="checkbox"/> Contains common words and short phrases	<input type="checkbox"/> Contains a few grade-level words and phrases	<input type="checkbox"/> Contains some grade-level words and phrases	<input type="checkbox"/> Contains many grade-level words and phrases
Coherence of Response	<input type="checkbox"/> Lacks a clear introduction or completion of a thought or an idea due to brevity	<input type="checkbox"/> Includes at least one sentence in an attempt to introduce or complete a thought or an idea	<input type="checkbox"/> Includes introductory and/or concluding words and sentences that provide limited organization of thoughts, ideas, or both	<input type="checkbox"/> Includes introductory and concluding words and sentences that provide partial organization of thoughts, ideas, or both	<input type="checkbox"/> Includes words and sentences that sufficiently introduce and complete thoughts, ideas, or both
Degree of Response	SCR	<input type="checkbox"/> Lacks descriptions of thoughts, feelings, or ideas	<input type="checkbox"/> Includes at least one description of a thought or an idea	<input type="checkbox"/> Includes some minimally detailed descriptions of thoughts, ideas, or both	<input type="checkbox"/> Includes many sufficiently detailed descriptions of thoughts, ideas, or both
	ECR Narrative	<input type="checkbox"/> Lacks development of descriptions or events in sequence	<input type="checkbox"/> Includes at least one description or two events in sequence	<input type="checkbox"/> Includes some descriptions with minimal details and/or two or more events in sequence	<input type="checkbox"/> Includes descriptions with many and varied details and two or more events in sequence
	ECR Informational	<input type="checkbox"/> Lacks development of an opinion or additional information	<input type="checkbox"/> Includes at least one opinion and/or additional information	<input type="checkbox"/> Includes an opinion with some reasons and/or additional information	<input type="checkbox"/> Includes an opinion with many and varied reasons and additional information
Mechanics	<input type="checkbox"/> Contains numerous errors that totally obscure meaning <input type="checkbox"/> Contains words that are unclear	<input type="checkbox"/> Contains many errors that often obscure meaning <input type="checkbox"/> Contains words that may be unclear, but meaning is evident <input type="checkbox"/> May include inventive spelling	<input type="checkbox"/> Contains some errors that occasionally obscure meaning <input type="checkbox"/> Is mostly clear <input type="checkbox"/> May include inventive spelling	<input type="checkbox"/> Contains few errors that rarely obscure meaning <input type="checkbox"/> Is clear <input type="checkbox"/> May include inventive spelling	<input type="checkbox"/> Contains minimal or no errors that obscure meaning <input type="checkbox"/> Is clear <input type="checkbox"/> May include inventive spelling

NOTE: RESPONSES THAT ARE **COMPLETELY IRRELEVANT** TO THE PROMPT CAN BE SCORED NO HIGHER THAN 1.

Student Sample #4

Joshua
Gr. 1

Your Task: (You can put up the final page showing stages of growth as they write)

Leo lives in Costa Rica near a rainforest. He loves living there and feels lucky because he can go and watch the butterflies as they grow in the butterfly garden at the butterfly farm.

What do you think he likes the most about watching butterflies grow?
What do you think he does when he finds a butterfly egg? A cocoon?
A butterfly?

What would you do with the butterflies if he mailed some to you?

I would say thank you.
Leo is he is a gro nup.
I would feed the.
butter fly.




SCR= short
constructed
response



Grades 1-2

2016 NYSESLAT Writing Rubric—Grades 1–2

Dimension	Score 0 – Entering A response at this level:	Score 1 – Emerging A response at this level:	Score 2 – Transitioning A response at this level:	Score 3 – Expanding A response at this level:	Score 4 – Commanding A response at this level:
Complexity of Language	<ul style="list-style-type: none"> Contains zero or few words or short phrases Is blank Is completely in a language other than English Is illegible or unintelligible Is completely copied text Is isolated words or a list of words or short phrases 	<ul style="list-style-type: none"> Contains some words, short phrases, and occasionally simple sentences Includes at least one sentence May include adapted text in a well-constructed sentence 	<ul style="list-style-type: none"> Contains mostly simple sentences Includes at least one expanded or compound sentence 	<ul style="list-style-type: none"> Contains simple, expanded, and compound sentences 	<ul style="list-style-type: none"> Contains a variety of simple, expanded, and compound (or complex) sentences
Quality of Language	<ul style="list-style-type: none"> Contains at most frequently used words 	<ul style="list-style-type: none"> Contains common words and short phrases 	<ul style="list-style-type: none"> Contains a few grade-level words and phrases 	<ul style="list-style-type: none"> Contains some grade-level words and phrases 	<ul style="list-style-type: none"> Contains many grade-level words and phrases
Coherence of Response	<ul style="list-style-type: none"> Lacks a clear introduction or completion of a thought or an idea due to brevity 	<ul style="list-style-type: none"> Includes at least one sentence in an attempt to introduce or complete a thought or an idea 	<ul style="list-style-type: none"> Includes introductory and/or concluding words and sentences that provide limited organization of thoughts, ideas, or both 	<ul style="list-style-type: none"> Includes introductory and concluding words and sentences that provide partial organization of thoughts, ideas, or both 	<ul style="list-style-type: none"> Includes words and sentences that sufficiently introduce and complete thoughts, ideas, or both
 Degree of Response	SCR	<ul style="list-style-type: none"> Lacks descriptions of thoughts, feelings, or ideas 	<ul style="list-style-type: none"> Includes at least one description of a thought or an idea 	<ul style="list-style-type: none"> Includes some minimally detailed descriptions of thoughts, ideas, or both 	<ul style="list-style-type: none"> Includes many detailed descriptions of thoughts, ideas, or both
	ECR Narrative	<ul style="list-style-type: none"> Lacks development of descriptions or events in sequence 	<ul style="list-style-type: none"> Includes at least one description or two events in sequence 	<ul style="list-style-type: none"> Includes some descriptions with minimal details and/or two or more events in sequence 	<ul style="list-style-type: none"> Includes descriptions with many details and two or more events in sequence
	ECR Informational	<ul style="list-style-type: none"> Lacks development of an opinion or additional information 	<ul style="list-style-type: none"> Includes at least one opinion and/or additional information 	<ul style="list-style-type: none"> Includes an opinion with some reasons and/or additional information 	<ul style="list-style-type: none"> Includes an opinion with many reasons and additional information
Mechanics	<ul style="list-style-type: none"> Contains numerous errors that totally obscure meaning Contains words that are unclear 	<ul style="list-style-type: none"> Contains many errors that often obscure meaning Contains words that may be unclear, but meaning is evident May include inventive spelling 	<ul style="list-style-type: none"> Contains some errors that occasionally obscure meaning Is mostly clear May include inventive spelling 	<ul style="list-style-type: none"> Contains few errors that rarely obscure meaning Is clear May include inventive spelling 	<ul style="list-style-type: none"> Contains minimal or no errors that obscure meaning Is clear May include inventive spelling

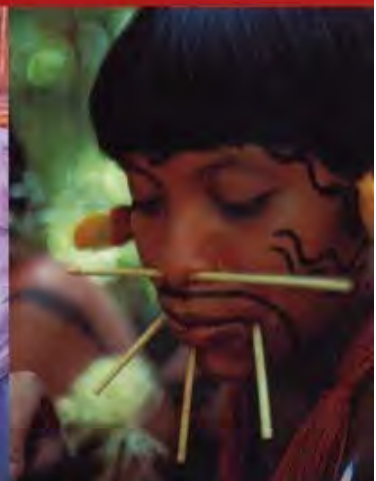
NOTE: RESPONSES THAT ARE **COMPLETELY IRRELEVANT** TO THE PROMPT CAN BE SCORED NO HIGHER THAN 1.



CELEBRATE!

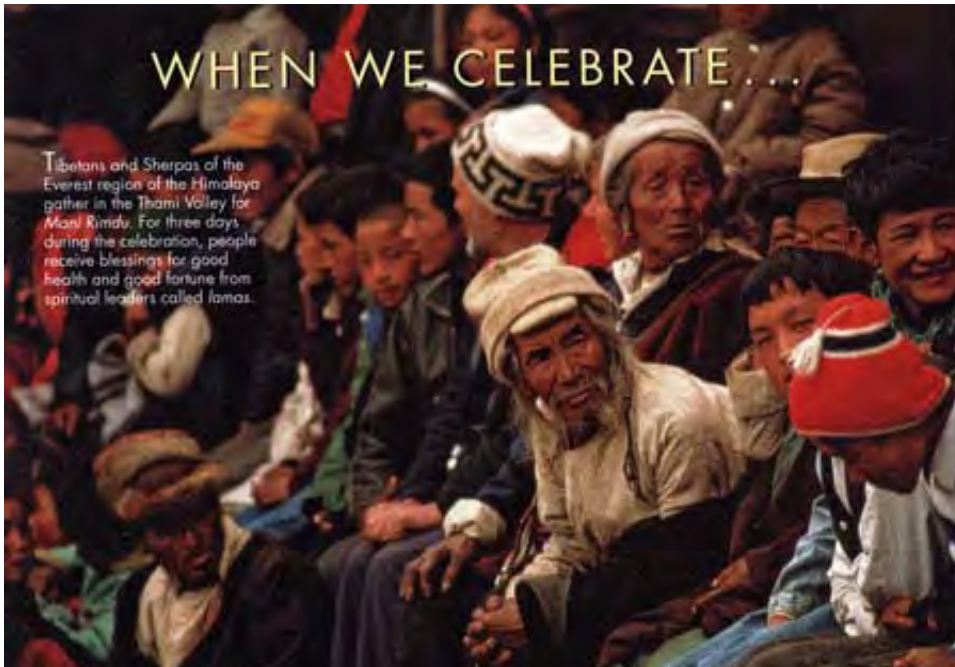
CONNECTIONS AMONG CULTURES

BY JAN REYNOLDS



WHEN WE CELEBRATE...

Tibetans and Sherpas of the Everest region of the Himalaya gather in the Thami Valley for Mani Rimdu. For three days during the celebration, people receive blessings for good health and good fortune from spiritual leaders called lamas.



WE GATHER TOGETHER

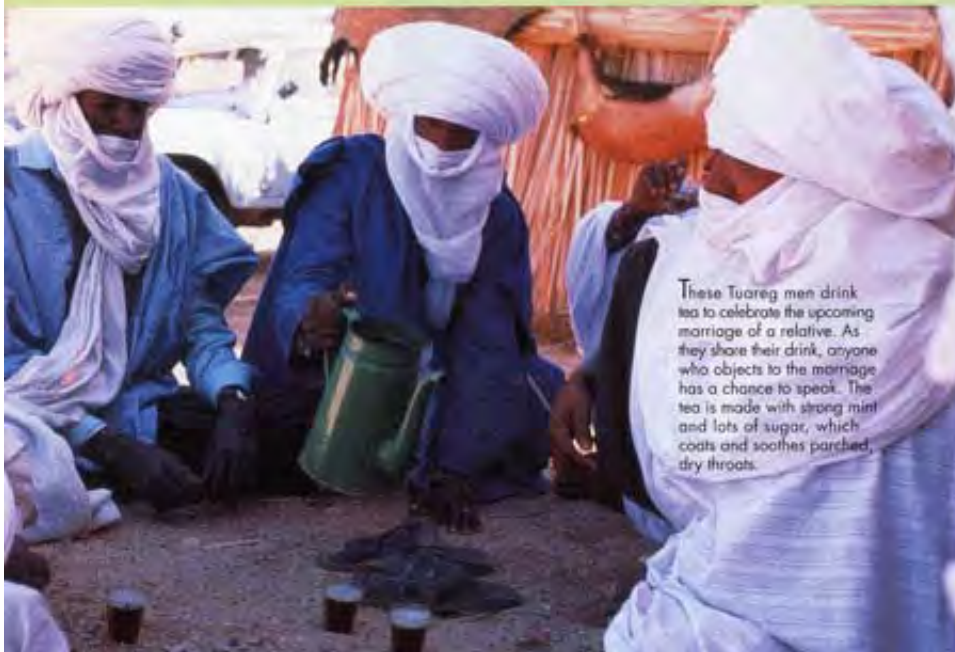
In the spring, Sami gather to celebrate the return of sunlight to the Arctic region of Northern Europe. The days are much warmer and longer, and people meet up with family and friends they have not seen all winter.



Hundreds of Tuareg come together in the center of the Sahara desert to celebrate Dor Moulay. They gather every spring for this three-day celebration, starting on the eve of a full moon. The festivities honor the life of Moulay, an ancestral hero.

WHEN WE CELEBRATE...

These Tuareg men drink tea to celebrate the upcoming marriage of a relative. As they share their drink, anyone who objects to the marriage has a chance to speak. The tea is made with strong mint and lots of sugar, which coats and soothes parched, dry throats.



WE EAT AND DRINK

This Inuit family eats slices of frozen raw fish to give thanks for their good catch. The Inuit fish through holes cut in the thick ice covering lakes. Some still use traditional fishing methods: lines of sinew wound on sticks, hand-carved hooks made of animal bones, and caribou flesh for bait.

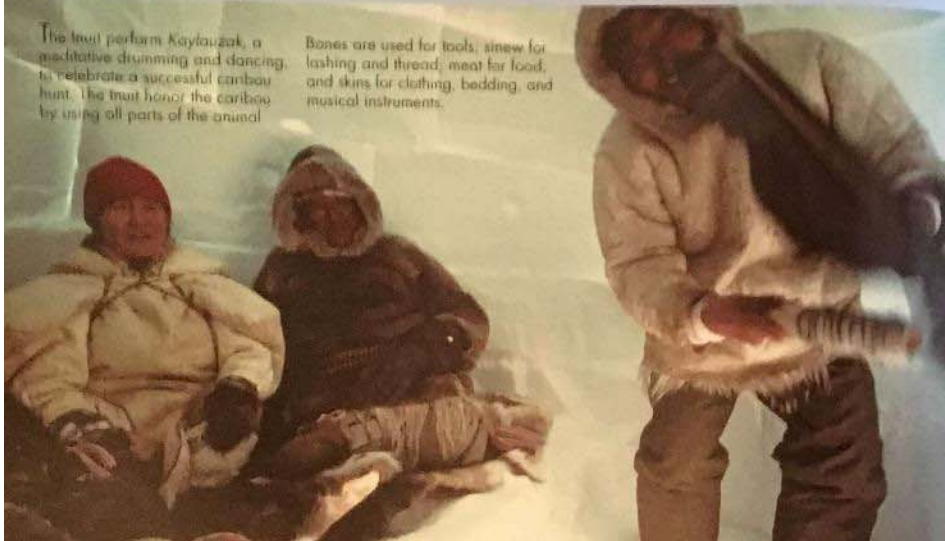


The Balinese bake elaborate cakes for celebrations. This cake is for a wedding and represents the entire universe. The pictures at the bottom show the lower world where evil lives. The man and woman in the middle represent life on Earth. Everything above the couple represents goodness in the heavens.

WHEN WE CELEBRATE...

The Inuit perform Kaylaurzak, a meditative drumming and dancing, to celebrate a successful caribou hunt. The Inuit honor the caribou by using all parts of the animal.

Bones are used for tools; sinew for lashing and thread; meat for food; and skins for clothing, bedding, and musical instruments.

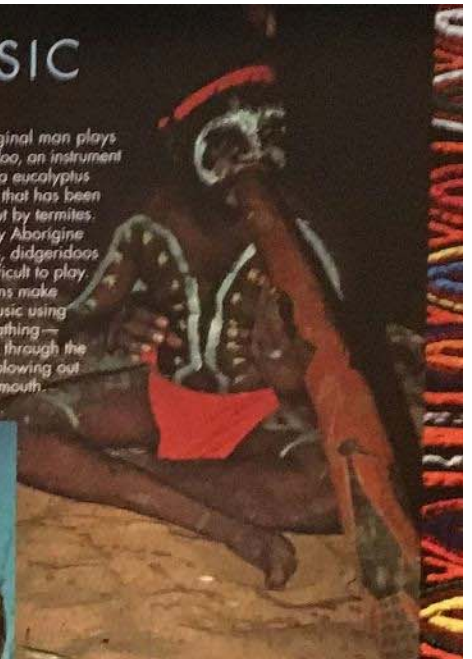


WE PLAY MUSIC

When a Sami shaman beats his reindeer hide drum, he is celebrating his connection with the natural world. It is believed the shaman has special abilities to communicate with the spirits of nature. Because of this, people in his community ask him questions such as "How long will the winter continue?" and "When will the good rains come?"



This Aboriginal man plays the didgeridoo, an instrument made from a eucalyptus tree branch that has been hollowed out by termites. Part of many Aborigine celebrations, didgeridoos are very difficult to play. The musicians make continual music using circular breathing—breathing in through the nose while blowing out through the mouth.



WHEN WE CELEBRATE...

The Luyang dance, performed by Peking Opera troupes, celebrates a traditional story that is an important part of Chinese history. The story describes the capture of King Liang by the enemy.

When Liang looks back at his palace, he is reminded by the quick march of the Peking Opera of the dance movements, the precise movements of the eyes and fingers.



WE DANCE

Yemenite dance is a very long, slow, sensual dance for good fortune, such as a beautiful bride. There are songs of love every evening when Yemenite of all ages gather together in open areas within their large villages—feasting and dancing that brings up to one hundred extended family members.



In the ceremonies of Mali, Ewe, dancers tell old stories about how to live a happy, successful life. Traditionally, only men could dance, but now women have joined the community. Many dances are performed, allowing the audience to laugh while learning to become like the story.



WHEN WE CELEBRATE

The *Legong* dance, performed by these women, celebrates a traditional story that is an important part of Balinese history. The story illustrates the value of love and truth, as a

prince fights to win back his princess. Accompanied by the quick tempo of the *gamelan*, many of the dancers' movements are precise motions of the eyes and fingers.



WE DANCE

Yanomami dance as they sing *hieris*, songs of thanks for good fortune, such as a bountiful hunt. *Hieris* are sung at dusk every evening when Yanomami of all ages gather together in open areas within their large *shapono*s—thatched grass huts that house up to one hundred extended family members.



In the ceremonies of *Mani Rimdu*, dances tell old stories about how to live a loving, compassionate life. Traditionally only monks read the ancient texts, so they danced and acted out the stories for the community. Many dances are humorous, allowing the audience to laugh while learning a lesson from the story.



Grades 5-6

2016 NYSESLAT Writing Rubric—Grades 5–6

Dimension		Score 0 – Entering A response at this level:	Score 1 – Emerging A response at this level:	Score 2 – Transitioning A response at this level:	Score 3 – Expanding A response at this level:	Score 4 – Commanding A response at this level:
Complexity of Language		<ul style="list-style-type: none"> Contains zero or few words or short phrases Is blank Is completely in a language other than English Is illegible or unintelligible Is completely copied text Is isolated words or a list of words or short phrases 	<ul style="list-style-type: none"> Contains some words, short phrases, and occasionally simple sentences Includes at least one sentence May include adapted text in a well-constructed sentence 	<ul style="list-style-type: none"> Contains mostly simple sentences Includes at least one expanded or complex sentence 	<ul style="list-style-type: none"> Contains simple, expanded, and complex sentences 	<ul style="list-style-type: none"> Contains a variety of simple, expanded, and complex sentences
Quality of Language		<ul style="list-style-type: none"> Contains at most frequently used Tier 1 words or predictable phrases 	<ul style="list-style-type: none"> Contains Tier 1 and common grade-level Tier 2 words and short phrases 	<ul style="list-style-type: none"> Contains Tier 1 and a few grade-level Tier 2 words and phrases 	<ul style="list-style-type: none"> Contains Tier 1 and some grade-level Tier 2 words and phrases 	<ul style="list-style-type: none"> Contains Tier 1 and many grade-level Tier 2 words and phrases
Coherence of Response		<ul style="list-style-type: none"> Lacks a clear orientation, or development of an idea, or closure due to brevity 	<ul style="list-style-type: none"> Includes words and at least one sentence to introduce, develop, transition, or conclude ideas 	<ul style="list-style-type: none"> Includes words and sentences that provide limited orientation, development of ideas, transitions, and/or closure 	<ul style="list-style-type: none"> Includes words and sentences that provide partial orientation, logical development of ideas, transitions, and closure 	<ul style="list-style-type: none"> Includes sufficient orientation, logical development of ideas, and closure to provide clear organization
Degree of Response	SCR	<ul style="list-style-type: none"> Lacks descriptions of ideas or facts 	<ul style="list-style-type: none"> Includes at least one description of an idea or a fact 	<ul style="list-style-type: none"> Includes some minimally detailed descriptions of ideas, facts, or both 	<ul style="list-style-type: none"> Includes many detailed descriptions of ideas, facts, or both 	<ul style="list-style-type: none"> Includes many sufficiently and precisely detailed descriptions of ideas, facts, or both
	ECR Narrative	<ul style="list-style-type: none"> Lacks development of characters, details, or events 	<ul style="list-style-type: none"> Includes at least two references to characters, details, events, or closure 	<ul style="list-style-type: none"> Includes some references to characters, and limited development of details, sequenced events and/or closure 	<ul style="list-style-type: none"> Includes many references to characters, and partial development of details, sequenced events, and closure 	<ul style="list-style-type: none"> Includes many and varied references to characters, and sufficiently precise details, sequenced events, and closure
	ECR Informational	<ul style="list-style-type: none"> Lacks development of ideas or support 	<ul style="list-style-type: none"> Includes at least one idea with support, or closure 	<ul style="list-style-type: none"> Includes some linked ideas, a variety of support, and/or closure 	<ul style="list-style-type: none"> Includes many stated and linked ideas, a variety of support, and closure 	<ul style="list-style-type: none"> Includes many and varied precisely stated and linked ideas, a variety of support, and closure
Mechanics		<ul style="list-style-type: none"> Contains numerous errors that totally obscure meaning Contains words that are unclear 	<ul style="list-style-type: none"> Contains many errors that often obscure meaning Contains words that may be unclear, but meaning is evident May include inventive spelling 	<ul style="list-style-type: none"> Contains some errors that occasionally obscure meaning Is mostly clear May include inventive spelling 	<ul style="list-style-type: none"> Contains few errors that rarely obscure meaning Is clear May include inventive spelling 	<ul style="list-style-type: none"> Contains minimal or no errors that obscure meaning Is clear May include inventive spelling

NOTE: RESPONSES THAT ARE **COMPLETELY IRRELEVANT** TO THE PROMPT CAN BE SCORED NO HIGHER THAN 1.

Grades 7-8

2016 NYSESLAT Writing Rubric—Grades 7–8

Dimension		Score 0 – Entering A response at this level:	Score 1 – Emerging A response at this level:	Score 2 – Transitioning A response at this level:	Score 3 – Expanding A response at this level:	Score 4 – Commanding A response at this level:
Complexity of Language		<ul style="list-style-type: none"> Contains zero or few words or short phrases Is blank Is completely in a language other than English Is illegible or unintelligible Is completely copied text Is isolated words or a list of words or short phrases 	<ul style="list-style-type: none"> Contains some words, short phrases, and occasionally simple sentences Includes at least one sentence May include adapted text in a well-constructed sentence 	<ul style="list-style-type: none"> Contains mostly simple sentences Includes at least one expanded or complex sentence 	<ul style="list-style-type: none"> Contains simple, expanded, and complex sentences 	<ul style="list-style-type: none"> Contains a variety of simple, expanded, and complex sentences
Quality of Language		<ul style="list-style-type: none"> Contains at most commonly used Tier 1 words or short phrases 	<ul style="list-style-type: none"> Contains Tier 1 and common grade-level Tier 2 words and short phrases 	<ul style="list-style-type: none"> Contains Tier 1 and a few grade-level Tier 2 and/or Tier 3 words and phrases 	<ul style="list-style-type: none"> Contains Tier 1 and some grade-level Tier 2 and/or Tier 3 words and phrases used appropriately 	<ul style="list-style-type: none"> Contains Tier 1 and many grade-level Tier 2 and/or Tier 3 words and/or phrases used appropriately
Coherence of Response		<ul style="list-style-type: none"> Lacks a clear orientation, or organized or connected ideas, or closure due to brevity 	<ul style="list-style-type: none"> Includes at least one sentence that provides an orientation, organized or connected ideas, transitions, or closure 	<ul style="list-style-type: none"> Includes words and sentences that provide limited orientation, organized or connected ideas, transitions, and/or closure 	<ul style="list-style-type: none"> Includes words and sentences that provide partial orientation, logically organized and/or connected ideas, transitions, and closure 	<ul style="list-style-type: none"> Includes sufficient orientation, logically organized and connected ideas, and closure to provide clear organization
Degree of Response	SCR	<ul style="list-style-type: none"> Lacks descriptions of ideas or facts 	<ul style="list-style-type: none"> Includes at least one description of an idea or a fact 	<ul style="list-style-type: none"> Includes some minimally detailed descriptions of ideas, facts, or both 	<ul style="list-style-type: none"> Includes many detailed descriptions of ideas, facts, or both 	<ul style="list-style-type: none"> Includes many sufficiently and precisely detailed descriptions of ideas, facts, or both
	ECR Narrative	<ul style="list-style-type: none"> Lacks development of characters, details, or events 	<ul style="list-style-type: none"> Includes at least two references to characters, details, events, or closure 	<ul style="list-style-type: none"> Includes some references to characters, and limited development of details, sequenced events, and/or closure 	<ul style="list-style-type: none"> Includes many references to characters, and partial development of details, sequenced events, and closure 	<ul style="list-style-type: none"> Includes many and varied references to characters, and sufficiently precise details, sequenced events, and closure
	ECR Informational	<ul style="list-style-type: none"> Lacks development of claims and evidence or support 	<ul style="list-style-type: none"> Includes at least one claim with evidence, support, or closure 	<ul style="list-style-type: none"> Includes some linked claims and evidence, a variety of support, and/or closure 	<ul style="list-style-type: none"> Includes many stated and linked claims and evidence, a variety of support, and closure 	<ul style="list-style-type: none"> Includes many and varied precisely stated and linked claims and evidence, support, and closure
Mechanics		<ul style="list-style-type: none"> Contains numerous errors that totally obscure meaning Contains words that are unclear 	<ul style="list-style-type: none"> Contains many errors that often obscure meaning Contains words that may be unclear, but meaning is evident May include inventive spelling 	<ul style="list-style-type: none"> Contains some errors that occasionally obscure meaning Is mostly clear May include inventive spelling 	<ul style="list-style-type: none"> Contains few errors that rarely obscure meaning Is clear May include inventive spelling 	<ul style="list-style-type: none"> Contains minimal or no errors that obscure meaning Is clear May include inventive spelling

NOTE: RESPONSES THAT ARE **COMPLETELY IRRELEVANT** TO THE PROMPT CAN BE SCORED NO HIGHER THAN 1.



Student Sample #1

Betty is a 6th grader. She arrived to the US from China in February. When I tested her in February she received all 1's on the WIDA model. They came to America in the hopes of a better education. She is on grade level in her L1.

Your Task: (You can look at the book pages as you work)

Use the Gr. 5-6 Rubric

They play special music when they celebrate.
They dance when they celebrate.

Tell what you do when you go to special celebrations.

What do you celebrate?

Where do you celebrate?

Do you eat special dishes or pastries? Drink special beverages?

Is there special music? Are traditional musical instruments played?

Dancing? Do people wear special costumes or dress?

Describe the things you do when you celebrate special occasions with your family and friends.

When we celebrate our culture
We...drank some water, tea, we
eat ~~some~~ some meat, fish and some
生菜 (chinese vegtblow). ~~VE~~ Every-
one sit around ~~table~~ table.

We celebrate... The new year,
Some people ~~be~~ birthday, A long
time ago, we wear spashoul clouths,
~~be~~ but ~~now~~ now not. on the New
year we singing 山歌 (some old
people singing it.)

To celebrate we need famelly
and love.♡

Kindergarten

2016 NYSESLAT Writing Rubrics—Grade Kindergarten

Letter Writing

Dimensions	Score 0 - Entering A response at this level:	Score 1 - Emerging-Transitioning A response at this level:
<ul style="list-style-type: none"> Letter Forming Legibility 	<ul style="list-style-type: none"> Is blank Is not a recognizable letter Is an incorrect letter Is upside down Is illegible or unintelligible 	<ul style="list-style-type: none"> Is recognizable as the correct letter <p>Is acceptable if it:</p> <ul style="list-style-type: none"> Is “sloppy” Is upper- or lowercase Is cursive Is backward (if the reversal does not change it into a different letter) Includes other letters before and/or after the correct letter

Word Writing

Dimensions	Score 0 - Entering-Emerging A response at this level:	Score 1 - Transitioning-Expanding A response at this level:	Score 2 - Commanding A response at this level:
<ul style="list-style-type: none"> Letter Forming Accuracy 	<ul style="list-style-type: none"> Does not sequence letters needed to produce the recognizable correct word Is blank Is in a language other than English Is illegible or unintelligible Is spelled incorrectly (without phonemic awareness) Includes upside-down letter(s) 	<ul style="list-style-type: none"> Sequences most of the letters needed to produce the recognizable correct word Demonstrates phonemic awareness by using grade-appropriate spelling (phonetic or inventive spelling) <p>Is acceptable if it:</p> <ul style="list-style-type: none"> Includes legible letters Includes letters that may be uppercase, lowercase, or both Is cursive Includes backward letters 	<ul style="list-style-type: none"> Sequences all letters needed to produce the correct word <p>Is acceptable if it:</p> <ul style="list-style-type: none"> Includes legible letters Has no spelling errors Includes letters that may be uppercase, lowercase, or both Is cursive Includes backward letters (so long as the reversal does not change them into different letters)

Sentence Writing

Dimensions	Score 0 - Entering-Emerging A response at this level:	Score 1 - Transitioning-Expanding A response at this level:	Score 2 - Commanding A response at this level:
<ul style="list-style-type: none"> Letter Forming 	<ul style="list-style-type: none"> Does not differentiate letters and words Includes few or no words Is blank Is completely in a language other than 	<ul style="list-style-type: none"> Includes most of the words in the correct order <p>Is acceptable if it:</p> <ul style="list-style-type: none"> Does not have an initial capital letter Includes erratic word spacing Includes some incorrect spelling that is NOT 	<ul style="list-style-type: none"> Includes all words in the correct order <p>Is acceptable if it:</p> <ul style="list-style-type: none"> Does not have an initial capital letter Maintains appropriate spacing Includes grade-appropriate spelling (phonetic)

Kindergarten

<ul style="list-style-type: none"> Words Accuracy 	<ul style="list-style-type: none"> English Is completely illegible or unintelligible Is irrelevant Is a single word 	<ul style="list-style-type: none"> phonetic or inventive Includes several backward letters (if the reversal does not change it into a different letter) Does not include appropriate end punctuation 	<ul style="list-style-type: none"> or inventive spelling) Includes a few backward letters (if the reversal does not change it into a different letter) Does not include appropriate end punctuation
---------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Write a Story

Dimension	Score 0 - Entering A response at this level:	Score 1 - Emerging A response at this level:	Score 2 - Transitioning A response at this level:	Score 3 - Expanding A response at this level:	Score 4 - Commanding A response at this level:
Complexity/ Quality of Language	<ul style="list-style-type: none"> Contains zero words or short phrases Is blank Is completely in a language other than English Is illegible or unintelligible Is completely copied text from the test booklet 	<ul style="list-style-type: none"> Contains words, short phrases, and/or predictable sentences 	<ul style="list-style-type: none"> Contains phrases and simple sentences 	<ul style="list-style-type: none"> Contains simple and/or expanded sentences 	<ul style="list-style-type: none"> Contains simple and/or expanded sentences, and one or more compound or complex sentence
Coherence of Response	<ul style="list-style-type: none"> Includes zero words or a few words in a language other than English OR no drawing(s) to write a story or write about a topic 	<ul style="list-style-type: none"> Includes only drawing(s), OR word(s) and phrases and drawing(s), OR only words and phrases to minimally provide descriptions and events to write a story or write about a topic 	<ul style="list-style-type: none"> Includes only very detailed drawing(s), OR phrases and sentences and drawings, OR only phrases and sentences to somewhat provide descriptions and events to write a story or write about a topic 	<ul style="list-style-type: none"> Includes drawing(s) and a string of phrases and sentences, OR only a string of phrases and sentences to partially provide descriptions and events to write a story or write about a topic 	<ul style="list-style-type: none"> Includes drawing(s) and a string of phrases and sentences, OR only a string of phrases and sentences to provide descriptions and events to write a story or write about a topic
Mechanics	<ul style="list-style-type: none"> Contains numerous errors that totally obscure meaning Contains words that are unclear 	<ul style="list-style-type: none"> Contains many errors that often obscure meaning Contains words that may be unclear, but meaning is evident May include inventive spelling 	<ul style="list-style-type: none"> Contains some errors that occasionally obscure meaning Is mostly clear May include inventive spelling 	<ul style="list-style-type: none"> Contains few errors that rarely obscure meaning Is clear May include inventive spelling 	<ul style="list-style-type: none"> Contains minimal or no errors that obscure meaning Is clear May include inventive spelling

NOTE: RESPONSES THAT ARE **COMPLETELY IRRELEVANT** TO THE PROMPT CAN BE SCORED NO HIGHER THAN 1.

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Analyzing ELL Writing Pieces

1. Identify the **Proficiency Level**.
2. What kind of writing is it? (**Narrative, Poetry, Factual/Informational** (*report, recount, procedure, exposition, explanation, description*) **Opinion/Argumentative; Response to Questions; Summary/Synopsis**)
3. What kind of **text structure** does it have? –*hint what graphic organizer would you use to help the student*
4. What **text organization strategies** could you teach for this type of text structure?
5. What **sentence level needs** do you see (grammar--agreement; sentence variety)? **Word level needs** (forming plurals, past tense endings, etc.)
6. What **vocabulary expansion needs** do you see?
7. What **conventions** does the writer need help with?

What Can We Teach ELLs About English?

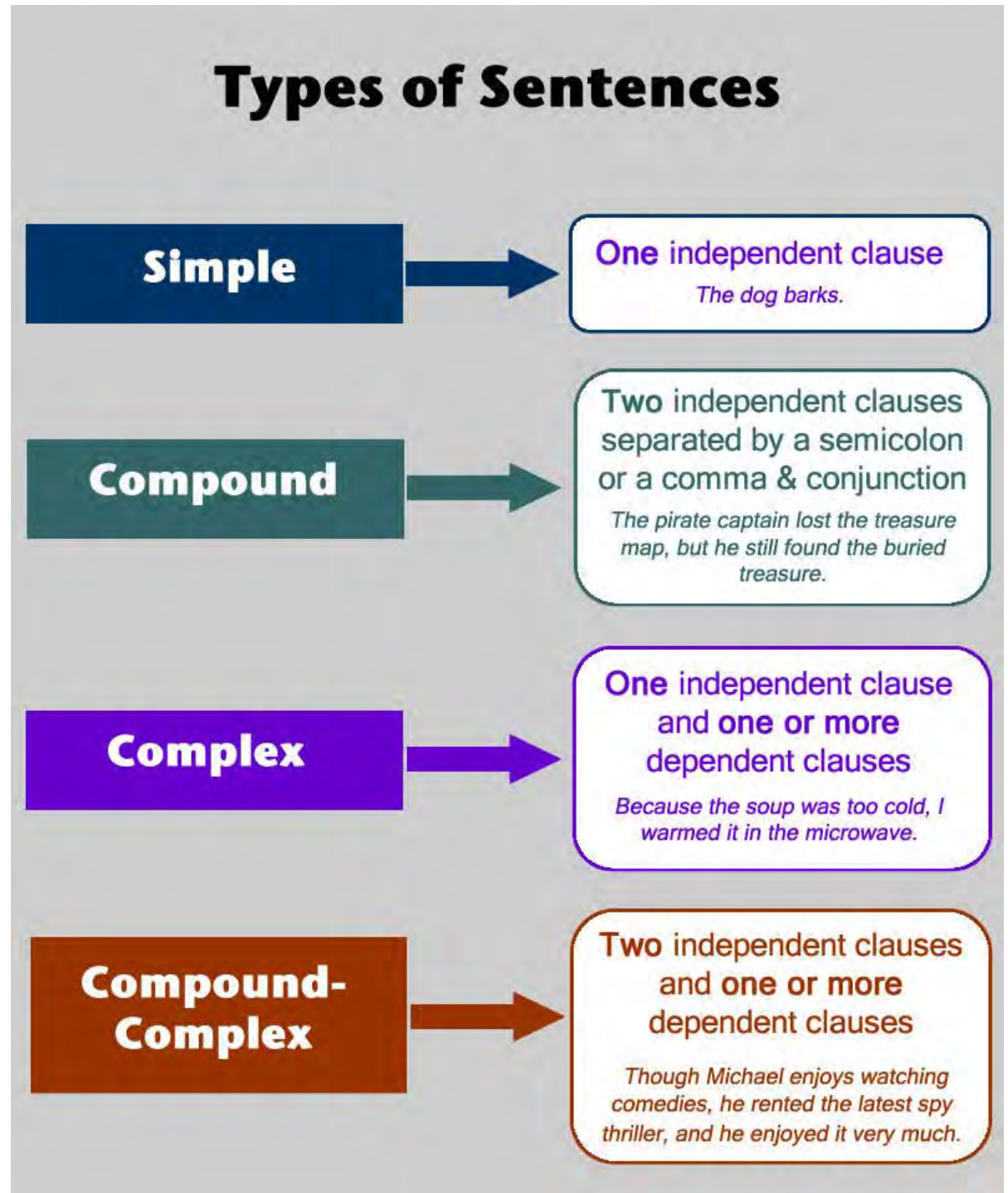
- **Connectives** (transition words, conjunctions, adverbs of time)
- **Lexical cohesion**
- **Topic Sentences**
- **Verb Type** (action vs. being); **Verb Tense**; **Verb Variety** (range)
- **Active/Passive Voice**
- **Sentence Types** (simple, compound, complex)
- **Clauses** (Introductory, Embedded)
- **Nominalization** (Making a noun phrase out of a verb or adjective)
- **Academic Terms/Technical language**

Notice what they DON'T do,
as much as errors they make
in what they do try to do

Trait:	What to Work On:
IDEAS	<ul style="list-style-type: none"> Finding a topic; Focusing the topic Developing the topic Using details
PRESENTATION	<ul style="list-style-type: none"> Creating the lead; Structuring the body Using sequence and transition words Ending with a sense of resolution
VOICE	<ul style="list-style-type: none"> Establishing a tone; Conveying the purpose Creating a connection to the audience Taking risks to create voice
WORD CHOICE	<ul style="list-style-type: none"> Using strong verbs; Using striking words and phrases Using specific and accurate words Choosing words that deepen meaning
SENTENCE FLUENCY	<ul style="list-style-type: none"> Crafting Well-Built Sentences Varying Sentence Types Capturing Smooth and Rhythmic Flow
CONVENTIONS	<ul style="list-style-type: none"> Checking spelling; Capitalizing Correctly Punctuating Effectively and Paragraphing Accurately Applying Grammar and Usage
Presentation	Overall Appearance; Neatness; Formatting (Font, Spacing, Headings); Adding Visuals and Graphic Features

**6 + 1
Traits**

Use Multicultural
Children's Books
as Mentor Texts
to Expand the
Types of
Sentences Used by
All Students



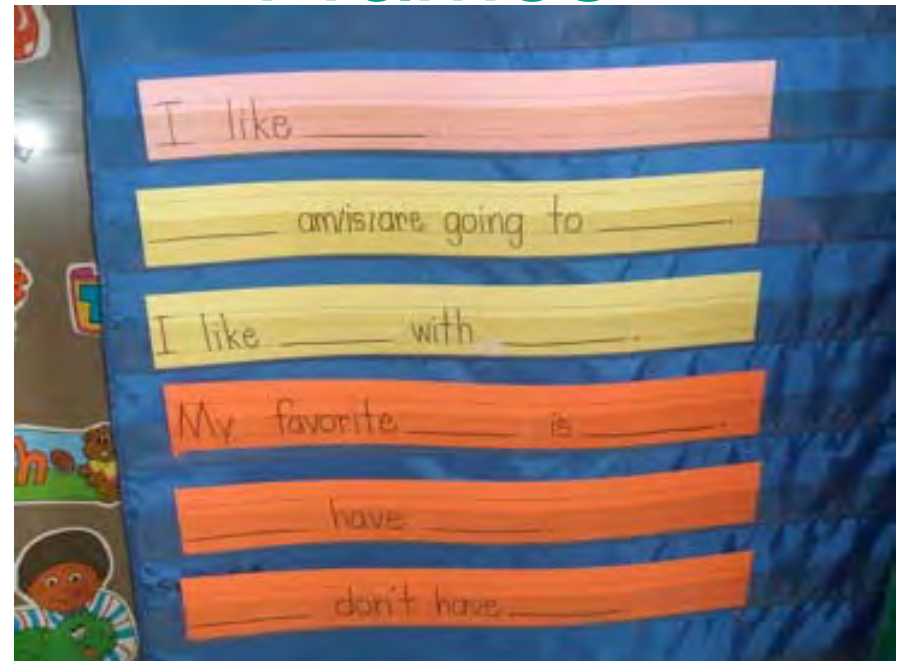


Word Cards



Scholastic Teacher Blogs

Sentence Frames



Writing Scripts/Frames/Templates

**Stems to Get Started
With or without Word Boxes**

Scripts to Use

**Emerging
Transitioning**

I found the second chapter
interesting for several
reasons:

First....

Second....

Third....

I discovered that....

I also learned....

It was interesting that...

Finally.....

As you can see....



*Tools For
Our Writing
Teacher
Toolbox to
Use with
ELLs*

Solutions:

Models, Demonstrations

Word Boxes; Vocabulary Notebooks

Graphic Organizers

Sentence Frames; Sentence Starters

Paragraph/Essay Frames

Guides and Checklists



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Which Tools Are You Using?

- Word boxes, word capturing tools (e.g. Vocabulary notebook, word maps)
- Graphic organizers; other types of visual tools (plot lines, etc.)
- Sentence frames, starters
- Essay/Paragraph frames
- Checklists
- Guides (Do's and don't's reminders)
- Step-by-step guides/supports



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Modifying Writing: The Five Mores



Modifying the Writer's Workshop for ELLs

- **More Time**
 - More time to work on and conference about assignments
 - More time to revise and edit with support
- **More Scaffolds (Peer Support, Tools, Guides)**
- **More Models**
- **More Focused Editing**
- **More Welcoming, Flexible Publication**
 - Sharing a “golden line”
 - A favorite passage or paragraph
 - The entire piece

Writing Workshop and English Language Learners—A Few Ideas

Because a writing workshop is full of lots of purposeful talking, students who do not speak English as a native language have a chance to hear and practice in ways that matter to them. In a writing workshop, teachers teach mini-lessons and confer with individuals and small groups; partners talk with each other; whole group discussions happen regularly; charts are created to reinforce ideas and serve as reference tools; students write and write more and celebrate their work; and language and words are everywhere.

In *Fifty Strategies for Teaching English Language Learners*, Adrienne Herrell and Michael Jordan suggest that a writing workshop can be a great help to students who are learning English “because students are encouraged to discuss their ideas, work with a partner or group in revising and editing, and interact verbally with others” (Diaz-Rico & Weed, 2002, qtd. in Herrell and Jordan, 2004). They list multiple ways to support ELLs: introduce and reinforce the writing process, provide daily writing time, teach mini-lessons, and celebrate accomplishments. Schoolwide’s units of study for writing workshop, *Writing Fundamentals*, do all of these and more. The following chart is adapted from Strategy No. 35 in Herrell and Jordan’s book.

You’ll notice that Schoolwide’s *Writing Fundamentals* does all that Herrell and Jordan recommend and more. The Immersion week allows even more time for all students to become familiar with texts as readers and engage in discussions to support the acquisition of text-specific and genre-specific vocabulary. Those extra days to set up a unit of study provide all students the opportunity to get comfortable with the ensuing writing tasks.

Ones you
plan to try!



Writing Process from Schoolwide’s Writing Fundamentals

Immersion—students are introduced to authors and texts that can serve as models and mentors for their writing.

Generating Ideas—students brainstorm what they will write about and work in Writer’s Folders (K–1) or Writer’s Notebooks (2–5); they are encouraged to adopt habits and practices of successful writers.

Selecting—students choose one of their ideas that is relevant to the purpose of the unit of study to pursue through publication.

Collecting (2–5)—students are shown strategies for collecting/gathering additional information, as needed, to support writing on their chosen topic.

Drafting—students plan, write, and complete a draft on their chosen topic (in a particular genre if they are working on a genre study).

Revising—students work on re-seeing their drafts to fit the criteria of a particular genre, meet the needs of their audience, and fulfill their purpose in writing. They add information/text, reform what is there, or delete text that is unnecessary.

Adaptations for English Language Learners

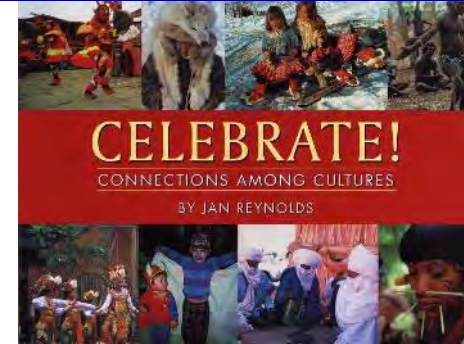
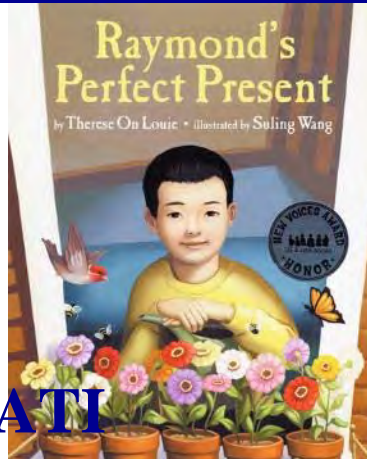
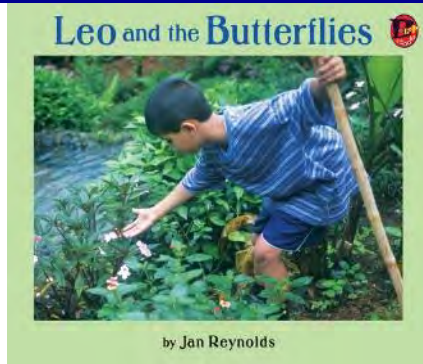
- Add multicultural books to your classroom collections for every unit of study you teach;
- Ask for reading lists from ELL specialists at your school or district;
- Ask your school librarian for suggestions to support units of study you will be teaching.

- Allow students to speak in their first language, if needed;
- Model more than one strategy using visuals and actual writing ideas being developed;
- Include realia;
- Encourage first language partner or small-group work.

- Model putting a draft down on paper using an overhead or chart. Think aloud as you write. Write on every other line to allow for revisions. Model crossing out ideas, writing between lines, and making changes as ideas begin to flow;
- Encourage collaboration and discussion of ideas among students. Allow writing in first language.

- Model a writing group using your writing. Encourage students to give you feedback and ask questions about the piece of writing you are doing;
- Work with a small group;
- Encourage translation to English if the piece is written in another language;
- Authors can use student translators for both the reading of the piece and feedback and suggestions given;
- Authors decide which revisions to make based on the group suggestions.

Types of Writing to Work On (CCSS)



EXPLANATORY/INFORMATIONAL

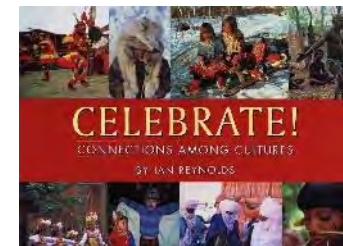
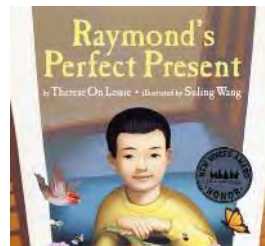
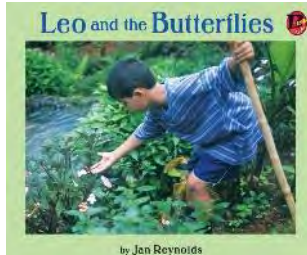
- Explanatory articles about given subjects/topics
- Telling/retelling
- How to articles
- Recipes
- News stories

Purpose: Explain

DESCRIPTIVE

- Descriptive passages—describe places, people, events, situations or locations in a highly detailed manner
- Poetry
- Journal or diary writing
- Nature writing

Purpose: Describe in Detail



Types of Writing to Work On (CCSS)

Argument/Persuasion

- Taking a stand and providing reasons, arguments and justifications for that stand
- Opinion and editorial newspaper pieces
- Advertisements
- Reviews (books, movies, etc.)
- Letter of recommendation
- Letter of complaint

Purpose: Persuade,
Argue

Narrative

- **Tell a story or event;** has characters and dialogue; events
- Novels
- Short stories
- Poetry
- Autobiographies, **biographies**
- Anecdotes
- Oral Histories

Purpose: Narrate a
story/event

Preparing Students for the Engage NY ELA Test

Instruction Phrases to Know:

Read the directions carefully

Think about the answer

Choose your response

Plan your time

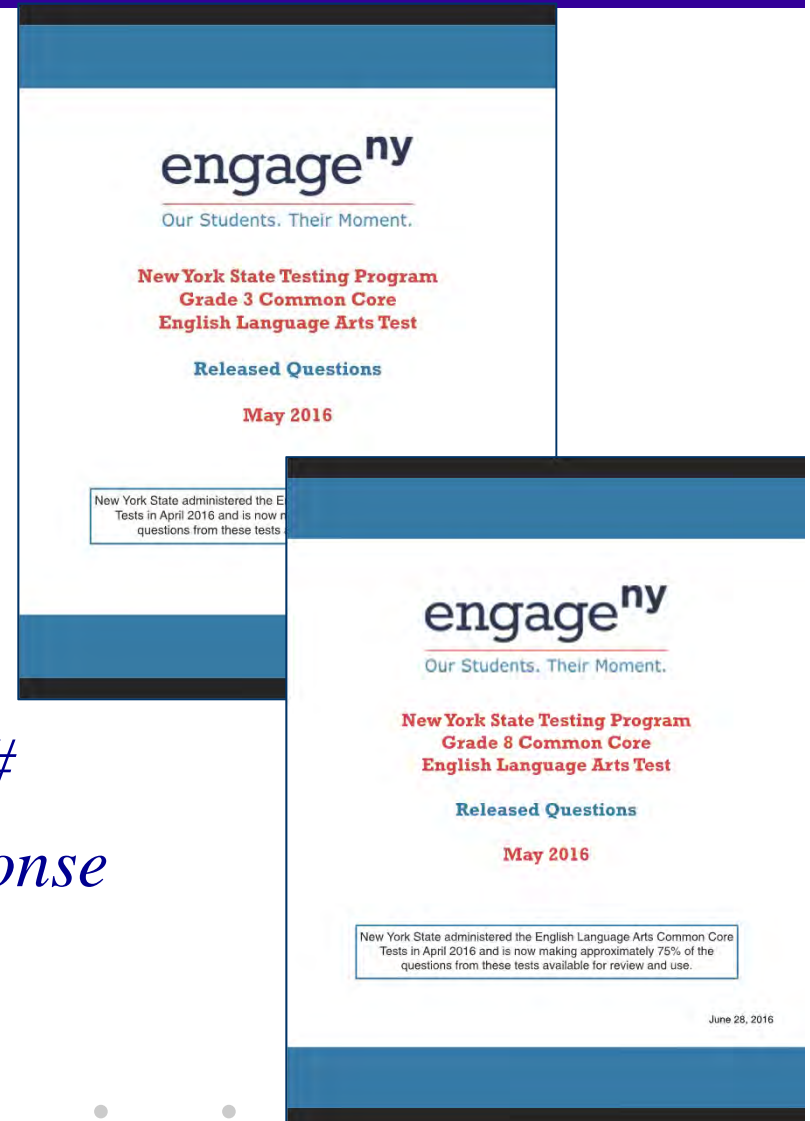
Read the/this story/article

Read more than once

Then answer questions # through #

Use # details to support your response

Write in complete sentences



-
-
-

Key Phrases/Words

What does _____ *mean*

This sentence *suggests* that _____

Referring to....

How, which, what, why

Central idea, clue, details

**Article, story, passage, paragraph, sentences,
questions, answer; quotation**

Answer *completely*

Organize, express, support your responses

Spelling, grammar, capitalization, punctuation

What to Do With Numbered Lines/Paragraphs

Battery Power

- 10 Other car inventors had a different idea for power. Would electric batteries work? The first electric car was invented in the 1830s in Scotland. By 1900, electric cars were the most popular kind of car in the U.S. They were quiet. They didn't smell as much.
- 11 Yet they had drawbacks, too. Most could only go about 30 to 60 kilometers (20 to 40 miles). Then the battery died. Places to plug in and recharge the battery were scarce.

3 "Good morning, Mary Jane," Mom said, smiling. "I didn't clean up anything. I thought you put your supplies away after you finished your art project. Better grab some eggs and bacon. Dad and Josh will be down any minute."

4 Mary Jane sat down with her breakfast as her dad and older brother came into the kitchen.

5 "Dad, Josh, did either of you clean up the mess I left on the kitchen table last night?" Mary Jane asked.

6 "It wasn't me," Dad said.

7 "It wasn't me either," Josh added with a shrug.

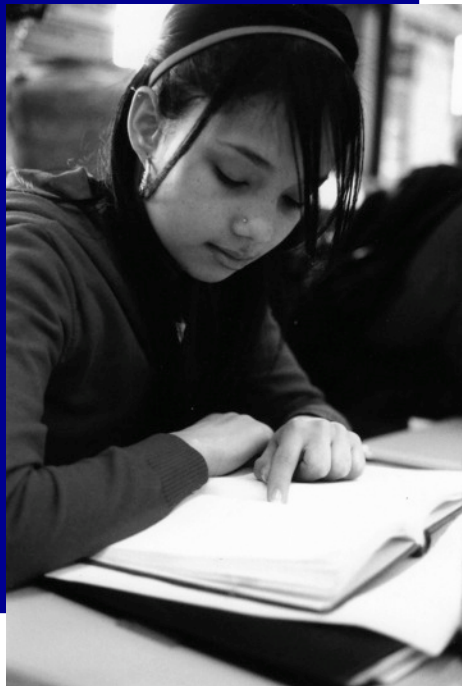
8 "Well someone cleaned up the leftover tissue paper and broken ice pop sticks," Mary Jane said. "I didn't, and Mom said it wasn't her. I wonder what happened to them."

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More words/phrases to notice

- Explain
- Use *details*
- *Main* reason
- According to.....
- *Most likely*
- *Best* describes
- Show, give, provide, suggest, answer;
express, organize, support, write

Teach Students What Key Words in Test Item Prompts Mean



Responding to Writing Prompts

To write an effective response to a writing prompt, you need to determine more than just your topic, audience, and form. You also need to be able to recognize the key words or directions in the prompt and to know how to respond to those directions appropriately. Familiarizing yourself with the information in the following chart can help you do both of these things.

<i>Direction</i>	<i>Action</i>
Describe, Identify, Define	Identify the main equalities or distinguishing characteristics of your subject, using specific facts or sensory details.
Recount, Narrate, Relate, Tell About	Present the sequence of events in a story or the steps in a process in chronological order. Use vivid verbs and sensory details.
Discuss	Identify the key points or relationships, backing these up with examples, quotations, comparisons, and other details.
Explain	Present the main points of or important steps in whatever you have been asked to explain, using facts, examples, and reasons to clarify what you mean.
Compare, Contrast	Show the ways in which two or more things are alike and the ways in which they differ, using examples and other details to support similarity and difference you point out.
Analyze, Evaluate, Review	Examine the main qualities of your subject to arrive at a conclusion about some aspect of it, such as how well the parts function together as a whole.
Show Causes and Effects	Present the reasons for and the results of a particular event or situation, using specific details to clarify precisely what happened.
Persuade, Convince, Express Your Opinion	State your point of view and support it with facts, statistics, examples, quotations, and other sound evidence.
Interpret	Explain in your own words the meaning of whatever you've been asked to interpret, supporting your ideas with facts and other details.
Summarize	Present a condensed version of a story or a process by relating only the main events or steps and showing how one leads to the next. Do <i>not</i> include supporting details or other types of elaboration.

HOMework
LIST

Read
Your
Books!

Leo and the Butterflies



by Jan R

Raymond's Perfect Present

by Therese On Louic • illustrated by Suling Wang



NEW VOICES AWARD
HONOR

CELEBRATE

CONNECTIONS AMONG CULTURES

BY JAN REYNOLDS



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-
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