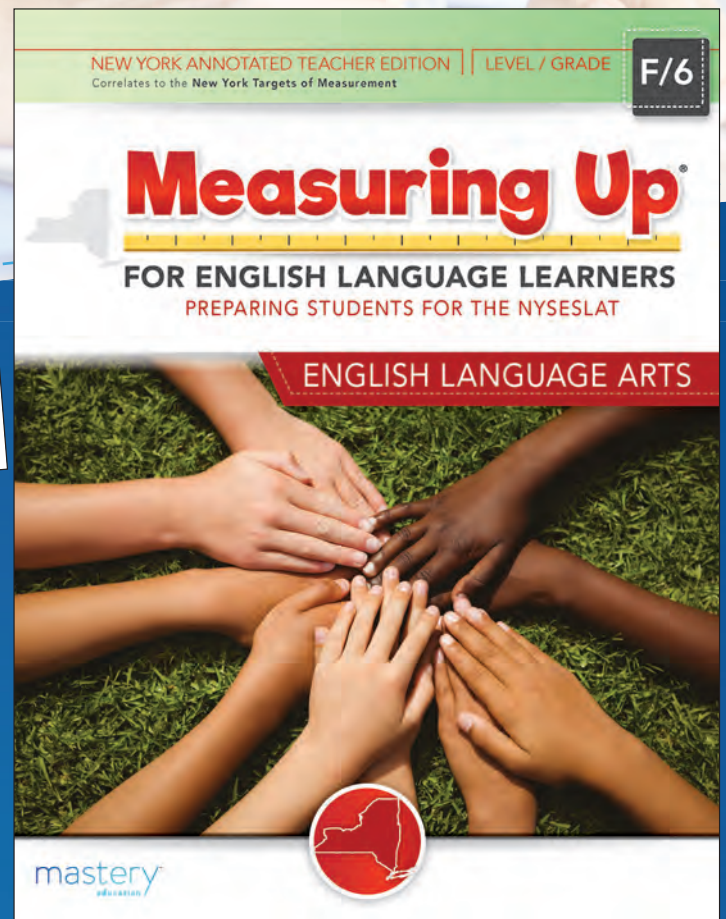
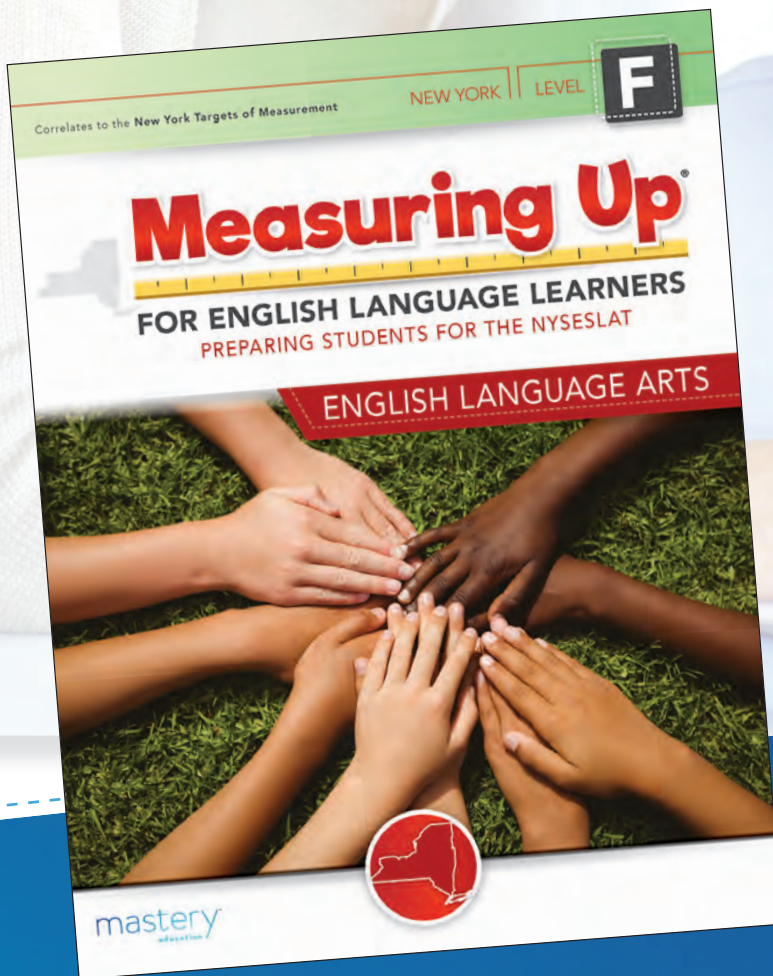


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NEW!
for New York
Grades 1-8

FOR ENGLISH LANGUAGE LEARNERS
PREPARING STUDENTS FOR THE NYSESLAT



**INSTRUCTION TARGETS
THE 5 PERFORMANCE LEVEL
DESCRIPTORS (PLDs)!**

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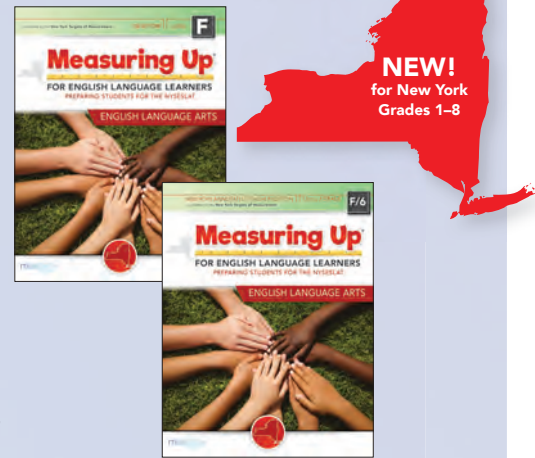
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We listened . . . NY Educators want to see an integrated approach to prepare students for the NYSESLAT!

Measuring Up for English Language Learners was developed to assist students in grades 1–8 who are acquiring English to successfully meet the Targets of Measurement as assessed on NYSESLAT. Our integrated approach incorporates the 4 areas of reading, speaking, listening, and writing, into each lesson and with research-based best practices focuses on:

- Language acquisition strategies
- Thematic Units
- Emphasis on Tier 1 and 2 vocabulary and content area words
- Practice items that mirror the NYSESLAT
- Graphic Organizers
- Multiple assessment opportunities



Instruction targets the 5 performance level descriptors (PLDs): Entering, Emerging, Transitioning, Expanding, and Commanding.

Format and Structure

6 Units: Main Idea and Details, Summarize, Sequence, Problems and Solutions, Cause and Effect, and Inferences/Draw Conclusions

Units include 2 lessons and Unit Review: Thematically linking a literature passage and informational text with Review that includes practice with multiple choice and constructed response that reflects the NYSESLAT

Targets of Measurement: Listed in each unit for alignment and coverage

Teacher's Edition: Provides the before, during, and after reading strategies and support

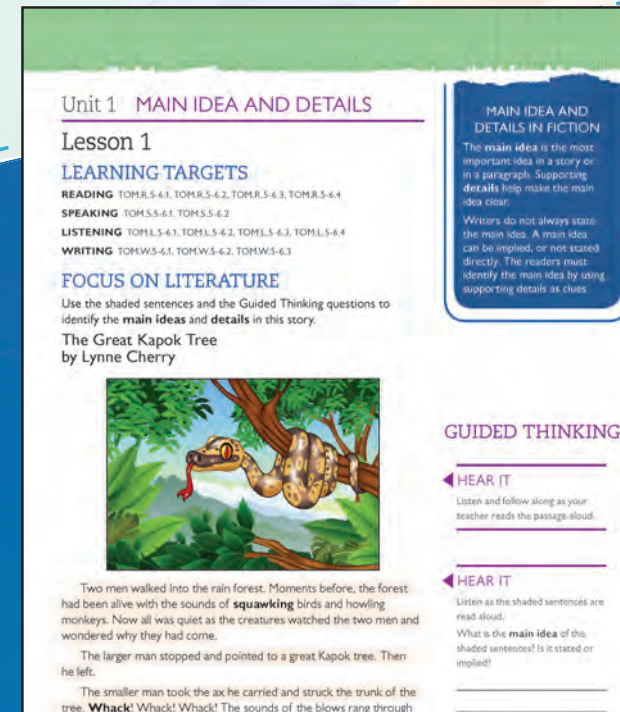
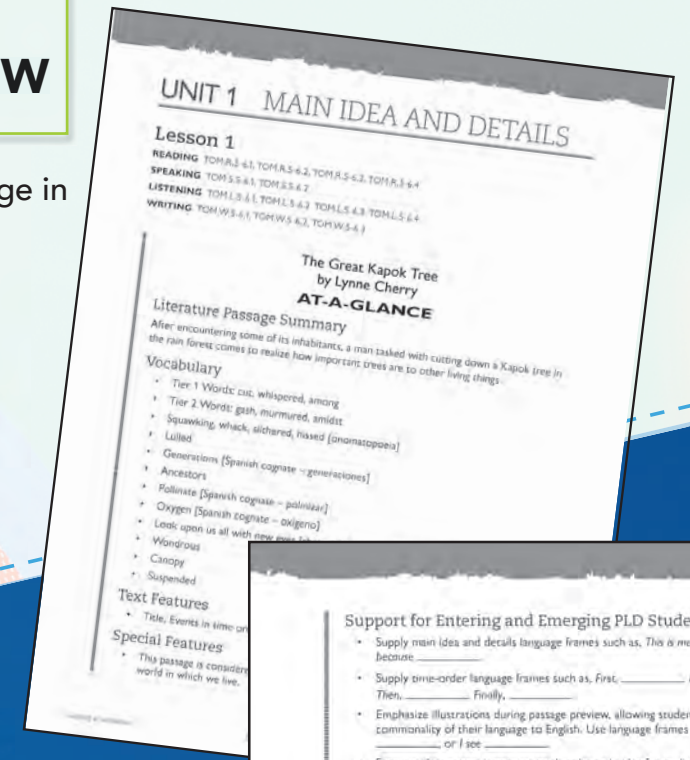
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STEP 1: PREPARATION AND REVIEW

At-A-Glance provides a quick overview of the passage in preparation for teaching the lesson.

- Passage Summary
- Vocabulary to review
- Text Features to discuss
- Special Features noted
- Support for Entering and Emerging PLD Students



STEP 2: EXPLICIT INSTRUCTION BEFORE READING

Deliver clear instruction before reading, including activating prior knowledge and previewing the passage with modeling.

Icons identify Speaking, Listening, Read Together, and Read Independently

Explicit Instruction

Main Idea and Details

- Tell students that the main idea is the most important idea in the story. Details about time, place, setting, and characters make the main idea clear.
- Explain to students that the main idea in some stories is implied rather than stated directly. Readers need to read between the lines and pay attention to details to figure out what the main idea is.
- Point out that in tales such as "The Great Kapok Tree," the main idea is a message that the reader takes away from the story.

Before Reading

Activate Prior Knowledge

Ask students to share what they know about the rain forest. Ask them if they know why people would want to cut trees down and what happens to the environment when too many trees are cut. Incorporate lesson vocabulary into your oral conversation as appropriate. Review cognates.

Preview

Direct students to preview the passage as you model making a prediction:

Model Say to the students: This story is an excerpt from "The Great Kapok Tree" by Lynne Cherry. The word *tales* makes me think that this story may teach someone a lesson. The title of the story also tells me that the Kapok tree is going to be an important part of the story. From the picture on the first page, I wonder if the snake is important to the story. When I read, I want to find out who leaves a lesson and what the lesson will be.

Speak

Direct students to make a prediction and identify the clues they used to make their prediction. Compose an oral prediction with Entering and Emerging PLD students. Scaffold responses with a sentence frame such as, I predict _____ because _____.

Direct them to share their prediction with a partner. Remind students to use complete sentences providing oral language frames such as, I think this is about _____ because _____.

STEP 3: PRESENT THE PASSAGE

Present the passage and read it aloud to students.

- Review passage with suggested language frames
- Review vocabulary
- Discuss answers to **Guided Thinking** questions
- Direct students to self-assessment
- Review Text Features
- Re-read passage

Unit 1 MAIN IDEA AND DETAILS

Lesson 1


LEARNING TARGETS

READING TOM.R.5-6.1, TOM.R.5-6.2, TOM.R.5-6.3, TOM.R.5-6.4
SPEAKING TOM.S.5-6.1, TOM.S.5-6.2
LISTENING TOM.L.5-6.1, TOM.L.5-6.2, TOM.L.5-6.3, TOM.L.5-6.4
WRITING TOM.W.5-6.1, TOM.W.5-6.2, TOM.W.5-6.3

FOCUS ON LITERATURE

Use the shaded sentences and the Guided Thinking questions to identify the **main ideas** and **details** in this story.

The Great Kapok Tree
by Lynne Cherry



MAIN IDEA AND DETAILS IN FICTION

The **main idea** is the most important idea in a story or in a paragraph. Supporting **details** help make the main idea clear.

Writers do not always state the main idea. A main idea can be implied, or not stated directly. The readers must identify the main idea by using supporting details as clues.

GUIDED THINKING

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

HEAR IT
Listen as the shaded sentences are read aloud.
What is the **main idea** of the shaded sentences? Is it stated or implied?

Two men walked into the rain forest. Moments before, the forest had been alive with the sounds of **squawking** birds and howling monkeys. Now all was quiet as the creatures watched the two men and wondered why they had come.

The larger man stopped and pointed to a great Kapok tree. Then he left.

The smaller man took the ax he carried and struck the trunk of the tree. **Whack!** Whack! Whack! The sounds of the blows rang through the forest. The wood of the tree was very hard. Chop! Chop! Chop! The man wiped off the sweat that ran down his face and neck. Whack! Chop! Whack! Chop!

Unit 1 | Main Idea and Details | masteryeducation.com [1]

The passages are the vehicle of the instruction.

Present the Passage

Read the Passage Aloud

Explain to students this story is a modern tale that was written to teach a lesson. Tell students while folktales teach lessons that have been passed on through generations, this tale teaches a lesson important for the world we live in today.

Direct students to follow along as you read the passage aloud. Remind them to pay attention to the details that tell the main idea and supporting details. Remind them to keep predicting the lesson the man might learn.

Review

- Review predictions to confirm or modify them. Support Entering and Emerging PLD students with oral language frames.
 - I correctly predicted that _____ [confirm prediction]
 - I thought that _____ but _____ [modify prediction]
- Discuss Tier 1 and 2 words: *whispered* – murmured, among – amidst, cut – gash. Have students provide examples of how each is used.
- Talk about how the writer uses the rhetorical device of foreshadowing to give a hint or clue as to what will happen next. [look upon us all with new eyes]
- Discuss writer's use of onomatopoeia to add description: [squawking, whack, slithered, hiss]
- Reread the last paragraph aloud to students. Discuss how the words the writer uses describe the tree. Point out how the writer uses a simile to describe the scene. [Spots of bright light glowed like jewels amidst the dark green forest.]
- Review Check Your Understanding and How Am I Doing! self-assessments.

Understand Text Features

Have students identify the main features of the text that help them understand the story. Tell students that good readers pay attention to text features as they read because the features help them understand the story. Point out the following features of a fictional passage:

- Title—The title "The Great Kapok Tree" hints at the main idea of the story.
- Events in time order—Time order is the order in which events occur. Most storytellers use time order to move the plot along.
- Tale—The passage "The Great Kapok Tree" is a tale, which means a moral lesson can be learned from it.

Unit 1 | Main Idea and Details | masteryeducation.com [3]

Read the Passage on Your Own

Direct Transitioning, Expanding, and Commanding PLD students to reread the passage. Remind them to pay attention to the order in which the events happen. Direct them to write answers to the Guided Thinking questions.

STEP 4: AFTER READING

Students apply what they have learned to NYSESLAT-like questions. Walk students through the graphic organizer to make a visual connection to organizing the details from the passage.

The **Exit Ticket** serves as a check for understanding and provides writing practice.

TRY IT

Think about the passage "The Great Kapok Tree." Circle the letter next to the best answer.

- Which lesson did the man learn?
 - A. Sleep when you are tired.
 - B. The trees of the rain forest are important to life.
 - C. Animals in the rain forest can talk.
 - D. Work hard to get what you need.
- Read this paragraph from the passage.

"A child from the Yanomamo tribe who lived in the rain forest knelt over the sleeping man. He murmured in his ear: 'Senhor, when you awake, please look upon us all with new eyes.'"

What did the boy mean when he said, "... please look upon us all with new eyes?"

 - A. Please see things differently.
 - B. The man should wear glasses to see the animals.
 - C. The man should go to see a doctor.
 - D. The man should sleep among the animals on the forest floor.
- Read this sentence from the passage.

"Spots of bright light glowed like jewels amidst the dark green forest."


Why does the writer use a simile?

 - A. To describe how the jewels sparkled
 - B. To show that some spots in the forest were lighted
 - C. To describe how wonderful the forest was
 - D. To describe the color of the forest.
- Which detail best shows that the man had changed?
 - A. "What wondrous and rare animals they were!"
 - B. "A boa constrictor lived in the Kapok tree."
 - C. "The man looked about and saw the sun streaming through the canopy."
 - D. "He sat down to rest at the foot of the great Kapok tree."

Unit 1 | Main Idea and Details | masteryeducation.com [4]

ORGANIZE IT

Fill in the boxes below to make a web showing the details that support the main idea of the story.



EXIT TICKET

Write a caption for the picture at the beginning of the story.

TURN AND TALK
Share your caption with a partner. Speak in complete sentences.

Unit 1 | Main Idea and Details | masteryeducation.com [4]

After Reading

Try It
Read the questions and answer choices aloud to students. Discuss reasoning for correct and/or incorrect answers. Then, direct Transitioning, Expanding, and Commanding PLD students to answer the questions independently.

Organize It
Explain that the main web will help students categorize the information they have read in the story by answering questions about specific details.

Exit Ticket
Remind students that when they summarize, they should try to include all the important ideas in as few words as possible. When students write their caption, it should only summarize that specific part of the story.

Allow time for students to Turn and Talk. Remind them to use complete sentences. Scaffold responses with language frames such as, *The caption for this picture is _____*.

Unit 1 | masteryeducation.com | English Language Arts | Level F

Students will interact with engaging lesson design.

- **Guided Thinking** Questions support understanding
- Academic vocabulary appears in boldface
- Identifies opportunities to listen and speak
- Student's self-check encourages to take ownership

Students apply the skills to 4 different activities:

- NYSESLAT practice
- Graphic Organizer
- Writing Activity
- Speaking Activity

Turn and Talk
Linking writing and speaking is critical for English language learners.

Now apply the same skills to a thematically linked informational text.
The lesson structure and support is the same.

Lesson 2


LEARNING TARGETS

READING TOM.R.5-6.1, TOM.R.5-6.2, TOM.R.5-6.3, TOM.R.5-6.4
SPEAKING TOM.S.5-6.1, TOM.S.5-6.2
LISTENING TOM.L.5-6.1, TOM.L.5-6.2, TOM.L.5-6.3, TOM.L.5-6.4
WRITING TOM.W.5-6.1, TOM.W.5-6.2, TOM.W.5-6.3

FOCUS ON INFORMATIONAL TEXT

Use the shaded sentences and the Guided Thinking questions to identify the **main ideas** and **details** in this article.

The Eucalyptus Forest



MAIN IDEA AND DETAILS IN INFORMATIONAL TEXT

The **main idea** is the most important idea in an informational text. Supporting **details** help make the main idea clear.

Writers do not always state the main idea. A main idea can be implied, or not stated directly. The readers must identify the main idea by using supporting details as clues.

GUIDED THINKING

HEAR IT
Listen as the shaded sentences are read aloud.
What **details** in the shaded sentences help develop the implied main idea?

HEAR IT
Listen as the shaded sentences are read aloud.
What is the **main idea** of the shaded sentences? Is it stated or implied?

Blue Mountains National Park
In Blue Mountains National Park in Australia, you can see red-tailed black kangaroos jumping over waterfalls. From the top of the Blue Mountains, you can see the Blue Mountains National Park in Australia. The Blue Mountains are home to several types of forests. Patches of rain forest mix with stretches of eucalyptus forest. Eucalyptus trees have tough, light-colored leaves. They have rugged bark with a strong smell. Some grow to be very tall.

Unit 1 | Main Idea and Details | masteryeducation.com [3]

FINAL STEP: REVIEW IT

Each unit concludes with additional NYSESLAT-like questions, including a listening question, a writing prompt, and additional multiple-choice questions.

Exit Ticket
Remind students that when they summarize, they should try to include all the important ideas in as few words as possible. Remind students that they will need to find information from every part of the article to write their summary. Suggest that they use the section headings to find four main ideas to include.

Write
Allow time for students to Turn and Talk. Remind students to use complete sentences. Scaffold responses with language frames such as, *The Blue Mountains National Park is _____ It has _____.*

Turn and Talk

Review It
Before assigning the Unit 1 Review, briefly review both passages in Unit 1. Tell students they will be looking for words, phrases, and sentences that help them to understand the main idea and details.

Know It, Show It
Say to the students:
Look at the directions at the top of the page. Think about the two passages you have just read. Then, circle the letter next to the best answer.

Look at Question 1. Listen to these sentences from the passage. Then I will ask, "What message do the porcupines give the man?" Then circle the correct answer to Question 1.

Now listen carefully. The title of the passage is "The Great Kapok Tree."

Four tree porcupines swung down from branch to branch and whispered to the man: "Senhor, do you know what we animals and humans need in order to live? Oxygen. And, Senhor, do you know what trees produce? Oxygen! If you cut down the forests you will destroy that which gives us all life!"

Pause for about 5 seconds.

Look at Question 1.
What message do the porcupines give the man?

A. Porcupines live in trees.
B. Trees are important to the air we breathe.
C. Cutting trees down produces oxygen.
D. Forests destroy life.

Pause for about 15 seconds. Tell students to read and answer the remaining questions on their own.

[16] masteryeducation.com | English Language Arts | Unit 1

Write It
Say to the students:
Now read the directions below to yourself as I read them out loud.

Write
You have just read two passages about the importance of respecting our natural environment. Imagine you have just learned that the government wants to build a highway through the Catskill Mountains. Write one paragraph giving at least two reasons why you agree or disagree with their proposal. Use information from the passages and your own ideas to support your answer.

Writer's Checklist

Checklist

Write about the topic.
 Plan your writing from beginning to end.
 Use your own ideas and ideas from the passages.
 Support your answer with details.
 Use complete sentences.
 Check your writing for grammar, capitalization, punctuation, and spelling.

Scaffold responses with a writing frame that helps students organize their writing.
Have Transitioning, Expanding, and Commanding PLD students complete the writing activity independently. Refer to the Writing Rubric for scoring.

Writing Rubric

4	Writing has a clear main idea, contains Tier 1 and many Tier 2 words, has many sufficiently detailed descriptions, includes supported and connected ideas, contains minimal or no errors in conventions, meaning is clear.
3	Writing has a main idea, contains Tier 1 and some Tier 2 words, has some detailed descriptions, includes connected ideas, contains minimal errors in conventions, meaning is clear.
2	Writing addresses the topic, contains Tier 1 and a few Tier 2 words, includes at least one description, includes some supported ideas, contains some errors in conventions that may occasionally obscure meaning.
1	Writing minimally addresses the topic, contains Tier 1 and some common Tier 2 words, includes minimally detailed description, contains one supported and connected idea, contains many errors in conventions that often obscure meaning.
0	Writing is blank or illegible, contains at most Tier 1 words, lacks description, lacks supported or connected ideas, contains numerous errors that totally obscure meaning.

Unit 1 | Main Ideas and Decisions | masteryeducation.com | [17]

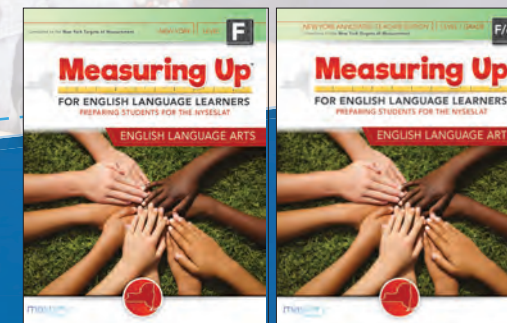
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UNIT 1 REVIEW

KNOW IT, SHOW IT

Think about the two passages you have just read. Then, circle the letter next to the best answer.

The Great Kapok Tree



- Listen to these sentences from the passage.
What message do the porcupines give the man?
A. Porcupines live in trees.
B. Trees are important to the air we breathe.
C. Cutting trees down produces oxygen.
D. Forests destroy life.
- Read these sentences from "The Eucalyptus Forest."
"In Blue Mountains National Park in Australia, you can see waterfalls plunge down towering cliffs. From the top of the cliffs, you can look out over miles of blue-green forests."
Which words help you to understand the meaning of *towering*?
A. From the top
B. Look out over
C. You can see
D. Plunge down
- Read these sentences from "The Eucalyptus Forest."
"The Blue Mountains are home to several types of forests. Patches of rain forest mix with stretches of eucalyptus forest."
Which is the meaning of *stretches* in the sentence above?
A. Continuous
B. Flexible
C. Extends
D. Exercises
- Think about "The Great Kapok Tree." Which event in this story is a distinctive feature of a tale?
A. The man had a job to do.
B. The man learned a lesson.
C. The main character was a talking animal.
D. Animals depended on the tree.

WRITE IT

Now read the directions below.

You have just read two passages about the importance of respecting our natural environment. Imagine you have just learned that the government wants to build a highway through the Catskill Mountains. Write one paragraph giving at least two reasons why you agree or disagree with their proposal. Use information from the passages and your own ideas to support your answer.

Write your final answer on the lines below.

- Checklist
- Write about the topic.
 Plan your writing from beginning to end.
 Use your own ideas and ideas from the passages.
 Support your answer with details.
 Use complete sentences.
 Check your writing for grammar, capitalization, punctuation, and spelling.



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