

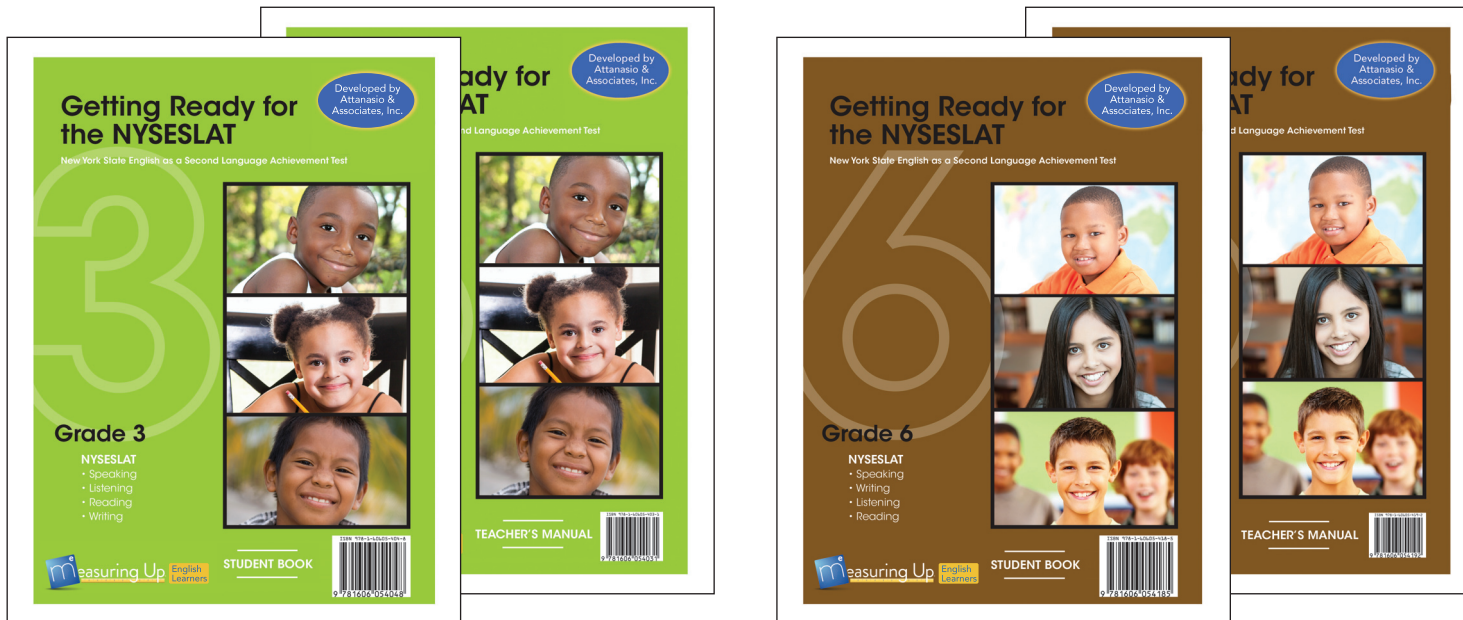
# NEW to the family of New York resources!

## Getting Ready for the NYSESLAT

SAMPLER

Give your students NYSESLAT instructional practice, structured just like the test.

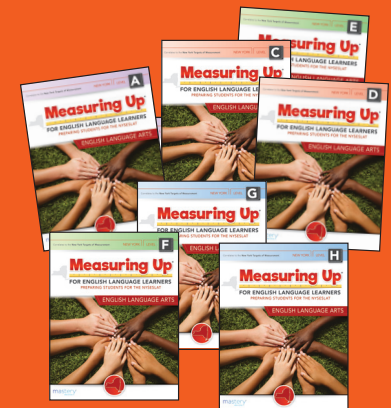
- Practice for all 5 PLDs
- Practice with all modalities – speaking, listening, reading, and writing
- Reduce anxiety and build confidence



Grades K–8

Preparation for the NYSESLAT has never been easier!

Also offering **Measuring Up for English Language Learners!**



Grades 1–8



All products available in print & eBook format

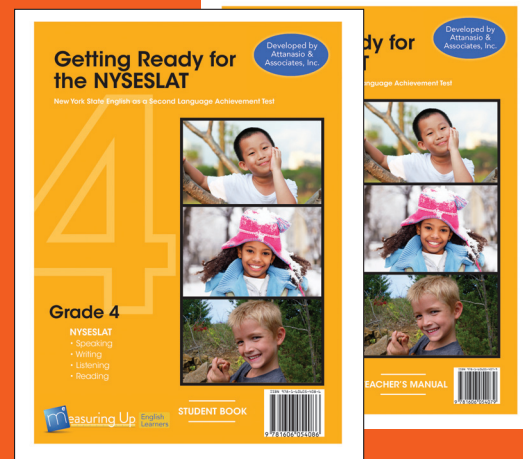
# NOW! Two measuring Up resources for ELLS!

**NEW**

**Especially created to support English learners, Measuring Up's two new resources work hand-in-hand to ensure your students are moving ahead in their quest to master the English language.**

Features include:

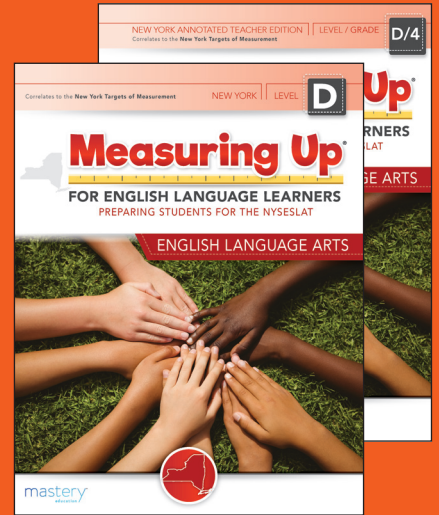
- Support for all Performance Level Descriptors (PLDs): Entering, Emerging, Transitioning, Expanding, and Commanding.
- Includes all modalities – Speaking, Listening, Reading, and Writing
- Aligned to NYCCSS and Targets of Measurement



Grades K–8

### Getting Ready for the NYSESLAT

- ✓ Integrated into reading instruction, lessons provide instruction for language acquisition.
- ✓ Themed passages include literary and informational texts.
- ✓ Practice in NYSESLAT format familiarizes students with tasks.
- ✓ Full teacher support with comprehensive language acquisition strategies, graphic organizers, and more.



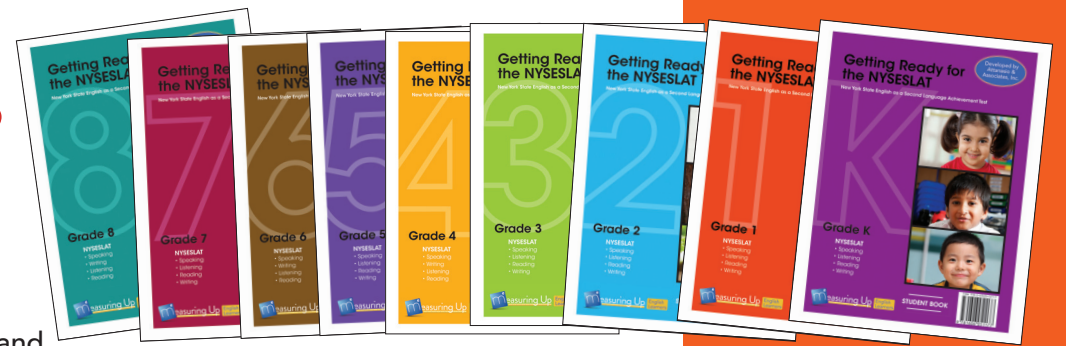
Grades 2–8

### Measuring Up for English Language Learners

- ✓ Integrated into reading instruction, lessons provide instruction for language acquisition.
- ✓ Themed passages include literary and informational text.
- ✓ Practice in NYSESLAT format familiarizes students with tasks
- ✓ Full teacher support with comprehensive language acquisition strategies, graphic organizers and more.

**Getting Ready for the NYSESLAT** originally created by **Attanasio and Associates**, was specifically developed to provide students acquiring English with a realistic NYSESLAT experience.

**NEW**  
Grades K–8



NYSESLAT-like tests that are aligned to the Bilingual Progressing and include all 5 Performance Level Descriptors (PLDs): Entering, Emerging, Transitioning, Expanding, and Commanding.

- Each assessment allows for a broad range of questions, providing a comprehensive view of their PLD progression.
- Practice tests for all 4 modalities with an extensive analysis of speaking and 3 broad-based thematic units use an integrated approach expressly for assessing listening, reading, and writing.
- Every modality test begins with a sample item—just like the NYSESLAT—to ensure understanding and familiarize students with test-like tasks.

### Getting Ready for the NYSESLAT

takes the guesswork out of knowing your students' PLD levels and how they are progressing to the next one. Students benefit from experiencing practice of test-like tasks.

**Simulate a realistic NYSESLAT experience with grade-appropriate themes. Structure and organization of each grade matches the NYSESLAT.**

Grade K, Table of Contents

Table of Contents		Grade 4, Table of Contents	
Individual Student Progress Chart . . . . .		Individual Student Progress Chart . . . . .	i
<b>SPEAKING</b>		<b>SPEAKING</b> . . . . .	S-1
Entering . . . . .		Entering . . . . .	1
Emerging . . . . .		Emerging . . . . .	11
Rubrics . . . . .		Transitioning . . . . .	23
Transitioning . . . . .		Expanding . . . . .	35
Rubrics . . . . .		Commanding . . . . .	47
Expanding . . . . .			
Rubrics . . . . .		<b>THEME 1: ENCHANTING EGYPT</b> . . . . .	63
Commanding . . . . .		Listening . . . . .	64
		Reading . . . . .	72
<b>LISTENING</b>		Writing . . . . .	83
Listening . . . . .			
Stories . . . . .		<b>THEME 2: USING AND CONSERVING EARTH'S RESOURCES</b> . . . . .	93
		Listening . . . . .	94
<b>READING</b>		Reading . . . . .	102
Letter Identification . . . . .		Writing . . . . .	112
Letter-Sound Correspondence . . . . .			
Missing Letter . . . . .		<b>THEME 3: THE AMAZING ANIMAL KINGDOM</b> . . . . .	121
Word Identification with Pictures . . . . .		Listening . . . . .	122
Word Identification . . . . .		Reading . . . . .	131
Missing Word in a Sentence . . . . .		Writing . . . . .	141
Medical Sounds - <i>Enrichment</i> . . . . .			
Ending Sounds - <i>Enrichment</i> . . . . .			
Rhyming - <i>Enrichment</i> . . . . .			
<b>WRITING</b>			
Dictated Letters . . . . .			
Word Copying . . . . .			
Dictated Sentences . . . . .			
Story Response . . . . .			

# Comprehensive Instructional Guide

## Explicit guidance and instruction for activities in all PLDs

**Getting Ready for the NYSESLAT prepares your students for the NYSESLAT with instructional practice that matches the format of the test and offers instructional support and guidance in the Teacher Guide.**

The **Teacher Guide** is specifically designed to provide you and your students with a realistic test experience.

- Comprehensive instructions for test administration creates a realistic experience.
- Scaffolds are strategically placed during the practice experience as an instructional tools to clarify questions and prompt understanding.
- Easy-to-use scoring rubrics and student progress charts track achievement.

**Quick views of grade-level Common Core Standards, Anchor Standards, and Targets of Measurement (ToMs) are provided for easy reference in every Teacher Guide.**

The image displays four sample pages from the Teacher Guide, each representing a different modality: Writing, Speaking, Listening, and Reading. Each page features a title, a relevant icon (like a pencil for writing or an ear for listening), and a list of Common Core Learning Standards. The pages are titled 'Writing: Common Core Learning Standards', 'Speaking and Listening: Common Core Learning Standards', 'Listening: Common Core Learning Standards', and 'Reading: Common Core Learning Standards'. Each page also includes 'Anchor Standards' and 'Targets of Measurement for [Modality]'.

Teacher Edition, Grade 3

**Support and Guidance for each modality with same items to ensure student understanding.**

- Turn practice into instruction using instructional suggestions to prompt understanding.
- Instructional suggestions are integrated throughout to provide point-of-need support.
- Like the NYSESLAT, a full sample item is provided at the beginning of every modality.

The image shows two sample pages from the NYSESLAT. The left page is titled 'SPEAKING Teacher Notes' and includes three sample items (SAT 1, SAT 2, SAT 3) with instructions and icons. The right page is titled 'READING Passages - Theme 1' and includes a passage about 'Work' and a multiple-choice question (A, B, C, D) asking which phrase shows the author is writing about something in the past.

**Scoring rubrics are provided for every speaking and writing question, making evaluation quick and easy.**

- Rubrics for item-by-item scoring gives an comprehensive view of students' progress.

The image shows two sample rubric pages. The left page is titled 'Getting Ready for the NYSESLAT - Grade 3 Sample Speaking Rubric & Score Sheet' and includes a table with columns for 'Item Number', 'Student Score', and 'Score 0' and 'Score 1' with 'Meets Expectations' and 'Does Not Meet Expectations' criteria. The right page is titled 'Getting Ready for the NYSESLAT - Grade 3 Sample Writing Rubric' and includes a table with columns for 'Score' and 'Criteria' for 'Emerging' and 'Transitioning' levels.

# TEACHER Support

Teacher Edition, Grade 3

**Individual Progress Chart gives an at-a-glance progress overview for every student.**

- Individual Student Progress Chart tracks student achievement.

The image shows a sample 'Individual Student Progress Chart: Grade 3'. It is a grid with columns for 'Speaking', 'Listening', 'Reading', and 'Writing', and rows for 'Emerging', 'Transitioning', and 'Meets Expectations'. The chart shows scores for each student across these categories.


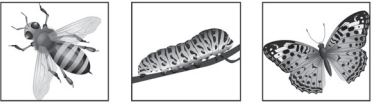

# SPEAKING

Students will practice speaking, and teachers will assess speaking activities by PLD. Based on the actual test blueprints, each level provides 10+ questions for students to answer orally.

Student Edition, Grade 6

**SPEAKING PDL: Entering**

Directions: You will hear a question or statement. Listen and then answer. Remember to answer in English.



1. Authors use pens, pencils, and tablets. Which picture shows something you can use to write with?
 
2. There are many animals besides birds that can fly. Look at the pictures. Which of these animals cannot fly?
 
3. Many tall buildings have different ways for people to get to higher floors. Look at the pictures and tell me what you see.
 

Getting Ready for the NYSESLAT - Grade 6

## Practice and assess speaking activities by PLD level.

**SPEAKING PDL: Emerging**

Directions: You will hear a question or statement. Listen and then answer. Remember to answer in English.

1. These pictures show some ways that you can stay healthy.
  - A. 
  - B. 


Tell me what you see in the pictures.

Getting Ready for the NYSESLAT - Grade 6

**SPEAKING PDL: Transitioning**

Directions: You will hear a question or statement. Listen and then answer. Remember to answer in English.

1. The continents of Africa, Asia, and Europe have been referred to as *The Old World*. These were areas that were known to Europeans before they began exploring North and South America. *The New World* in the mid-late 1400s. The Europeans did not know about *The New World*, and thought they could reach India and China by sailing west from Europe. They did not realize that there were two large continents in the way, North and South America.



Look at the map and tell me why the people of Europe, Africa and Asia did not know about *The New World*.



Getting Ready for the NYSESLAT - Grade 6

**SPEAKING PDL: Commanding**

Directions: You will hear a question or statement. Listen and then answer. Remember to answer in English.

1. A rain forest is a complicated ecological system. It is made up of several layers of plants and trees, each playing an important part in the rain forest habitat. Each layer consists of different plants and trees, as well as the animals that live in them. The climate is hot and humid, wet and steamy.

The rain forest is also home to the people who live in it. Deep in the most remote parts of the world's rain forests live groups of people who know everything about these environments. They are traditional tribes of hunter-gatherers who live in balance with the forests. With their own language, culture, and ways of living, the future of indigenous (belonging to or coming from a certain place) people of the rain forest is as uncertain as the future of the rain forests themselves.

- A. 
- B. 

What do you think life is like for families living in the rain forest?



Getting Ready for the NYSESLAT - Grade 6

**SPEAKING PDL: Expanding**

Directions: You will hear a question or statement. Listen and then answer. Remember to answer in English.

1. The students in Ms. Rodriguez's 6<sup>th</sup> grade science class were studying simple machines. They wanted to better understand how these simple machines make work easier. But what is work? Work is the amount of energy necessary to move an object. The further you move it, the more work is required. One helpful simple machine is the inclined plane. An inclined plane is a ramp that assists moving heavy objects up and to make the job of moving heavy objects easier. Imagine you had to move someone in a wheelchair into a building. If you had to pull them up each step, it would require lots of energy or work. But, if there was a ramp from the ground to the house, the amount of energy would be much less, therefore decreasing the amount of work.

Inclined planes come in all sizes. Size is important but what about the angle of the slope? The angle makes the slope steep or gradual. A road that works its way up a mountain is a big inclined plane with a gradual slope.

- A. 
- B. 

Look at the pictures and tell me how inclined planes are being used.

Getting Ready for the NYSESLAT - Grade 6


Complete administration instructions simulate the NYSESLAT test and familiarize students with testing language and tasks.

Scaffolds in the TE provide additional instructional opportunities to clarify tasks and prompt responses.

**SPEAKING Teacher Notes**

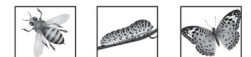
**SAY** 1. Today we are going to practice some speaking activities. You are going to listen to a question or statement then answer in English.

Authors use pens, pencils, and tablets. Which picture shows something you can use to write with?




**A** Point to each picture as you say the prompt. If the student is having difficulty forming a response, rephrase by saying, "I like to write with a pencil. Can you point to the pencil?"

**SAY** 2. There are many animals besides birds that can fly. Look at the pictures. Which of these animals cannot fly?




**SAY** 3. Many tall buildings have different ways for people to get to higher floors. Look at the pictures and tell me what you see.




**SPEAKING PDL: Entering**

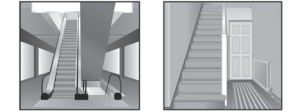
Directions: You will hear a question or statement. Listen and then answer. Remember to answer in English.

1. Authors use pens, pencils, and tablets. Which picture shows something you can use to write with?
 

animals besides birds that can fly. Look at the pictures. Which of these animals cannot fly?



Buildings have different ways for people to get to higher floors. Look at the pictures and tell me what you see.



**Individual Student Progress Chart: Grade 6**

Student: \_\_\_\_\_

Speaking: Emerging (Level 0.1)			Transitioning (Levels 0.1, 2)			Expanding (Levels 0.1, 2)			Commanding (Levels 0.1, 2)		
Page	Item	Score	Page	Item	Score	Page	Item	Score	Page	Item	Score
15	1		27	1		39	1		53	1	
16	2		28	2		40	2		54	2	
17	3		29	3		41	3		55	3	
18	4		30	4		42	4		56	4	
19	5		31	5		43	5		57	5	
20	6		32	6		44	6		58	6	
21	7		33	7		45	7		59	7	
22	8		34	8		46	8		60	8	
23	9		35	9		47	9		61	9	
24	10		36	10		48	10		62	10	
						49	11		63	11	
						50	12		64	12	
									65	13	

**Theme 1: Essential Earth Science**

Listening				Reading			
Page	Passage	Item	Score	Page	Passage	Item	Score
69-71	ROCKS			77-80	Magnetic Poles		
70	Entering	1		79	Entering	9	
70	Emerging	2		79	Emerging	10	
71	Transitioning	3		80	Transitioning	11	
71	Expanding	4		80	Expanding	12	
72-75	Plate Tectonics			81-86	Geological Change		
73	Emerging	5		84	Emerging	13	
73	Transitioning	6		84	Transitioning	14	
74	Expanding	7		85	Expanding	15	
75	Commanding	8		86	Commanding	16	

**Writing**

Page	Passage	Item	Score
87-90	Magnetic Poles	(Short Response)	17
91-96	Geological Change	(Extended Response)	18

Getting Ready for the NYSESLAT - Grade 6

Item Number	Student Score	Score 0		Score 1	
		Does Not Meet Expectations	Meets Expectations	Does Not Meet Expectations	Meets Expectations
1		<ul style="list-style-type: none"> <li>Limited English or no English words.</li> <li>Repeats prompt without any elaboration.</li> <li>No response.</li> </ul>	<ul style="list-style-type: none"> <li>Answers are meaningful but lack fluency and/or organization.</li> <li>Vocabulary is appropriate but not precise.</li> <li>Student may answer with one word.</li> <li>Some grammatical errors may affect meaning.</li> </ul>		
2		<ul style="list-style-type: none"> <li>Limited English or no English words.</li> <li>Repeats prompt without any elaboration.</li> <li>No response.</li> </ul>	<ul style="list-style-type: none"> <li>Answers are meaningful but lack fluency and/or organization.</li> <li>Vocabulary is appropriate but not precise.</li> <li>Student may answer with one word.</li> <li>Some grammatical errors may affect meaning.</li> </ul>		
3		<ul style="list-style-type: none"> <li>Limited English or no English words.</li> <li>Repeats prompt without any elaboration.</li> <li>No response.</li> </ul>	<ul style="list-style-type: none"> <li>Answers are meaningful but lack fluency and/or organization.</li> <li>Vocabulary is appropriate but not precise.</li> <li>Student may answer with one word.</li> <li>Some grammatical errors may affect meaning.</li> </ul>		
4		<ul style="list-style-type: none"> <li>Limited English or no English words.</li> <li>Repeats prompt without any elaboration.</li> <li>No response.</li> </ul>	<ul style="list-style-type: none"> <li>Answers are meaningful but lack fluency and/or organization.</li> <li>Vocabulary is appropriate but not precise.</li> <li>Student may answer with one word.</li> <li>Some grammatical errors may affect meaning.</li> </ul>		

# TEACHER Support

Teacher Edition, Grade 6

# LISTENING

Tests follow the grade-level testing blueprints for question types, formats, and amounts. Each theme includes 2 recorded passages for listening assessment, accessed via a digital link.



Listening



Reading



Writing

## Theme 1: Enchanting Egypt

Grade-appropriate themes provide the vehicle for an NYSESLAT-like experience for students.

Each theme includes 2 recorded passages for listening assessment accessed via a digital link.

- Each listening passage is followed by 3–4 multiple choice questions.

Student Edition, Grade 4



### LISTENING Stories - Theme 1

Directions: In this part of the activity, you will listen to a passage. Then, you will answer questions about the passage. Fill in the circle next to the correct answer.

SAMPLE

- A. Which sentence from the passage shows that there are many kinds of writing an author can do?
- A Then an idea comes to them and they begin to draft.
  - B Authors get inspired to write in many ways.
  - C They write short stories, newspaper and magazine articles, movie scripts, speeches, poems, books, and novels.
  - D It's very rare that the first draft of a writer's work is the final copy.

### Individual Student Progress Chart: Grade 4

Theme 2: Using and Conserving Earth's Resources			
Listening		Reading	
Page	Passage	Item	Score
95 - 97	How Do Humans Depend on Earth		
96	Emerging	1	
96	Emerging	2	
97	Transitional	3	
98 - 101	Our Footprint on Earth		
99	Emerging	4	
99	Transitional	5	
100	Expanding	6	
100	Emerging	7	
100	Commanding	8	

Writing			
Page	Passage	Item	Score
112 - 115	Saving the Environment (Short Response)	17	
116 - 120	Build It Green (Extended Response)	18	

Theme 3: The Amazing Animal Kingdom			
Listening		Reading	
Page	Passage	Item	Score
124 - 126	Mammals		
125	Emerging	1	
125	Emerging	2	
125	Emerging	3	
125	Emerging	4	
125	Emerging	5	
125	Emerging	6	
125	Emerging	7	
125	Emerging	8	

Writing			
Page	Passage	Item	Score
132 - 135	Animal Invaders (Short Response)	17	
136 - 140	Food Chains and Webs: The Struggle to Survive (Extended Response)	18	

Individual Student Progress Chart tracks student achievement.



### LISTENING Stories - Theme 1

Directions: In this part of the activity, you will listen to a passage. Then, you will answer questions about the passage. Fill in the circle next to the correct answer.

- Which word tells what the Egyptians used pyramids for?
  - A statue
  - B desert
  - C tombs
  - D constellation
- Which phrase tells when the pyramids were built?
  - A these giant stone structures
  - B two more pyramids
  - C some Egyptian pyramids
  - D more than 7,000 years ago



### LISTENING Stories - Theme 1

Directions: In this part of the activity, you will listen to a passage. Then, you will answer questions about the passage. Fill in the circle next to the correct answer.

SAMPLE

- A. Which sentence from the passage shows that there are many kinds of writing an author can do?
- A Then an idea comes to them and they begin to draft.
  - B Authors get inspired to write in many ways.
  - C They write short stories, newspaper and magazine articles, movie scripts, speeches, poems, books, and novels.
  - D It's very rare that the first draft of a writer's work is the final copy.

SAY Let's look at sample A together. Now listen to the passage called "Authors" by Lucy Vieco.

Authors are people who write. They write short stories, newspaper and magazine articles, movie scripts, speeches, poems, books and novels. Some authors write about real people, events and places. Others write about imaginary places filled with mystical, make-believe characters. Authors get inspired to write in many ways. For example, authors who write autobiographies use events from their own lives to write their stories. Authors who write biographies use events from other people's lives. Some authors take time to think about their story by sitting in a quiet place and observing their surroundings. Then an idea comes to them and they begin to draft and write down their story. It's very rare that the first draft of a writer's work is the final copy. But to an author, having to edit their writing is part of the writing process.

SAY For sample A, the correct answer is C.

It is important that you review each of the wrong answers so that students understand why the responses are not the best choice and do not answer the question. Be very specific and discuss the other answer choices. For example, answer A says, "Then an idea comes to them and they begin to draft." This response tells about what causes the authors to write. It does not discuss the kinds of writing they do which is what the question prompt is asking.

Getting Ready for the NYSESLAT - Grade 4 64 Copyright ©2016 by Altano & Associates, Inc. All rights reserved.

Complete administration instructions simulate the testing experience.



### LISTENING Stories - Theme 1

Directions: In this part of the activity, you will listen to a passage. Then, you will answer questions 1-3 about the passage. Fill in the circle next to the correct answer.

#### Mystery Mysterious Places



SAY Now listen to the passage called "Mystery Mysterious Places" by Katie Dicker. Book Report Publishing, 2015

More than 7,000 years ago, the ancient Egyptians built pyramids as tombs for the pharaohs. Their positions seem to line up with the stars. These giant stone structures conceal secrets waiting to be uncovered.

The Egyptian pyramids are near the Nile River. In 1963, researcher Robert Bauval noticed that the pyramids were in the same formation as Orion, a constellation of stars. Two more pyramids would complete the pattern. Perhaps they lie buried in the sand?

Some Egyptian pyramids hide mysterious secrets. The Cheops pyramid has an empty coffin inside. No one knows what happened to the body of the pharaoh Cheops. The pyramid also contains four strange tunnels. One is only eight inches (20cm) wide, and blocked by a slab of stone. No one knows what lies behind it.

Many people believe the pharaohs put a curse on their tombs. In 1923, the explorers Lord Carnarvon and Howard Carter excavated the tomb of Tutankhamun. In the years that followed, many people involved in the excavation died in accidents or after an illness. Were they cursed?

Near the pyramids, the Egyptians also carved a sphinx from stone - a statue with the body of a lion and a human face. In 1997, scientists found tunnels and a chamber 16 feet (5m) beneath the paws of the sphinx. An American psychic called Edgar Cayce had predicted this more than 70 years earlier.

Getting Ready for the NYSESLAT - Grade 4 65 Copyright ©2016 by Altano & Associates, Inc. All rights reserved.

# TEACHER Support

Teacher Edition, Grade 4



### LISTENING Stories - Theme 1

Directions: In this part of the activity, you will listen to a passage. Then, you will answer questions about the passage. Fill in the circle next to the correct answer.

- Which word tells what the Egyptians used pyramids for?
  - A statue
  - B desert
  - C tombs
  - D constellation
- Which phrase tells when the pyramids were built?
  - A these giant stone structures
  - B two more pyramids
  - C some Egyptian pyramids
  - D more than 7,000 years ago

SAY Look at number 1. Now listen to the passage again. (Re-read passage from previous page)

Which word tells what the Egyptians used pyramids for?

SAY Look at number 2. Which phrase tells when the pyramids were built?

Getting Ready for the NYSESLAT - Grade 4 66 Copyright ©2016 by Altano & Associates, Inc. All rights reserved.

# READING

Each test includes 2 themed passages for students to read. Tests follow the grade-level testing blueprints for reading level, literary passages, and informational texts.

Students answer 3–6 multiple choice questions for each passage.

**READING** Passages - Theme 1

**Directions:** In this part of the activity, you will read a passage. Then, you will answer questions about the passage. Fill in the circle next to the correct answer.

**SAMPLE**

Oxygen is a colorless, odorless gas. It is the most abundant element in the Earth's crust and makes up 20 percent of the atmosphere.

**How Oxygen Was Discovered:** Oxygen was discovered by two scientists at almost exactly the same time. Around 1772, Swedish chemist Carl Scheele heated a variety of minerals and made a gas that allowed things to burn easily. He called the gas "fire air." About a year later, English scientist Joseph Priestly did the same. He noticed that as well as helping things to burn, the "fire air" allowed a mouse to stay alive longer than if it was in ordinary air.

**Oxygen and Life:** Oxygen is essential for almost all life on Earth. Plants take up carbon dioxide gas from air through tiny holes in their leaves. At the same time, they release oxygen. After we breathe oxygen into our lungs, it enters our bloodstream and is carried by red blood cells to every part of our bodies. Without oxygen, we would die in three to four minutes.

A. Which word or phrase from the passage shows what happens if oxygen is missing from our atmosphere?

A oxygen is essential

B called it oxygen


C every part of our bodies

D we would die

**READING** Passages - Theme 1

**Directions:** In this part of the activity, you will read a passage. Then, you will answer questions about the passage. Fill in the circle next to the correct answer.

**Geological Change**



**The Earth's Rocky Crust**  
The Earth's crust is composed of many different types of rock. Rocks are naturally-occurring aggregates (clumps) of minerals. Minerals are natural chemical compounds formed through geological processes. Geological processes result in three main types of rock: sedimentary, igneous and metamorphic.

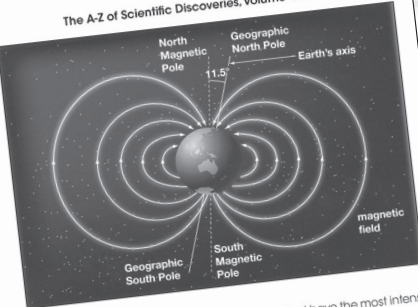
**Sedimentary Rocks**  
Sedimentary rocks cover about five percent of the earth's crust and take billions of years to form: (1) Rocks and the remains of living creatures are broken down into smaller particles by natural forces such as rain, wind, and river currents. (2) As the rocks become smaller, the tiny sediments can

Student Edition, Grade 6

**READING** Passages - Theme 1

**Directions:** In this part of the activity, you will read a passage. Then, you will answer questions about the passage. Fill in the circle next to the correct answer.

**The A-Z of Scientific Discoveries, Volume 4: M-O**



**Magnetic Poles**  
The North and South Magnetic Poles are areas that have the most intense magnetic fields on Earth's surface.

**Awareness of the Magnetic Poles**  
People may have known about the magnetic poles for thousands of years. A 3,000 year old hematite (mineral that contains large amounts of iron) artifact, thought to be a magnetic direction finder, was created by a civilization that lived in the area now known as Mexico. Scientist developed an interest in Earth's magnetic field in the 1800s. In 1849, French scientist physicist Achille DeLassus discovered that rocks were magnetized parallel with Earth's magnetic field.

**READING** Passages - Theme 1

**Directions:** In this part of the activity, you will read a passage. Then, you will answer questions about the passage. Fill in the circle next to the correct answer.

9. According to the passage, which phrase tells how many times the direction of the poles have changed?

A over the past 76 million years

B 3,000 year old

C 171 times

D in 1906

10. Which word or phrase helps explain the meaning of the word **artifact** in the passage?

A 3,000 year old hematite

B Earth's magnetic field

C North and South Magnetic Poles

D Mexico

**READING** Passages - Theme 1

**Directions:** In this part of the activity, you will read a passage. Then, you will answer questions about the passage. Fill in the circle next to the correct answer.

13. Which phrase from the passage tells the second part of the process in the formation of the Earth's sedimentary rock?

A layers of sediment build up

B stop moving and settle

C broken down into smaller particles by natural forces

D as the rocks become smaller

14. Which phrase or sentence from the passage explains why sedimentary rocks contain fossils?

A Sedimentary rocks have a grainy appearance.

B they form at temperatures and pressures that do not destroy animal and plant remains

C under such pressure water is squeezed out

D Layers represent the different sediments added over time.

Teacher-directed sample item supports task understanding before students begin.

# TEACHER Support

Teacher Edition, Grade 6

**READING** Passages - Theme 1

**Directions:** In this part of the activity, you will read a passage. Then, you will answer questions about the passage. Fill in the circle next to the correct answer.

15. Look at the outline a student created after reading this selection.

**Conditions Necessary for Sedimentary Rock to Form**

- Organic and non-organic materials are needed
- Materials are compressed bonding together

Which detail about sedimentary rocks completes the student's outline?

A requires billions of years

B covers about five percent of Earth's crust

C it does not burn

D limestone is an example

**Individual Student Progress Chart tracks student achievement.**

**READING** Passages - Theme 1

**Directions:** In this part of the activity, you will read a passage. Then, you will answer questions about the passage. Fill in the circle next to the correct answer.

**SAMPLE**

Oxygen is a colorless, odorless gas. It is the most abundant element in the Earth's crust and makes up 20 percent of the atmosphere.

**How Oxygen Was Discovered:** Oxygen was discovered by two scientists at almost exactly the same time. Around 1772, Swedish chemist Carl Scheele heated a variety of minerals and made a gas that allowed things to burn easily. He called the gas "fire air." About a year later, English scientist Joseph Priestly did the same. He noticed that as well as helping things to burn, the "fire air" allowed a mouse to stay alive longer than if it was in ordinary air.

**Oxygen and Life:** Oxygen is essential for almost all life on Earth. Plants take up carbon dioxide gas from air through tiny holes in their leaves. At the same time, they release oxygen. After we breathe oxygen into our lungs, it enters our bloodstream and is carried by red blood cells to every part of our bodies. Without oxygen, we would die in three to four minutes.

A. Which word or phrase from the passage shows what happens if oxygen is missing from our atmosphere?

A oxygen is essential

B called it oxygen

C every part of our bodies

D we would die

**SAY** Let's look at sample A together. Read the passage to yourself as I read it aloud. Now listen to the passage "The A-Z of Scientific Discoveries Volume 4: M-O" by Pernie Stoyles and Christine Mulvaney. Book Beech Publishing 2015.

**A** For sample A, the correct answer is D. Students can go back to the text and find a word that means the same as the word "missing" in the question. Once they locate the word "without" in the text, then you should instruct them to re-read the sentence where it is contained, the sentence before and the sentence after so that they can determine the correct answers in the text.

**Individual Student Progress Chart: Grade 6**

Student: \_\_\_\_\_

**Speaking:**

Emerging (Rubric 0.1)			Transitioning (Rubric 0.1, 2)			Expanding (Rubric 0.1, 2)			Commanding (Rubric 0.1, 2)		
Page	Item	Score	Page	Item	Score	Page	Item	Score	Page	Item	Score
15	1		27	1		39	1		53	1	
16	2		28	2		40	2		54	2	
17	3		29	3		41	3		55	3	
18	4		30	4		42	4		56	4	
19	5		31	5		43	5		57	5	
20	6		32	6		44	6		58	6	
21	7		33	7		45	7		59	7	
22	8		34	8		46	8		60	8	
23	9		35	9		47	9		61	9	
24	10		36	10		48	10		62	10	
						49	11		63	11	
						50	12		64	12	
									65	13	

**Theme 1: Essential Earth Science**

Listening				Reading			
Page	Passage	Item	Score	Page	Passage	Item	Score
69-71	ROCKS			77-80	Magnetic Poles		
70	Entering	1		79	Entering	9	
70	Emerging	2		79	Emerging	10	
71	Transitioning	3		80	Transitioning	11	
71	Expanding	4		80	Expanding	12	
72-75	Plate Tectonics			81-86	Geological Change		
73	Emerging	5		84	Emerging	13	
73	Transitioning	6		84	Transitioning	14	
74	Expanding	7		85	Expanding	15	
75	Commanding	8		86	Commanding	16	

**Writing**

Page	Passage	Item	Score
87-90	Magnetic Poles	(Short Response)	17
91-96	Geological Change	(Extended Response)	18

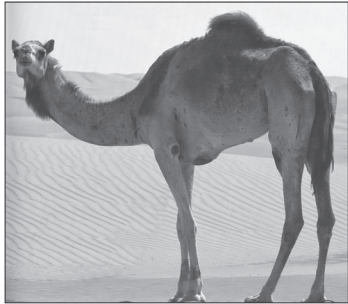
# WRITING

Students write in response to reading, mirroring the NYSESLAT.

**WRITING** Short Response - Theme 1

**Directions:** In this part of the activity, you will read a passage again. Then, you will write one paragraph about the passage.

**Big Beasts: Camel**



Camels are huge!

**Desert Giants:** Camels are tough, strong mammals with hooves. Desert tribes use camels to carry heavy loads over huge distances. All camels have fatty humps on their backs.

**Tall and Leggy:** Most camels are called dromedaries. They live in hot, dry lands in the Middle East, Africa, and South Asia. Dromedaries have one tall hump. Long, thin legs keep their bodies high above the scorching sand.

**Slow and Shaggy:** A few camels live in the rocky hills and stony deserts of Central Asia. These shorter, bulkier camels are called Bactrians. Bactrians

Getting Ready for the NYSESLAT - Grade 4 83 Copyright ©2014 by Pearson & Associates, Inc. All rights reserved.

**WRITING** Short Response - Theme 1

17. In the story, the author writes about some of the camels' special features. You will write about how camels are specially equipped to survive in the desert.

Write one paragraph in response to this statement. Use the information from the passage to support your ideas.

**WRITING** Short Response - Theme 1

**Remember to:**

- Write as much as you can about the topic but do not copy word for word.
- Write in complete sentences and be as clear and precise as possible.
- Include important details.
- Check your work for capitalization, punctuation, spelling, grammar, and correct sentence structure.

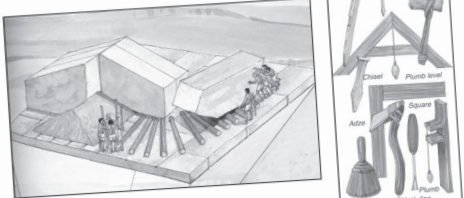
Getting Ready for the NYSESLAT - Grade 4

There are two writing tasks for each theme, one short and one extended response. Writing tasks are formatted and presented like the actual test.

**WRITING** Extended Response - Theme 1

**Directions:** In this part of the activity, you will read a passage again. Then, you will write two paragraphs about the passage.

**Pyramid**



**Ancient Egypt:** Egypt's pyramids were burial sites for pharaohs (kings). A pharaoh's tomb was sealed deep within the pyramid, along with his treasures and all his needs for the afterlife. Over time, tomb robbers have stolen most of the treasure hidden in pyramids. A new pharaoh would begin to plan his burial as soon as he came to the throne. It would take many years to build his pyramid. Those Egyptians who worked on the pharaoh's pyramid were paid in goods. There were no slaves in ancient Egypt. Egypt is largely desert. Each year, the Nile floods covered the land with rich, black, fertile mud that produced many crops.

**Laying Foundation:** A pharaoh's pyramid site had to be large enough to

Getting Ready for the NYSESLAT - Grade 4 87 Copyright ©2014 by Pearson & Associates, Inc. All rights reserved.

**WRITING** Extended Response - Theme 1

18. Thousands of years ago, the Egyptians built pyramids which still stand today. The pyramids are an amazing accomplishment in engineering and construction considering the Egyptians did not have the modern day tools or knowledge we have today for building these kinds of enormous structures.

According to the passage, *Pyramid*, the Egyptians were able to overcome some of the engineering and construction obstacles they faced at the time. Use the information from the passage to support your writing. Write at least two paragraphs in your own words explaining how the Egyptians were able to overcome the construction challenges they faced when building the pyramids.

You can use the space below to plan your paragraphs. Make sure you use your notes to help organize your thoughts. The next page will be the one your teacher will look at to see how well you are writing.

**NOTES**

Getting Ready for the NYSESLAT - Grade 4 89 Copyright ©2014 by Pearson & Associates, Inc. All rights reserved.

Student Edition, Grade 4

Instructional Notes are provided for each writing task.

**WRITING** Short Response Teacher Notes

**A** The passages we read in this section have the theme **Enchanting Egypt**. Students can use their background knowledge to connect to the theme. They should re-read the passage, *Big Beasts: Camel* for evidence but they may not return to any other passage in this book. They should support their ideas with information they learned in the passage and be guided through the check list so they complete the task.

**SAY** Think back to some of the passages we read. All of the stories taught us about life in Egypt, in both ancient and modern times. We learned how pyramids were built, how camels are important in the desert, and how Egyptian citizens live today.

**SAY** Read the passage *Big Beasts: Camel* again. Then you will write one paragraph about the passage.

Read the passage to yourself while I read it aloud.

**Note:** Remember that during the writing prompt the students should not be allowed to go back to the reading selection to change their answers

**WRITING** Extended Response Teacher Notes

**SAY** Think back to some of the passages we read. All of the stories taught us about life in Egypt, in both ancient and modern times. We learned how pyramids were built, how camels are important in the desert, and how Egyptian citizens live today.

**A** Have students put two bullet marks in the box. This way they get in the habit of writing two details for their writing. You might want to encourage the more advanced students to draw three bullet marks and circle the two they will write about. It's always better they write more than less, since they can accidentally reiterate the same thing in the first two bullet marks and only get points for half a response.

**SAY** Read the passage *Pyramids* again. Then, write two paragraphs about the passage. You should support your ideas with information that you learned in the passage.

Read the passage to yourself while I read it aloud.

**Note:** Remember that during the writing prompt the students should not be allowed to go back to the reading selection to change their answers

The Teacher Guide's full administration instructions incorporate rubrics, which mirror the NYSESLAT.

Getting Ready for the NYSESLAT - Grade 4  
Sample Writing Rubrics

**NOTE:** This rubric is provided as an instructional example of assessment criteria to help students understand how responses are scored.

**Passages**

Score	Criteria
<b>0</b> ENTERING	<ul style="list-style-type: none"> <li>Written in a language other than English.</li> <li>Writes incorrect words or single letters.</li> <li>Does not write a response.</li> <li>Student does not complete task.</li> </ul>
<b>1</b> EMERGING	<ul style="list-style-type: none"> <li>Demonstrates only a limited understanding of the directions and there is a lack of organization.</li> <li>Student provides only a drawing or limited words and a drawing.</li> <li>Uses basic vocabulary that is not at an appropriate level for the grade.</li> <li>There are numerous grammatical and spelling errors that affect the coherence of the piece and obscure meaning.</li> <li>Many details are unrelated to the story.</li> <li>Few details are given and there is little development of ideas. The same details may be repeated over and over.</li> </ul>
<b>2</b> TRANSITIONING	<ul style="list-style-type: none"> <li>Demonstrates only a basic understanding of the directions and there are numerous organizational errors which affect meaning.</li> <li>Student provides a drawing and a minimal written description.</li> <li>Uses mostly concrete vocabulary.</li> <li>There are many grammatical and spelling errors. These errors affect the coherence of the piece.</li> <li>Ideas are sketchy in their development.</li> <li>Few details are given and there is no elaboration.</li> </ul>
<b>3</b> EXPANDING	<ul style="list-style-type: none"> <li>Demonstrates partial understanding of the directions and there are organizational errors that affect meaning.</li> <li>Student provides a drawing and a partially developed written description.</li> <li>Most sentences begin with a capital letter and end with a period. There are some spelling errors but the meaning of the piece is still clear.</li> <li>Some ideas are developed but piece lacks elaboration.</li> <li>Some details are given in the story.</li> </ul>
<b>4</b> COMMANDING	<ul style="list-style-type: none"> <li>Demonstrates a clear understanding of the directions in a well-organized piece.</li> <li>Student provides a drawing and a well-developed written description.</li> <li>Uses a wide range of concrete, abstract, and academic vocabulary appropriate for the grade.</li> <li>Sentences begin with a capital letter and end with a period. There are few spelling errors.</li> <li>Ideas are well-developed.</li> <li>Details given in the response are appropriate for the story.</li> </ul>

Score	Criteria
<b>3</b> EXPANDING	<ul style="list-style-type: none"> <li>Demonstrates partial understanding of the directions and there are organizational errors that affect meaning.</li> <li>Student provides a drawing and a partially developed written description.</li> <li>Most sentences begin with a capital letter and end with a period. There are some spelling errors but the meaning of the piece is still clear.</li> <li>Some ideas are developed but piece lacks elaboration.</li> <li>Some details are given in the story.</li> </ul>
<b>4</b> COMMANDING	<ul style="list-style-type: none"> <li>Demonstrates a clear understanding of the directions in a well-organized piece.</li> <li>Student provides a drawing and a well-developed written description.</li> <li>Uses a wide range of concrete, abstract, and academic vocabulary appropriate for the grade.</li> <li>Sentences begin with a capital letter and end with a period. There are few spelling errors.</li> <li>Ideas are well-developed.</li> <li>Details given in the response are appropriate for the story.</li> </ul>

The NYSESLAT is not a test of content. Students may demonstrate language competency without content accuracy. Teachers should focus on the linguistic makeup of the response as opposed to the content, which is not scored.

# TEACHER Support

Teacher Edition, Grade 4

**Individual Student Progress Chart: Grade 4**

Student: \_\_\_\_\_

**Speaking:**

Emerging (Levels 0-1)			Transitioning (Levels 2-3)			Expanding (Levels 4-5)			Commanding (Levels 6-7)		
Page	Item	Score	Page	Item	Score	Page	Item	Score	Page	Item	Score
13	1		25	1		37	1		49	1	
14	2		26	2		38	2		50	2	
15	3		27	3		39	3		51	3	
16	4		28	4		40	4		52	4	
17	5		29	5		41	5		53	5	
18	6		30	6		42	6		54	6	
19	7		31	7		43	7		55	7	
20	8		32	8		44	8		56	8	
21	9		33	9		45	9		57	9	
22	10		34	10		46	10		58	10	
									59	11	
									60	12	
									61	13	

**Theme 1: Enchanting Egypt**

**Listening**

Page	Passage	Item	Score
65-67	Mystery		
	Mysterious Places		
66	Emerging	1	
66	Emerging	2	
67	Transitioning	3	
68-71	My Country Egypt!		
69	Emerging	4	
69	Transitioning	5	
70	Expanding	6	
70	Commanding	7	
71	Expanding	8	

**Reading**

Page	Passage	Item	Score
74-77	Big Beasts: Camel		
75	Emerging	9	
76	Emerging	10	
77	Transitioning	11	
78-82	Pyramid		
80	Emerging	12	
80	Transitioning	13	
81	Commanding	14	
81	Expanding	15	
82	Expanding	16	

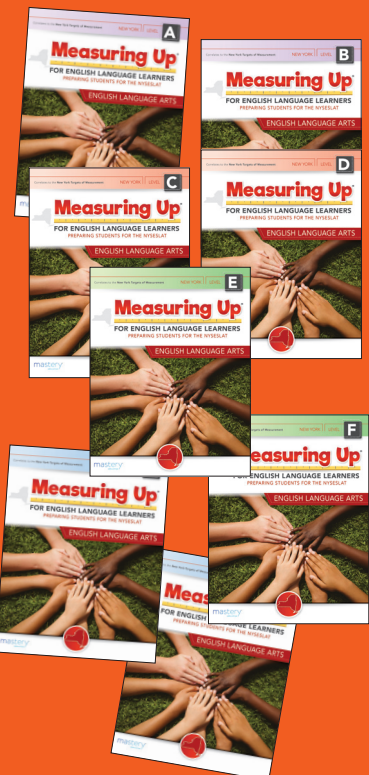
**Writing**

Page	Passage	Item	Score
83-86	Big Beasts: Camel	(Short Response)	17
87-91	Pyramid	(Extended Response)	18

Getting Ready for the NYSESLAT - Grade 4 91 Copyright ©2014 by Pearson & Associates, Inc. All rights reserved.

Individual Student Progress Chart tracks student achievement.

Instructional  
Grades 1–8



All products  
available in print  
& eBook format

# Connected Resources Support Language Acquisition

# Measuring Up

FOR ENGLISH LANGUAGE LEARNERS  
PREPARING STUDENTS FOR THE NYSESLAT

Instructional resource developed to ensure students meet the Targets of Measurement (ToMs) as assessed on the NYSESLAT

Instructional lessons target the five performance-level descriptors (PLDs) and offer an integrated approach to language acquisition. Each of the four areas—reading, speaking, listening, and writing—are integrated throughout each lesson.

- Lessons include explicit instruction using paired literacy and informational passages.
- The student editions form the back-bone of learning with unparalleled teacher support.
- Emphasis on Tier 1 and 2 vocabularies
- Practice questions mirror NYSESLAT

Unit 2 SUMMARIZE  
Lesson 3

**LEARNING TARGETS**  
**READING** TOM.3-4.1, TOM.3-4.2, TOM.3-4.3, TOM.3-4.4, TOM.3-4.5  
**LISTENING** TOM.L-4.1, TOM.L-4.2, TOM.L-4.3, TOM.L-4.4  
**WRITING** TOM.W-3-4.1, TOM.W-3-4.2, TOM.W-3-4.3

**FOCUS ON LITERATURE**  
Use the shaded sentences and the Guided Thinking questions to summarize this story.

Suzie Spider

**GUIDED THINKING**

**HEAR IT**  
Listen and follow along as your teacher reads the passage aloud.

**SPEAK IT**  
Summarize what Suzie wants.

Once there was a sad spider named Suzie. Suzie was sad because more than anything in this world, she wanted to dance. She wanted to dance every day. She wanted to twirl and spin. It was not enough to dance around her room. Suzie wanted to take dance lessons, so she could learn to be the best dancer ever.

Unit 2 | Summarize | masteryeducation.com [ 15 ]

Student Edition, Grade 3

Unit 2 SUMMARIZE  
Lesson 3

**LEARNING TARGETS**  
**READING** TOM.3-4.1, TOM.3-4.2, TOM.3-4.3, TOM.3-4.4, TOM.3-4.5  
**LISTENING** TOM.L-4.1, TOM.L-4.2, TOM.L-4.3, TOM.L-4.4  
**WRITING** TOM.W-3-4.1, TOM.W-3-4.2, TOM.W-3-4.3

**FOCUS ON LITERATURE**  
Use the shaded sentences and the Guided Thinking questions to summarize this story.

Suzie Spider

**GUIDED THINKING**

**HEAR IT**  
Listen and follow along as your teacher reads the passage aloud.

**SPEAK IT**  
Summarize what Suzie wants.  
Suzie wants to take dance lessons, so she can be the best dancer ever.

Once there was a sad spider named Suzie. Suzie was sad because more than anything in this world, she wanted to dance. She wanted to dance every day. She wanted to twirl and spin. It was not enough to dance around her room. Suzie wanted to take dance lessons, so she could learn to be the best dancer ever.

Unit 2 | Summarize | masteryeducation.com [ 15 ]

Teacher Edition, Grade 3

### Unparalleled Teacher Support

*Measuring Up for English Language Learners'* easy-to-use lesson format allows educators to customize instruction to the needs of ELL students. Within the lesson, an emphasis is placed on differentiating instructional support for Entering and Emerging PLD students from Transitioning, Expanding, and Commanding PLD students. It includes suggestions for teacher modeling, explicit skill instruction, assessment questions, and more.

The instructional model provides explicit instruction in each key strategy or skill, modeling, guided practice, comprehension monitoring, summarization, and review. Instruction specifically addresses the key areas of listening, speaking, reading, and writing Targets of Measurement. Each lesson provides educators with an at-a-glance instructional overview of the lesson—from the passage summary to specialized text features. It provides an overview of potential vocabulary and grammatical challenges. Lessons are expressly crafted to support language learning at all performance levels.

- **Support for Entering and Emerging PLD Students** The teaching notes for each lesson highlight specific support and alternative teaching strategies for Entering and Emerging PLD students. They include non-verbal strategies such as drawing, labeling, gesturing, and role playing. Suggestions include the use of realia including photos, videos, objects, and demonstrations to build background knowledge and vocabulary. Furthermore, students are encouraged to find similarities from their language to English.
- **Instructional Scaffolds** The "gradual release of responsibility" model ensures that scaffolded instruction supports as students think, read, speak, listen, and write. Each lesson begins by defining the focus strategy or skill and giving an example of its use. Point-of-use Guided Thinking questions, including speaking prompts, are strategically placed to guide students as they listen, think, and speak about the passage. Additionally, the teacher lesson provides specific modeling designed to show students how to apply the strategy or skill, furthering their understanding of how the English language works.

[ vi ]

measuring Up  
**LIVE** 2.0

**NEW!** Enrollment and Rostering Options through Clever, Google Classroom, and OneRoster

*Measuring Up Live 2.0* is composed of three separate elements seamlessly integrated into one effective discovery system. Through meaningful assessment and personalized practice, *Measuring Up Live 2.0* is expertly designed to integrate into the learning, supporting academic growth and preparing students for end-of-year assessments. Here's how:

measuring Up  
**insight**

**FOCUS & PINPOINT ONGOING ASSESSMENT**  
An assessment platform, customized to the NY Next Generation Learning Standards, can be used to measure learning throughout the year in a variety of ways:

DIAGNOSTIC/ BENCHMARKING	THE NEW YORK STATE PRACTICE TESTS
CURRICULUM-BASED ASSESSMENTS	FORMATIVE AND INFORMATIVE
BRAIN BREAKS	EXIT TICKETS

measuring Up  
**myQuest**

**ENGAGE IN & PROVIDE DIFFERENTIATED, ADAPTIVE PRACTICE**

Designed to meet students at their level with content that adapts based on performance.

ADAPTIVE	FORMATIVE AND INFORMATIVE
PERSONALIZED	MOTIVATIONAL
PRESCRIBED	SELF-REGULATED

measuring Up  
**reach**

**EBOOK VERSION OF MEASURING UP WORKTEXTS**

Provides flexibility to access all *Measuring Up* lessons in a digital format. Teacher and Student access available. Use lessons during virtual learning!

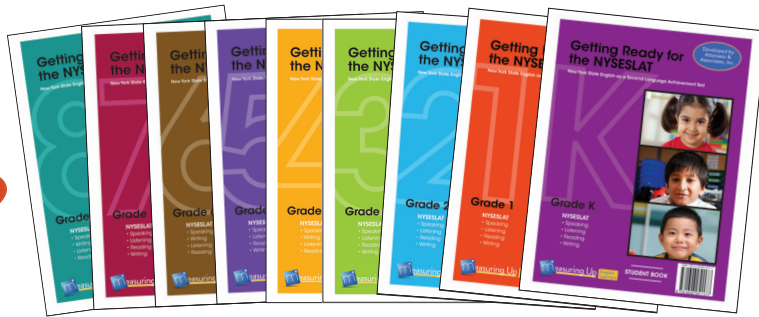




# Measuring Up. family of resources provides a comprehensive approach to NYSESLAT readiness.



**NEW**



**Getting Ready for the NYSESLAT**  
NYSESLAT Instructional Practice, structured just like the test!



**Measuring Up for English Language Learners**  
Integrated skills lessons that integrate all 4 modalities to support language acquisition and NYSESLAT readiness.

Peoples Education Inc. DBA Mastery Education  
25 Philips Parkway, Suite 105  
Montvale, NJ 07645

**Have a question? Want more information?  
Our Customer Service Team is ready to help.**

Phone: 800-822-1080  
E-mail: [cs@masteryeducation.com](mailto:cs@masteryeducation.com)  
Fax: 201-712-0045



978-1-64090-820-8

2628 | NYSESLAT Sampler

Images courtesy of © Shutterstock.com