

*The Teaching of Language Arts to
Limited English Proficient/English
Language Learners:*

***Learning Standards for
English as a Second Language***

Building the Bridge



NATIVE LANGUAGE ARTS

ENGLISH AS A SECOND LANGUAGE

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2004

THE UNIVERSITY OF THE STATE OF NEW YORK

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Foreword

It is with great pleasure that I present the *New York State English as a Second Language Learning Standards*. Many educators of limited English proficient/English language learners (LEP/ELLs) across New York State (NYS) and across the country collaborated in bringing these standards to fruition. The document represents an alignment of the New York State English language arts standards and the English as a second language (ESL) standards developed by the National Association of Teachers of English to Speakers of Other Languages (TESOL). The ESL learning standards are also one of the seven essential elements for effective bilingual and ESL programs approved by the New York State Education Department and the New York State Board of Regents. Most importantly, however, the ESL learning standards reflect the highest quality of teaching and learning in the ESL and bilingual programs that occur day to day in our schools. Based on these practices, the ESL learning standards will create a context for consistent and effective ESL instruction and curricula throughout the State.

In the Spring of 2000 we issued *The Teaching of Language Arts to Limited English Proficient/English Language Learners: A Resource Guide for All Teachers*. Language arts for LEP students translates into the integration of native language arts, English as a second language (ESL), and English language arts (ELA). The guide revolves around the theme of building bridges to academic excellence and success in school for LEP English language learners. Bridges link children's homes to school, countries of origin to their new country, and native languages and cultures to English and the American experience. Bridges build upon respect for who our children are, where they come from, and the languages they speak as they add English to their linguistic repertoire.

Quality, sensitive, challenging, and focused instruction in ESL is key to transitioning youngsters from proficiency in their native language to acquiring proficiency in English, and to ensuring their success on the New York State English as a Second Language Achievement Test (NYSESLAT) and in passing the Comprehensive English Regents Examination. This document is intended to provide teachers, curriculum developers, and test developers with the information and content essential for consistent and successful teaching and learning of English for LEP students so that they successfully meet the ELA standards. This is an essential step to earning a high school diploma in New York State.

The standards document was originally issued as a draft in the fall of 2001. It has been reviewed by numerous educators of LEP students across New York State and across the country. This edition reflects their suggestions and recommendations, as well as the changes in education policy in New York State pertaining to LEP/ELLs.

To all of the bilingual, English as a second language and other teachers of our LEP students, thank you for your continued commitment to the success of our students.

Carmen A. Pérez Hogan
Coordinator, Office of Bilingual Education

Acknowledgements

This document was developed with the input from researchers and practitioners involved in the teaching of English as a second language to limited English proficient English language learners. It was completed through the efforts and expertise of many generous and talented individuals in the State and outside of New York. A special recognition and appreciation to Daniel H. Shanahan who made it happen through his hard work, outstanding professionalism, and unending commitment. Deborah Short and Charlotte Brummett also deserve special appreciation for their ongoing dedication, outstanding support, and invaluable contributions. Thank you also to all the outstanding individuals listed below for their time, effort, and expertise.

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Introduction

The New York State Education Department Office of Bilingual Education (NYSED OBE), in its continued effort to raise achievement for all LEP/ELLs, has developed the New York State learning standards for English as a second language. These standards are meant to serve as the foundation for ESL curriculum, instruction, and assessment for all LEP/ELLs in New York State, grades Pre-K through 12. The NYS ESL learning standards also serve as the framework for the New York State ESL Achievement Test (NYSESLAT), which is administered annually to all LEP/ELLs in New York.

The ESL standards articulate the abilities and competencies that LEP/ELLs must demonstrate to successfully integrate into the English academic mainstream. The ESL standards combine the principles of second language learning with the language development necessary for success in the academic content areas. Proficiency in the English language, which is essential to meet the standards in other academic content areas, is made explicit as a developmental goal.

The ESL standards view second language education as consisting of learning English for authentic purposes in both social and academic settings. Through meaningful and purposeful interactions, LEP/ELLs explore ideas and concepts at a pace that reflects their level of English proficiency and academic preparedness. LEP/ELLs at all levels of English proficiency engage in standards-based tasks that build on their academic, language, and cultural experiences.

Unique to the NYS ESL standards is Standard 5, the standard on cross-cultural knowledge and understanding. LEP/ELLs bring a rich background of cultural experiences to their classrooms. Standard 5 capitalizes on this background to develop LEP/ELLs' familiarity with their new social and academic environment in the United States, as well as to foster cross-cultural awareness in the multicultural American society.

The NYS ESL learning standards include the minimum requirements outlined by the NYS English language arts learning standards:

Minimum Requirements for All Students				
Grades	Listening	Speaking	Reading	Writing
PreK-1	Students will listen on a daily basis.	Students will speak on a daily basis.	Students will read a minimum of 25 books or the equivalent per year across all content areas and standards.	Students will write on a daily basis across all content areas.
Grade 2-12				Students will write an average of 1,000 words per month across all content areas and standards.

Limited English Proficient English Language Learners

In New York State, learners of English as a second language are students classified as “limited English proficient” (LEP) because they come from a home where a language other than English is spoken and score at below “Proficiency” on the LAB-R or score at the Beginning, Intermediate, or Advanced level of English as measured on the NYSESLAT. Diverse student profiles exist within the overall classification of LEP. There are LEP/ELLs who may be gifted and there are many with a high level of proficiency in their native language. Others may not be able to read or write their native language because they have had a limited or interrupted formal education in their own country. Finally, there is a population of LEP students who have been identified as having special needs and have been referred for special education services. All of these LEP students must receive instruction in ESL as shown in the following chart.

Required Units of ESL/ELA Instructions				
Grades	English	LEVELS OF PROFICIENCY		
		Beginning	Intermediate	Advanced
K-8	ESL	2	2	1
	ELA			1
9-12	ESL	3	2	1
	ELA			1

Through the NYS ESL learning standards, students **use** English to **learn** English.

Instruction based on the NYS ESL learning standards is essentially characterized by *using* language to *learn* language, and by using all four language skills—reading, writing, listening, and speaking. Second language acquisition research highlights the crucial role of reading and the importance of using language in meaningful and authentic exchanges, for language growth to occur. Through authentic discourse and negotiation, at levels where language is comprehensible yet challenging, LEP/ELLs acquire not only effective language structures and pragmatics, but also the language needed for academic success. Students create meaning as they engage in language-rich practices both in personal interactions and through text. In this standards-based model of instruction, language teaching continues to be made explicit in ESL classrooms, but does not form the core of the ESL curriculum. Rather, explicit language teaching, often through “mini-lessons,” supports the standards and serves authentic and academic tasks. In creative and meaningful language practice that typifies standards-based ESL instruction, fluency, accuracy, and application are equal partners.

NYSESLAT and LAB-R

The New York State Education Department has developed the New York State English as a Second Language Achievement Test (NYSESLAT) to measure the English language arts proficiency of LEP/ELLs across the State, grades K through 12. Administered each spring, the NYSESLAT is designed to measure the growth in English language ability of LEP/ELLs from year to year. The NYSESLAT identifies the English proficiency level of LEP/ELLs as either Beginning, Intermediate, or Advanced. The NYSESLAT also identifies those LEP/ELLs who have achieved a Proficient level of English and no longer require ESL and/or bilingual services.

The NYSESLAT consists of four subtests based on language skills—speaking, listening, reading, and writing. The items on the NYSESLAT are written by ESL and bilingual teachers in New York State and are based on the NYS learning standards in ESL.

The Language Assessment Battery-Revised (LAB-R) was developed by The New York City Department of Education and adopted by NYSED to identify those incoming students who may be eligible for bilingual education or ESL services. All incoming students who live in a home where a language other than English is spoken, as confirmed by the Home Language Survey, are tested with the LAB-R upon admission to a public school. A score below the designated cut score for the child determines eligibility for ESL or bilingual services. The LAB-R is administered only once to each incoming student. After placement into either a bilingual or ESL classroom, achievement in the English language is measured annually with the NYSESLAT, as described above.

The LAB-R consists of four subtests based on language skills—speaking, listening, reading and writing, similar to the NYSESLAT. There are five levels of the LAB-R, with each level administered to those students in the grades shown below.

LAB-R Level	Grades
I	K-1
II	2-3
III	4-5
IV	6-8
V	9-12

Description of Proficiency Levels

The NYSED Commissioner's Regulations, Part 154, and Title III of the federal No Child Left Behind Act of 2001, identify three levels of English proficiency for LEP/ELLs: Beginning, Intermediate, and Advanced. Students' levels of proficiency are initially determined through the LAB-R, which is administered to an incoming student upon entry into the school system. Progress in learning English as a second language is measured each spring by the NYSESLAT. The scores on the NYSESLAT indicate the proficiency level the student has achieved each year, and whether or not the student's level of English is high enough to exit the ESL or bilingual program.

The descriptions of the proficiency levels that follow were developed by working groups of teachers and administrators of LEP/ELLs across New York State, with reference to other published proficiency-level descriptions. The descriptions represent the typical abilities of LEP/ELL students at each level.

Within each level there are degrees of ability. The subdivisions of each proficiency level describe the spectrum of proficiency and growth more realistically than an aggregate description of the level. Thus, in the Beginning level and in the Intermediate level, there are three degrees of proficiency for each language skill. In the Advanced level there are two degrees of proficiency.

It is important for educators of LEP/ELLs to note that not all students placed in one level fully match the description of each language skill at that level. It is not uncommon for newly arrived LEP/ELLs to be more proficient in speaking and listening skills

than in reading and writing, or more proficient in listening than in speaking. Likewise, some LEP/ELLs enter our school system with higher levels of proficiency in reading and writing, but lag in their speaking and listening skills. Schools and districts must pay close attention to the proficiency levels demonstrated by their LEP/ELLs in each of the language skill areas in order to provide the most appropriate placement and effective instruction.

The proficiency-level descriptions in this section outline the expected competencies of LEP/ELLs in grades 2 through 12 for each language skill area in each of the three proficiency levels. The descriptions do not necessarily reflect the early literacy and language development of early childhood LEP/ELLs. Most children under age seven have not yet mastered their first language and are still in the process of developing more complex cognitive processes. The language of young children is usually characterized as literal, context dependent, of limited vocabulary, and not highly detailed. Some language skills, such as using cognates and understanding idioms, are too cognitively demanding for this age group. Similarly, these younger learners, from grades Pre-K through 2, develop early literacy skills in comparable developmental stages as native speakers (see *Early Literacy Guidance: Prekindergarten - Grade 3*, NYSED). The rate at which these children achieve literacy skills in English reflects the extent to which they have already acquired listening and speaking proficiency in English and the extent to which they have developed pre-literacy skills in their native language.

Beginning-Level ESL: Listening

LOW BEGINNING

- Students at this low beginning level of ESL can recognize a very limited number of common individual words and learned phrases, even in a predictable context and on everyday personal topics.
- They can understand greetings and some simple instructions, and depend on gestures and other contextual clues.
- They require extensive assistance to make language comprehensible.

MID BEGINNING

- Students at this mid beginning stage can understand a number of individual words, common social phrases, and simple short sentences on topics of immediate personal relevance or related to the immediate physical environment.
- They can understand simple personal information questions and simple commands or directions related to the immediate context.
- They continue to struggle to understand simple instructions without clear contextual clues.
- Students at this stage continue to rely on visual support and other assistance.
- They frequently understand some short, previously learned words or phrases, particularly through use of cognates or when the situation strongly supports understanding, although they can rarely understand an ongoing message.
- They usually require repetition, rephrasing, or modified speech.

HIGH BEGINNING

- Students can understand key words, formulaic phrases, and most short sentences in simple, predictable conversations on topics of immediate personal relevance.
- They understand questions related to personal experience and requests related to the immediate context.
- They frequently need assistance to comprehend meaning and sometimes may understand the main idea of short simple speech on familiar topics.

- They can sometimes understand an ongoing message but still often require repetition, rephrasing, or modified speech.

Beginning-Level ESL: Speaking

LOW BEGINNING

- Students demonstrate little or no functional communicative ability in English.
- They demonstrate almost no control of basic grammar structures and verb tenses, and have a very limited vocabulary.
- They depend greatly on gestures in expressing meaning and may also switch to first language at times.
- Their pronunciation difficulties may significantly impede communication.

MID BEGINNING

- Students can communicate in face-to-face interactions in a very limited way, using single words and short, learned phrases sufficient for meeting simple needs and for expressing basic courtesies.
- They demonstrate little control of basic grammar structures and verb tenses and continue to depend on gestures in expressing meaning.
- Their pronunciation difficulties may significantly impede communication.
- They frequently need assistance and are often misunderstood even by attentive listeners.
- Their speech is characterized by frequent pauses and occasionally by use of native language.

HIGH BEGINNING

- Students can communicate basic immediate needs and simple personal experiences with some difficulty, in short informal face-to-face conversations.
- They can describe a situation or tell a simple story, using a variety of short sentences.
- They demonstrate some control of basic grammar and can use basic time expressions to communicate past events with limited accuracy.
- They demonstrate adequate vocabulary for routine everyday communication that relates to familiar topics.
- They can ask and answer simple questions and initiate and respond to simple statements.
- They can sometimes recombine learned material in original ways, although with limited grammatical accuracy.
- They are sometimes misunderstood even by attentive listeners.

Beginning-Level ESL: Reading

LOW BEGINNING

- Students are limited in their ability to meaningfully decode words and interpret sound-symbol relationships in English.
- They may be able to read isolated words, common phrases, and familiar public signs with visual support.

MID BEGINNING

- Students can read familiar personal and place names, common public signs, and simple texts especially if related to immediate needs.

- They can find information in a simple text with clear format and layout.
- They can match illustrations to short sentences, containing some familiar words.
- They may understand clearly related sentences when context, background knowledge, or visual information supports meaning.
- Punctuation clues rarely support students' comprehension.

HIGH BEGINNING

- Students usually read slowly, word by word.
- They understand many common words and/or phrases and can phonetically decode familiar and some unfamiliar words.
- They sometimes understand new words and phrases in context or through cognates.
- They sometimes understand common sentence connectors.
- Students can sometimes locate facts and specific details in short, simple texts with clear layout.
- They often understand related sentences when context, prior knowledge, or visual information supports meaning.
- Punctuation clues begin to support students' comprehension.

Beginning-Level ESL: Writing

LOW BEGINNING

- Students have few or no practical writing skills in English.
- Their limited knowledge of English and English spelling conventions limits their ability to write down unfamiliar words.
- They are sometimes able to write isolated words and/or common phrases, and may be able to copy/record time, addresses, names, and numbers.

MID BEGINNING

- Students can write a few phrases about self and family or other highly familiar information such as a simple description.
- They have minimal practical writing skill in English, and demonstrate limited awareness of sound-letter correspondence and mechanics.
- They can write some familiar numbers, letters, and words and can write down basic personal identification information.

HIGH BEGINNING

- Students have gained some practical writing skill in English, yet have limited independent expression.
- They demonstrate some awareness of sound-letter correspondence and mechanics and can produce sentences and short phrases that have been previously learned or that relate to familiar topics.
- They use simple vocabulary and sentence structure, and their writing is often characterized by errors not made by native English writers.

Intermediate-Level ESL: Listening

LOW INTERMEDIATE

- Students can recognize many topics by familiar words and phrases.
- They understand simple, short, direct questions related to personal experience and general knowledge and can understand many common everyday instructions and directions related to the immediate context.

- With strong support and clear context, students often understand new information.
- They can sometimes identify the main idea and details when listening to extended speech on a familiar topic.
- They benefit from repetition or rephrasing.

MID INTERMEDIATE

- Students can understand with some effort the overall message of oral discourse in moderately demanding contexts, including media broadcasts, and personally relevant topics.
- They may require repetition, rephrasing, or some modifications of speech for unfamiliar topics.
- They can understand a range of common vocabulary and a very limited number of idioms.
- They can understand simple, short, predictable phone messages, but have limited ability to understand extended speech on the phone and sometimes in person.
- They sometimes understand new information in brief personal interactions.
- They can often identify details when listening to extended speech and usually understand natural speech when the situation is familiar or fulfills immediate needs.

HIGH INTERMEDIATE

- Students can usually understand main ideas and identify key words and important details in oral discourse in sustained personal interactions.
- Students understand language in moderately demanding contexts, such as audiotapes and media broadcasts on everyday topics.
- They can understand a range of common vocabulary and a limited number of idioms.
- They comprehend contextualized, short sets of instructions and directions, but may still need repetition.
- They can understand simple, short, predictable phone messages.
- They sometimes understand speech on abstract or academic topics, although this understanding is often affected by length, topic familiarity, and cultural knowledge.
- They show evidence of understanding inferences.

Intermediate-Level ESL: Speaking

LOW INTERMEDIATE

- Students can maintain a face-to-face conversation on a familiar topic, using a variety of simple structures and even some complex ones.
- Their speech demonstrates a range of common words, some low-frequency vocabulary, and a limited number of idioms, although they may avoid topics with unfamiliar vocabulary.
- Their speech may include occasional word-for-word translations, and they sometimes have to repeat themselves to be understood by the general public.
- They correctly use a limited range of grammatical structures, and grammar and pronunciation errors are frequent and sometimes impede communication.
- They occasionally express original ideas with limited grammatical accuracy and much circumlocution regarding low-frequency vocabulary.
- Students continue to employ use of gestures and rely less frequently on visuals to communicate.

MID INTERMEDIATE

- Students can communicate in social situations and in some less routine situations on familiar topics of personal relevance.
- They can communicate facts and ideas in some detail, adding detail or rephrasing messages to facilitate conversation.
- They can use a variety of structures with some omission or reduction of elements such as articles.
- Grammar and pronunciation errors are still common and may sometimes impede communication, especially when the students are speaking about academic topics.
- They demonstrate a range of everyday vocabulary, and some common phrases and idioms.
- Their use of more academic vocabulary may be characterized by inappropriate word choice and awkward phrasing.
- Their discourse is reasonably fluent, but hesitations and pauses are still frequent.
- They may over rely on familiar grammatical structures and vocabulary to communicate message.

HIGH INTERMEDIATE

- Students can communicate somewhat comfortably and spontaneously in many common daily situations, participating in informal conversations and some formal conversations with some confidence.
- They can speak on familiar concrete and academic topics at a descriptive level, using a variety of vocabulary resources, although sometimes inappropriately.
- Grammar and pronunciation errors are relatively frequent, but rarely impede communication.
- Their discourse is reasonably fluent, but with frequent self-corrections and/or rephrasing to facilitate communication.
- They demonstrate control over most basic and many complex grammatical structures and have a growing inventory of common idiomatic language.
- Students at this stage can usually be understood by attentive listeners.

Intermediate-Level ESL: Reading

LOW INTERMEDIATE

- Students can typically read a simple two- to three-paragraph text within a mostly familiar, mostly predictable context of daily life and experience, or a simple narrative, occasionally understanding the main idea of a text when content and language are familiar.
- They read word by word or in short phrases, and can understand most common words and/or phrases.
- They can often locate facts and some details in short, simple texts, and sometimes understand new information from texts with familiar language.
- They occasionally understand common cultural references.

MID INTERMEDIATE

- Students can understand the purpose, main ideas, and some details in some shorter authentic and academic texts.
- They can find specific, detailed information in prose texts, and get specific details from routine texts, such as a set of instructions.
- They can read text with language that is mostly concrete and factual, with some abstract, conceptual, and technical vocabulary items.

- They can read with some fluency and speed, but often need to reread to clarify.
- They sometimes understand the meaning of new words, phrases, or idioms from context, and can sometimes distinguish between main and supporting ideas.
- They rarely understand texts that are grammatically complex or on unfamiliar topics.

HIGH INTERMEDIATE

- Students can understand main ideas, key words, and important details in lengthier social and academic texts.
- They can read printed or handwritten notes, letters, and schedules.
- They can often get new information about familiar topics from reading texts with clear organization.
- They can read simple texts on familiar academic topics with some fluency and speed, often understanding the meaning of new words from context.
- They can usually distinguish between main and supporting ideas in texts that are accessible because of familiar content and/or language.
- They sometimes understand texts that are grammatically complex or deal with unfamiliar topics.
- They often understand common cultural references in texts.

Intermediate-Level ESL: Writing

LOW INTERMEDIATE

- Students can write simple descriptions and narrations of events, stories, plans about self and family, or other highly familiar topics.
- They use familiar vocabulary and structures and often exhibit a lack of control over grammar, vocabulary, punctuation, and spelling.
- They can write original short texts and demonstrate some evidence of organizational ability in their writing.
- They can write on some concrete and familiar topics and write short messages such as postcards, notes, directions, and letters.

MID INTERMEDIATE

- Students can effectively convey an idea, opinion, feeling, or experience in a simple paragraph, though their writing often exhibits a lack of strong control over grammar, vocabulary, punctuation, and spelling.
- They can write short letters and notes on a familiar topic and reproduce in writing simple information they have received orally or visually.
- They demonstrate some effective control over writing when reproducing information.
- When creating their own texts, their language remains simple, and some phrases may be characterized by nonnative English word combinations.
- They can write on a variety of familiar topics and write original short texts, using familiar vocabulary and structures.
- They demonstrate some evidence of organizational ability.

HIGH INTERMEDIATE

- Students can effectively convey familiar information in familiar standard formats.
- They can effectively reproduce information received orally or visually, and can take simple notes from short oral presentations or from reference materials.
- They demonstrate good control over simple structures, but have difficulty with some complex structures and produce some nonstandard word combinations.

- They can write about topics relating to personal and academic interests, and show some ability to write organized and developed text.
- They use some cohesive devices appropriately and display some control of sentence structure and punctuation to indicate sentence boundaries and separation of ideas.
- They sometimes use inappropriate vocabulary and word forms.

Advanced-Level ESL: Listening

LOW ADVANCED

- Students can usually comprehend main points and most important details in oral discourse in moderately demanding language contexts, including media broadcasts.
- They often cannot sustain understanding of conceptually or linguistically complex speech and require slower speech, repetitions, and rewording.
- They often understand implications beyond surface meaning.
- They recognize but do not always understand an expanded inventory of concrete and idiomatic language.
- They can understand more complex indirect questions about personal experience, familiar topics, and general knowledge.
- They can understand short, predictable phone messages on familiar matters, but have problems understanding unknown details on unfamiliar matters.
- They have some difficulty following a faster conversation between native speakers.
- Their understanding of speech continues to be affected by length, topic familiarity, and cultural knowledge.

HIGH ADVANCED

- Students can comprehend many important aspects of oral language on social and academic topics, such as main points, most details, speaker's purpose, attitudes, levels of formality, and inferences.
- They can comprehend an expanded range of concrete, abstract, and conceptual language and can sustain understanding of conceptually or linguistically complex speech.
- They can understand sufficient vocabulary, idioms, colloquial expressions, and cultural references to understand detailed stories of general popular interest.
- They often have difficulty following rapid, colloquial, or idiomatic speech between native English speakers.
- Their understanding of English is much less frequently affected by length, topic familiarity, and cultural knowledge.

Advanced-Level ESL: Speaking

LOW ADVANCED

- Students can communicate effectively in most daily social and school situations.
- They can initiate and participate in conversations with confidence, speaking on familiar social and academic topics.
- They can provide more nuanced descriptions, opinions, and explanations, using a wide variety of concrete and abstract vocabulary and some technical vocabulary.
- They attempt to use precise word choice to communicate shades of meaning.
- Grammar and pronunciation errors still arise but rarely impede communication.
- Their speech is reasonably fluent and they are usually easily understood by native English speakers.

- They have control over most basic and complex grammatical structures and demonstrate increased understanding of use of situational and culturally appropriate language.

HIGH ADVANCED

- Students can confidently make prepared academic presentations.
- Their speech is fluent; they use a sophisticated range of vocabulary, including technical vocabulary, in both formal and informal settings.
- They demonstrate mastery of almost all grammatical structures.
- Grammar, vocabulary, and pronunciation errors very rarely impede communication.
- They usually use precise word choice to communicate shades of meaning.
- They can actively and effectively engage in extended discussions in most social and academic situations.
- They use greater language resources to analyze, problem solve, and make decisions.
- They are easily understood by native speakers of English.

Advanced-Level ESL: Reading

LOW ADVANCED

- Students can understand main ideas, key words, and important details in lengthier passages in a wider range of personal and academic texts.
- They can usually adjust reading rate according to the content of the text, are able to use a wide range of complex textual cues to comprehend the meaning and structure of a text, including punctuation clues.
- They can understand most new words, given a clear context.
- They usually make appropriate low-level inferences, understand figurative language, and usually understand the author's purpose, point of view, and tone.
- They often understand texts that are either conceptually or linguistically complex.

HIGH ADVANCED

- Students can grasp main ideas, key words, and important details in a wide range of authentic social and academic texts.
- They read most texts, including grade-appropriate academic texts, fluently, adjusting reading rate according to the text.
- They usually understand texts that are conceptually and/or linguistically complex, and make appropriate inferences when necessary.
- They understand the author's purpose, point of view, and tone, and often understand figurative language.

Advanced-Level ESL: Writing

LOW ADVANCED

- Students can construct coherent paragraphs on familiar concrete topics, with clear main ideas and some supporting details, and with a developing sense of audience.
- They can effectively join two or three paragraphs into a larger text.
- They sometimes produce written discourse patterns in lengthier texts that are typical for their first language rather than typical for English.
- They can write effectively about a variety of topics, including academic topics, and usually display clear organization and development.

- They display an awareness of audience and purpose.
- They demonstrate control of most kinds of sentence structure, yet continue to make some errors in grammar, vocabulary, and punctuation.
- These errors, however, rarely interfere with communication.

HIGH ADVANCED

- Students can link sentences and paragraphs to form coherent texts to express ideas on familiar concrete and abstract topics, with clear main ideas, and with an appropriate sense of audience.
- They demonstrate good control over common sentence patterns, coordination, subordination, spelling, and mechanics.
- They continue to have occasional difficulty with some complex structures, with naturalness of phrases and expressions, with organization, and with style.
- They can write about a variety of topics, and use a variety of sentence structures for stylistic purposes.
- They make some errors in grammar, vocabulary, and punctuation, but these do not interfere with communication.

Development of the NYS ESL Learning Standards

The New York State ESL Learning Standards:

- Align the NYS ELA standards with the TESOL standards
- Develop language and academic skills for content area learning
- Recognize and build on the cultural diversity of the population
- Provide a framework for ESL learning experiences, classroom practices, and curriculum development
- Set the parameters for ESL assessment

The NYS ESL learning standards are based on an alignment between the New York State English language arts (ELA) learning standards and the ESL standards developed by the national association of Teachers of English to Speakers of Other Languages (TESOL). The NYS ESL standards reflect the standards-based curriculum and assessment initiatives promulgated by the New York State Education Department. In addition, they incorporate ideas, information, and concepts gleaned from *The Teaching of Language Arts to Limited English Proficient/English Language Learners: A Resource Guide for All Teachers*, published by the NYSED Office of Bilingual Education, and ESL standards from other states, cities, and organizations, as well as the standards for languages other than English (LOTE) in New York State. Through cross-referencing these sources, we have produced a document that provides consistency in goal and mission in New York, and one that is unique to the specific discipline of teaching English as a second language.

In the spring of 2000, NYSED identified a task force of educators of New York State's LEP/ELLs to provide advice on the development of a statewide ESL achievement test. The task force participated in the development of a conceptual framework for the achievement test, a set of language and learning objectives that represent high levels of achievement in English for all LEP/ELLs throughout the State. From these initial discussions, the New York State ESL learning standards were created.

With the assistance of the Center for Applied Linguistics, the ESL Standards Committee aligned the TESOL standards with the ELA standards for each grade-level cluster, and developed new performance indicators as needed. Simultaneously, teams of teachers around the State identified and developed sample classroom tasks that addressed the standards and performance indicators and that illustrated standards-based ESL instruction.

The resulting set of five ESL standards and sample classroom tasks was reviewed and edited by other committees and researchers in the fields of bilingual education and ESL, resulting in the ESL learning standards and performance indicators delineated in this document.

The NYS ESL Learning Standards and Performance Indicators

The NYS ESL learning standards differ from other content-area standards in New York State in many significant ways. The ESL standards can be regarded as a springboard to content-area standards; they provide the knowledge and skill development for high-level student achievement in the non-ESL content classroom.

The ESL standards include learning and self-monitoring strategies as performance indicators. LEP/ELLs must develop the ability to draw on a variety of strategies to promote their own learning and monitor and self-correct their own language production at each level of language proficiency. Similarly, student collaboration, essential to second language growth, is highlighted as an indicator of success in meeting the standards.

The ESL standards, arranged in five areas of goals, draw on the cultural and linguistic diversity of the LEP/ELL and bilingual student population and the rich and varied understanding these students bring to the classroom from their educational experiences prior to entry into the United States. The standards also make specific reference to the use of the students' native language as a means to develop and support English language growth and attainment of the standards.

Standard 1: English for information and understanding refers to the competencies and knowledge of English that students must obtain in order to communicate effectively in social and academic settings. Students learning English as a second language learn, use, and reflect on English language and concepts from the core content areas, such as social studies, sciences, and mathematics. The organization of information and the ability to explain the relationships among pieces of information (in forms such as cause and effect, chronological order, problem/solution, comparing and contrasting, and interpreting) are the essential concepts in Standard 1.

Standard 2: English for literary response, enjoyment, and expression requires that students develop the knowledge and skills of English to read and understand rich literature that ranges from classical to contemporary, and includes works representing a variety of cultures. Students are required to present oral and written interpretations of literature, and write works of literature of their own. Through Standard 2, students gain an understanding of literary concepts such as genre, plot, setting, character, point of view, theme, and other literary elements. Students become familiar with and competent in using strategies in English such as predicting, previewing, reviewing, and purposeful listening to increase comprehension and meaning of text in English.

Standard 3: English for critical analysis and evaluation develops students' abilities to read, write, listen, and speak in English to analyze and evaluate complex texts and issues. Students learning English are required to consider divergent perspectives on oral and written texts and evaluate texts and interpretations of texts, using a variety of criteria. Students develop an understanding of the impact of personal and alternative points of view and structural features of text. They must use English to form, present, and defend their own positions on significant issues, both orally and in writing. To meet the requirements of Standard 3, LEP/ELLs are expected to take an experience, text, or idea, and question it from a variety of critical perspectives. These perspectives are informed by the students' cultural background and their experiences as newcomers to the United States.

Standard 4: English for social and classroom interaction outlines the skills and strategies, both in and out of school, that LEP/ELLs must master to communicate effectively in English. The focus of Standard 4 is to develop the competencies

The New York State ESL learning standards are arranged in five major goal areas:

1. English for information and understanding
2. English for literary response, enjoyment, and expression
3. English for critical analysis and evaluation
4. English for social and classroom interaction
5. English for cross-cultural knowledge and understanding

The NYS ESL learning standards are unique in that they:

- Include collaboration, learning strategies, and self-monitoring strategies as indicators of meeting the standard
- Account for all levels of language proficiency
- Incorporate knowledge and skills from earlier grade levels into performance indicators of higher grade levels
- Capitalize on the linguistic and cultural diversity of student population
- Highlight language features of English essential for second language learners
- Make explicit nonverbal and paralinguistic features of communication
- Promote culturally appropriate communicative competence
- Utilize the students' native language

Standards-based ESL instruction interweaves all four language skill areas: reading, writing, speaking, and listening.

Developing cultural awareness is interwoven throughout all of the standards.

students need to engage in functions such as negotiating, explaining, participating in discussions, following and providing directions, and requesting and providing assistance in English. The indicators in Standard 4 apply to an array of meaningful and authentic communicative contexts, from informal social situations to formal academic situations.

Standard 5: English for cross-cultural knowledge and understanding articulates the components of acquiring a “second culture” in both social and academic contexts. Interactions and knowledge that are subsumed under Standard 5 are designed to help LEP/ELLs entering the United States to be successful in their new host culture. Standard 5 validates and builds on the cultural background of the individual student, promotes articulation and exchange of ideas and assumptions across cultures, and provides a context in which the student can explicitly and implicitly acquire knowledge and understandings that facilitate the process of acculturation.

Teaching to Standard 5 requires an awareness of the dimensions of culture by ESL teachers, bilingual teachers, and other educators of LEP/ELLs. These dimensions include the varieties of cultural practices, norms, beliefs, assumptions, and expectations that fall under the general descriptor of “American.” In addition, Standard 5 heightens the contribution cultural diversity makes to classroom instruction and interaction. Education under Standard 5 does not promote a list of cultural “facts” or “dos and don’ts,” but rather encourages an exploration of the facets of culture, the student’s own as well as the cultures of others, and how culture is manifested in words, actions, and learning.

Performance Indicators

The performance indicators of each standard identify the knowledge, skills, and abilities that students must master in order to demonstrate achievement of the standard. They inform instruction and assessment and move them toward task-oriented practices that address each standard. Content and concepts (e.g., issues, ideas, texts, and experiences) that lead toward meeting the standard are specified in the performance indicators. In addition, the particular skills that students need to demonstrate (e.g., interpreting, analyzing, and evaluating) are outlined.

Many performance indicators for each standard build cognitively from the early childhood level to the commencement level. These performance indicators are cumulative; they do not assume mastery of a particular indicator at prior grade levels. Some LEP/ELLs may demonstrate mastery of the performance indicators in their native language and thus require instruction in transferring these skills to English. Other students may not have these skills in their native language. For example, a high school ESL student cannot be assumed to have mastered the standard for the Elementary or Intermediate level, since this student might be a newly arrived student in his/her first or second year in the United States. The performance indicators are thus written in a way that responds to the varied educational backgrounds of the LEP/ELL population.

Other performance indicators resemble one another in their wording from grade level to grade level. This is partly due to the nature of second language learning—there are many common developmental stages among and between different age groups in learning a second language. It is expected, however, that the nature of the material and the cognitive, social, and academic demands increase from grade to grade. Thus, for example, Standard 4, performance indicator #8, “negotiate and manage interactions to accomplish social and classroom tasks,” is realized differently in the elementary classroom and the high school classroom on the basis of age appropriateness and student experiences.

Advanced-level students will have met the standard by meeting the requirements of each indicator as measured through in-class assessments as well as the NYSESLAT. Meeting the ESL standards indicates that these higher level LEP/ELLs are well on their way toward meeting the standards in other content areas, particularly ELA. The standards and performance indicators for the Beginning- and Intermediate-level students are expected to serve as an instructional base to prepare these students for learning experiences in the Advanced level of ESL. Teachers of Beginning- and Intermediate-level students must design their learning experiences to address each ESL standard and performance indicator and provide continuous assessment to measure growth toward meeting the standard.

Sample Classroom Tasks and Learning Experiences

Standards-based education is realized through student engagement in comprehensive learning experiences that combine direct instruction, student construction of knowledge, use of all four language skills, multiple sources of information, and various forms of assessment. Learning experiences are designed around one or more learning standards and selected performance indicators. Learning experiences are most often comprised of tasks that help move the student forward toward meeting the standards. The standards cross one another, as do the performance indicators. While the performance indicators for the sample classroom tasks are identified for one standard only, many of these tasks reflect other ESL standards as well.

In developing learning experiences, teachers refer to the general concepts, knowledge, and skills that are represented within the standards. Engagement in the learning process shifts away from focusing on discrete and often unconnected classroom activities and isolated language units to a standards-based instructional approach that combines goals, student work and performance, and assessments. Much of this work is described by Wiggins and McTighe (1998) through their concept of “backward mapping.”

This document provides ESL and bilingual educators with sample classroom tasks that address one or more performance indicators within a particular standard. The tasks describe instructional practices that are designed for authentic, meaningful, and purposeful learning and student engagement. The tasks address the standards only within a broader context of learning experiences. These experiences include the background knowledge and skill development necessary for students to successfully engage in the task. The learning experiences also incorporate tools and techniques for assessing student progress and culminating performance. The sample tasks provide suggestions and ideas for developing learning experiences. They are not intended to stand alone nor do they represent lesson plans or a blueprint for ESL curriculum.

Each sample performance task is built around a particular theme, which is represented in each of the three proficiency levels, from Beginning to Advanced. The tasks for each proficiency level within this theme serve many purposes. The tasks are applicable to classes that are characterized by students of one proficiency level (e.g., a Beginning-level ESL class) or classes in which multiple levels of proficiency are represented. The tasks provide suggestions on how to differentiate instruction in multilevel proficiency classrooms. It is the role of the ESL teacher to ensure that the students at all proficiency levels are moving forward toward meeting the requirements of each standard.

In developing instructional modules and learning experiences, it is difficult to isolate one standard from another. Comprehensive ESL performance tasks address indicators in more than one standard.

NYSATL's outline for learning experiences includes the following elements:

- Learning context
- Assessment plan
- Student work
- Resources
- Instructional/ Environmental modifications
- Time required
- Reflection

Learning Experiences are peer reviewed following the NYSATL Peer Review Protocol, based on the following criteria:

- Relation to learning standards
- Intellectual challenge
- Assessment plan
- Engagement
- Adaptability
- Technology integration

The *NYS ESL Learning Standards* document is best used to:

- design authentic learning experiences
- develop ESL curriculum
- link language to content areas
- assess student performance, using an array of tools
- design performance tasks that interweave all four language skills
- correlate tasks at all levels of language proficiency, from beginning to advanced
- provide purposes for language use
- design staff development
- prepare students for NYS assessments in core subject areas

This document also includes a peer-reviewed learning experience for each grade-level cluster. As described in *The Teaching of Language Arts to Limited English Proficient/English Language Learners: A Resource Guide for All Teachers*, learning experiences are longer-term projects developed by teachers to holistically integrate the ESL standards and performance indicators, student work, assessments, and instructional practices. The learning experiences differ from the sample classroom tasks in that they clearly and purposefully integrate a number of ESL standards. Teachers develop learning experiences by balancing and integrating standards, student interests, teacher expertise, and evidence of achievement of the standards as reflected in student work. Each element informs the others as the teaching and learning move forward toward a culminating experience or project.

The learning experiences highlighted in this document were created by ESL and bilingual teachers in New York State using the NYS ESL standards. Each learning experience underwent a comprehensive and systematic peer review, either regionally or statewide. These peer reviews provided comments, feedback, and suggestions to the teachers based on a list of criteria from the New York State Education Department's Academy for Teaching and Learning (NYSATL) [www.nysatl.nysed.gov]. These criteria include: the relation of the learning experience to the ESL standards, the intellectual challenge, the assessment plan, the degree and quality of student engagement, the degree of adaptability to other student populations, and the integration of technology.

How This Document Can Be Used

The ESL standards are designed to assist ESL and bilingual teachers and curriculum developers in providing rigorous and challenging instruction, including content-based instruction, for LEP/ELLs. This document provides these educators with key ideas, performance indicators, sample classroom tasks, sample learning experiences, and suggested assessment strategies. Taken together, these components provide a solid foundation for ESL instruction, curriculum, and assessment.

The New York State ESL Learning Standards is not a curriculum guide incorporating an instructional scope and sequence. The NYS ESL standards promote ESL instruction that is closely aligned with standards-based ELA and content-area instruction, and they provide schools and districts with a performance-based approach to second language education. Methods for presenting ESL content are suggested in this publication, but, ultimately, are the purview of the districts, schools, and teachers throughout the State. *The New York State ESL Learning Standards* respects the tradition of local choice of educators to select texts and materials, design assessment tools, and use an array of instructional strategies in the development of learning experiences for their LEP/ELLs.

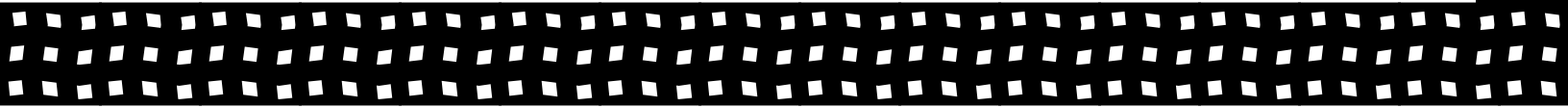
NCLB, Title III-A, states that LEP/ELLs must meet the same standards as all other students and are required to take the State assessments in the core subject areas appropriate to their grade level. Only those LEP/ELLs who have been in the school system in the United States for three years or less may be exempt from the NYS English Language Arts Test in 4th and 8th grades. All high school students must pass the Comprehensive English Regents Examination in order to graduate. ESL teachers must help their LEP/ELLs prepare for these exams by interweaving the vocabulary, concepts, and language functions of the content areas throughout their lessons and learning experiences. It is strongly recommended that ESL and content-area teachers collaborate as they plan and provide instruction. This collaboration also enhances the ability of content-area teachers to apply specific language strategies that can make the content more comprehensible to LEP/ELLs.



English as a Second Language

Early Childhood Grades Pre-K – 1

- *Learning Standards and Performance Indicators*
- *Sample Classroom Tasks*
- *Learning Experience*



STANDARD 1:**Students will listen, speak, read, and write in English for information and understanding.**

Students learning English as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.

Standard 1: Performance Indicators

1. **Identify and use basic reading and listening strategies to make text comprehensible and meaningful.**
Such strategies include predicting; previewing; reviewing; recognizing sight words; listening selectively; listening for a specific purpose; listening for main ideas and details; using context clues, cognates, and an understanding of letter-sound relationships. **(L, R)**
2. **View, listen to, read, gather, organize, and discuss information from various sources.**
Such sources include story and picture books, audio and media presentations, and oral interviews. **(L, S, R, W)**
3. **Select information appropriate to the purpose of the investigation.** **(L, R)**
4. **Compare, contrast, and categorize to gain a deeper understanding of information and objects.** **(L, S, R, W)**
5. **Formulate, ask, and respond to questions to obtain and provide information and meaning.** **(L, S, R, W)**
6. **Formulate and share opinions about information and ideas with reference to features in oral and written text such as details and facts.** **(L, S, R, W)**
7. **Present information clearly in oral and graphic forms.**
Such forms include retelling, paraphrases, stories, letters, posters, picture summaries, and other graphics. **(S, W)**
8. **Present ideas clearly in written form.** **(W)**
9. **Convey information, using some organizational patterns and structures.**
Such patterns and structures include chronological order, rhyming patterns, and similarities and differences. **(S, W)**
10. **Demonstrate a basic understanding of facts.** **(S, W)**
11. **Express and develop ideas and understanding, using some elements of the “writing process.”**
Such as word mapping, brainstorming, drawing, and writing letters, words, and simple sentences. **(L, S, R, W)**
12. **Become familiar with some conventions of American English.**
Such conventions include grammar, pronunciation, spelling, punctuation, and capitalization. **(L, S, R, W)**
13. **Engage in collaborative activities through a variety of student groupings to gather, share, discuss, and present information.** **(L, S, R, W)**
14. **Consult print and nonprint resources (e.g., audio/visual media, family) in the native language when needed.** **(L, S, R)**
15. **Apply self-monitoring and self-correcting strategies for language production.**
Such strategies include referring to illustrations, asking questions, starting over, rephrasing, and exploring alternative ways of saying things. **(L, S, R, W)**
16. **Apply learning strategies to acquire information and make oral and written texts comprehensible and meaningful.**
Such strategies include asking questions and using prior knowledge, using graphic organizers, context clues and cognates. **(L, S, R, W)**

Listening (L) Speaking (S) Reading (R) Writing (W)

Early Childhood
Sample Classroom Tasks in ESL by English Proficiency Level

Beginning	Intermediate	Advanced
<p>TASK 1</p> <p>Students listen to a nonfiction book such as <i>What Animals Eat</i>. With teacher support, they use a chart to organize information from the text: they match pictures of animals with the animals' written names as the teacher calls out the names, and they form two categories of animals. Pairs of students play Concentration (card game) in the classroom science center, matching pictures of animals.</p> <p><i>Performance indicators: 2, 4, 13</i></p>	<p>Students complete Beginning task. Students peruse other animal books in the Little Red Readers series. With teacher support, they compile an animal word wall. Referring to the wall, pairs of students create two "list books," one of meat eaters and one of plant eaters, and they write simple descriptions of each animal (e.g., telling how it moves, where it lives).</p> <p><i>Performance indicators: 2, 4, 9, 12, 13</i></p>	<p>Students complete Intermediate task. With teacher support, pairs of students write and illustrate their own riddle book, using information from the class charts and word wall (e.g., "I am pink, I oink, I am a plant eater. Who am I?")</p> <p><i>Performance indicators: 2, 4, 9, 12, 13</i></p>
<p>TASK 2</p> <p>After listening to a story related to bedtime such as <i>Ten, Nine, Eight</i> or <i>Goodnight Moon</i>, students demonstrate comprehension of simple vocabulary with appropriate actions or words. Students role-play bedtime routines and rituals, or they retell the story by putting pictures of the character's bedtime objects in order as depicted in the story.</p> <p><i>Performance indicators: 2, 7</i></p>	<p>Students complete Beginning task and create their own picture book that reflects their personal bedtime routine, using the format of the <i>Ten, Nine, Eight</i> story (e.g., "three glasses of milk, two bedtime stories, one good-night kiss").</p> <p><i>Performance indicators: 2, 7, 11, 12</i></p>	<p>Students complete Intermediate task. With teacher support, students write the steps in their bedtime routine and use this to interview another child (sister, classmate, friend), checking each step in the interviewee's routine. Student adds steps not included on the original list (e.g., telephone grandmother, select clothes for the next day). Students report their findings to the class, and as a class they discuss variations in bedtime routines.</p> <p><i>Performance indicators: 2, 3, 7, 11, 12, 13, 15</i></p>
<p>TASK 3</p> <p>Students participate in retelling a story on the plant cycle (such as <i>Pumpkin, Pumpkin</i> or <i>The Carrot Seed</i>), using picture cards with words to put the steps in the plant cycle in order and/or making a "flip book" of four pages with pictures and labels to show the four stages of growth of a pumpkin seed (e.g., seed, plant, flower, pumpkin).</p> <p><i>Performance indicators: 7, 8, 10</i></p>	<p>Students complete Beginning task. They keep a diary, using pictures, labels, and descriptions showing growth of class pumpkin plant(s), and in small groups they comment on other students' observations and diary entries.</p> <p><i>Performance indicators: 7, 8, 10, 11</i></p>	<p>Students complete Intermediate task. After participating in a class discussion about caring for class pumpkin plants and using the information from <i>The Carrot Seed</i>, students in pairs make a how-to poster about caring for plants.</p> <p><i>Performance indicators: 3, 7, 8, 10, 11, 13</i></p>
<p>TASK 4</p> <p>Students participate in the development of a whole class language experience chart on observations, after taking a neighborhood walk to look for signs of spring. They use pictures and labels to show signs of spring, referring to the class-developed language experience chart as a guide. Class develops a list book entitled "Spring is ...".</p> <p><i>Performance indicators: 3, 7, 9, 10</i></p>	<p>Students complete Beginning task. After listening to several books on the four seasons, students choose a favorite season and list three or four reasons why it is their favorite season, using descriptive words and details. Students share in a small group and complete their work by adding words or details, checking spelling, using a theme word list and the language experience chart, choosing a title, and making a cover.</p> <p><i>Performance indicators: 3, 7, 9, 10, 15, 16</i></p>	<p>Students complete Intermediate task. Students listen to various poems on spring and use the format of one of the poems as a model to write their own poem (e.g., list poem, acrostic). Class develops a poem on spring, using information from the language experience chart and their "Spring is ..." books. Students then write their own individual poems on spring, following the same model.</p> <p><i>Performance indicators: 3, 7, 9, 10, 11, 15, 16</i></p>

STANDARD 2:**Students will listen, speak, read, and write in English for literary response, enjoyment, and expression.**

Students learning English as a second language will use English for self-expression, artistic creation, and participation in popular culture. They will develop and use skills and strategies appropriate to their level of English proficiency to listen to, read, and respond to oral, written, and electronically produced texts and performances, relate texts and performances to their own lives and other works, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent.

Standard 2: Performance Indicators

1. **View, listen to, read, and discuss literature of different genres.**
Such genres include picture books, fables, poems, myths, songs, and media productions. (L, S, R)
2. **Use basic reading and listening strategies to make literary text comprehensible and meaningful.**
Such strategies include previewing, reviewing, listening selectively, listening for a specific purpose, and listening for main ideas and details. (L, R)
3. **Recognize some features that distinguish some genres and use those features to aid comprehension.**
(L, S, R)
4. **Identify key literary elements in texts and relate those features to students' own experiences.**
Such elements include setting, character, plot, and point of view. (S, R)
5. **Make predictions and inferences, and discuss the meaning of literary works to understand text presented orally and in written form.** (L, S, R)
6. **Develop comprehension of text to prepare to read aloud.** (S, R)
7. **Present personal responses to published literature through words or pictures, referring to features of the text.**
Such features include characters, setting, plot, ideas, events, and vocabulary. (L, S, R, W)
8. **Create personal stories, using appropriate vocabulary and elements of the literature students have read or heard.** (S, W)
9. **Engage in collaborative activities through a variety of student groupings to create and respond to literature.**
Such groupings include small groups and interest groups. (L, S, R, W)
10. **Create, discuss, and respond to literary works with attention to appropriate vocabulary, grammar, spelling, and punctuation.** (L, S, R, W)
11. **Apply self-monitoring and self-correcting strategies while reading, viewing, discussing, listening to, or producing literary texts.**
Such strategies include referring to illustrations, asking questions, and exploring alternative pronunciations or ways of saying things. (L, S, R, W)
12. **Apply learning strategies to comprehend literature and produce literary responses.**
Such strategies include asking questions and using prior knowledge, graphic organizers, context clues, and cognates. (L, S, R, W)

Listening (L) Speaking (S) Reading (R) Writing (W)

Early Childhood
Sample Classroom Tasks in ESL by English Proficiency Level

Beginning	Intermediate	Advanced
<p>TASK 1</p> <p>Students listen to a fairy tale and identify the story’s characters and setting. Students use drawings, and words or phrases, to give information and to answer questions about features of the fairy tale genre (e.g., setting, characters).</p> <p><i>Performance indicators: 1, 2, 7</i></p>	<p>Students complete Beginning task. They listen to two similar fairy tales (e.g., <i>Tam’s Slipper</i> and <i>Cinderella</i>) and compare these fairy tales on a semantic feature analysis chart in regard to features such as setting, character names, character qualities, problem, and solution. With teacher, students begin to think of their own invented fairy tale character, and they complete information on the chart. Teacher leads discussion as students begin to generate their own ideas.</p> <p><i>Performance indicators: 1, 3, 4, 7, 8, 10, 11, 12</i></p>	<p>Students complete Intermediate task. They create their own fairy tale puppet and give descriptive information such as where it lives, its name, and its magical powers. Students present puppets to the class, describing and answering questions about their qualities and features.</p> <p><i>Performance indicators: 3, 4, 7, 8, 10, 11, 12</i></p>
<p>TASK 2</p> <p>While reading or listening to the story <i>The Carrot Seed</i>, students respond to yes and no questions orally or through drawings to predict what will happen at the end of the story. Teacher provides each pair of students with a sketch of one stage of carrot growth; sketches of all stages of growth are distributed. One student describes the sketch to his/her partner, and the other student draws the picture. Teacher randomly collects students’ drawings and students tell teacher how to arrange pictures sequentially.</p> <p><i>Performance indicators: 1, 2, 5, 9</i></p>	<p>Students complete Beginning task. They listen to the story <i>The Carrot Seed</i> again, and afterward, they change one element of the story (e.g., “What if the boy doesn’t believe it will grow? What if the mother believes the boy?”). Students describe possible new story endings, decide on one, illustrate it, and then dictate this ending to teacher.</p> <p><i>Performance indicators: 1, 2, 7, 4, 5, 6, 7, 8, 10, 12</i></p>	<p>Students complete Intermediate task. Students interview each other in order to sort themselves into groups that chose the same ending. Replacing the original version with the new story element, each group illustrates and writes the new story using the group’s chosen ending. Groups share new storybooks with the class and add them to the class library.</p> <p><i>Performance indicators: 4, 5, 6, 7, 8, 9, 10, 11, 12</i></p>
<p>TASK 3</p> <p>After listening to a story such as <i>Three Little Ducks</i> or <i>Have You Seen My Duckling?</i> students respond to the events they have heard in the story verbally and/or through drawings or actions. Additionally, students learn the song by Raffi, “Five Little Ducks,” and learn hand motions for it.</p> <p><i>Performance indicators: 1, 2, 3, 6, 7</i></p>	<p>Students complete Beginning task. Students visit school library or peruse books brought to class by teacher, and they search for storybooks featuring baby animals. Referring to <i>Three Little Ducks</i> or <i>Have You Seen My Duckling?</i> students identify other ways baby animals are cared for. Teacher compiles list.</p> <p><i>Performance indicators: 1, 2, 3, 5, 10, 12</i></p>	<p>Students complete Intermediate task. Students describe verbally and with actions and compile illustrations of how their own parents care for them. They create an accordion book with dictated/written descriptions or captions for each picture. Class discusses the similarities and differences among student responses.</p> <p><i>Performance indicators: 2, 5, 7, 8, 9, 10, 11, 12</i></p>
<p>TASK 4</p> <p>After listening to the illustrated story <i>The Wheels on the Bus</i>, teacher plays the song by Raffi and teaches students the hand movements that go along with it. Students draw their favorite part of the book/song.</p> <p><i>Performance indicators: 1, 2, 3, 6, 7</i></p>	<p>Students complete Beginning task and continue practicing the song. With teacher, students use a graphic organizer to begin to brainstorm other types of transportation and the actions that might occur on them (e.g., the conductor on the train says “all aboard”). As a class, students create their own hand motions for the new actions.</p> <p><i>Performance indicators: 2, 4, 6, 7, 8, 9, 10, 12</i></p>	<p>Students complete Intermediate task. In small groups, students pick one mode of transportation to make into a book and song. Each student in the group illustrates one action of the chosen mode of transportation and learns the hand motion that goes with it. Students write or dictate to teacher the words of the song, following the pattern of <i>The Wheels on the Bus</i>. Songs and books are presented to their own class and/or another class.</p> <p><i>Performance indicators: 3, 4, 6, 7, 8, 9, 10, 11</i></p>

STANDARD 3:

Students will listen, speak, read, and write in English for critical analysis and evaluation.

Students learning English as a second language will use English to express their opinions and judgments on experiences, messages, ideas, information, and issues from a variety of perspectives. They will develop and use skills and strategies appropriate to their level of English proficiency to reflect on and analyze experiences, messages, ideas, information, and issues presented by others using a variety of established criteria.

Standard 3: Performance Indicators

1. **Form and express responses to ideas through reading, listening, viewing, discussing, and writing.** (L, S, R, W)
2. **Evaluate the quality of written or spoken texts, visual presentations, and experiences, on the basis of criteria such as attractiveness of illustrations, appeal of characters, and believability of story.** (L, S, R)
3. **Recognize personal point of view in self and others in discussing information.** (L, S)
4. **Evaluate students' own and others' work individually and collaboratively, on the basis of established criteria.**
Criteria include visual presentation and clarity of ideas. (L, S, R, W)
5. **Recognize how structural features affect readers' and listeners' understanding and appreciation of text.**
Such features include repetition of words or ideas, vocabulary, and visuals. (L, S, R, W)
6. **Speak persuasively and clearly with attention to appropriate grammar, vocabulary, and pronunciation.** (S)
7. **Engage in collaborative activities through a variety of student groupings to discuss and share experiences, ideas, information, and opinions.** (L, S, R, W)
8. **Apply self-monitoring and self-correcting strategies to adjust language production to effectively express ideas and opinions.**
Such strategies include asking questions, starting over, rephrasing, and exploring alternative ways of saying things. (L, S, R, W)
9. **Apply learning strategies to explore a variety of materials.**
Such strategies include asking questions and using prior knowledge, graphic organizers, context clues, and cognates. (L, S, R, W)

Listening (L) Speaking (S) Reading (R) Writing (W)

**Early Childhood
Sample Classroom Tasks in ESL by English Proficiency Level**

Beginning	Intermediate	Advanced
<p>TASK 1</p> <p>Following a story read aloud or other class activity, students indicate opinions verbally about how well they liked different aspects of the story or activity. They comment on the story or activity, using a “Things We Can Say” chart (e.g., I like ..., I wonder ..., I noticed ..., I think ...). Teacher writes students’ comments on chart. As teacher reads comments back to class, students add reasons for their responses. Teacher discusses the fact that students have different points of view.</p> <p><i>Performance indicators: 1, 2, 3, 4, 6</i></p>	<p>After reading a story in class, students work in pairs to complete a “Things We Can Say” chart (see Beginning task). Pairs share comments with class and provide reasons for their decisions. Pairs decide whether to revise their comments on the basis of their classmates’ responses.</p> <p><i>Performance indicators: 1, 2, 3, 4, 6, 7, 9</i></p>	<p>In an author’s circle, students read aloud one of their own stories, and invite class to respond using strategies learned from the “Things We Can Say” chart. Students revise their story on the basis of peers’ comments before publishing.</p> <p><i>Performance indicators: 3, 4, 5, 6, 7, 8</i></p>
<p>TASK 2</p> <p>Teacher posts a selection of print advertisements of toys or games on the board or around the room. Students indicate which ad they like best, providing detailed justification, and teacher tallies responses. Teacher compiles these opinions and with class develops categories for evaluating effectiveness of ads (visuals, layout, colors and design, believability of ad, etc.). Students provide words and/or phrases to justify their selection.</p> <p><i>Performance indicators: 1, 2, 3, 5, 6</i></p>	<p>Students complete Beginning task. Using the categories for evaluation, students in small groups review/compare/contrast two of the toy ads again; they refer to the criteria and present this comparison to the whole class. They justify to the class their selection of which one they felt was most effective.</p> <p><i>Performance indicators: 1, 2, 3, 5, 6, 7, 8</i></p>	<p>Students complete Intermediate task. Pairs of students peruse magazines in the library or classroom and choose two ads—one that they believe meets the criteria for effectiveness and one that does not. Students present these ads to the class and justify their selection. Whole class makes recommendations to improve the least effective ad presented by each pair.</p> <p><i>Performance indicators: 1, 2, 3, 4, 5, 6, 7, 8, 9</i></p>
<p>TASK 3</p> <p>Students read or listen to two books with a friendship theme (e.g., <i>Frog and Toad</i> and <i>George and Martha</i>). Then students determine how the characters were the same or different, using a Venn diagram with drawings or words. Following a discussion of what makes these stories good, teacher and students develop a list of criteria of what makes a good story. List is posted on wall for future reference.</p> <p><i>Performance indicators: 1, 2, 3, 5, 6, 9</i></p>	<p>Students complete Beginning task. As a class, they read a third book on the friendship theme and discuss the merits of the story, referring to their previously developed criteria for a good story.</p> <p><i>Performance indicators: 1, 2, 3, 5, 6, 9</i></p>	<p>Students complete Intermediate task. Students select one of their own previously written stories from their portfolio and, with a partner, apply the criteria of a good story to their own work. Pairs share results in class and class amends the list of criteria.</p> <p><i>Performance indicators: 1, 2, 3, 4, 5, 6, 7, 8, 9</i></p>
<p>TASK 4</p> <p>Students list some rules they have to follow at home, and then indicate which ones they would like to change and why they would change them (e.g., they would like to have a later bedtime so they could watch additional TV programs). On a chart, teacher compiles list of the rules that are mentioned.</p> <p><i>Performance indicators: 1, 3, 6, 8</i></p>	<p>Students complete Beginning task. Students role-play a scenario that involves persuading parents to change their minds about an unpopular rule (e.g., early bedtime, limited TV watching). Students who observe the role-play suggest alternative approaches to persuading the parent to change his or her mind.</p> <p><i>Performance indicators: 1, 2, 3, 4, 6, 7, 8, 9</i></p>	<p>Students complete Intermediate task. Students as a whole class develop a list of strategies used in the role-plays and discussions that are effective in persuading others. Teacher compiles list.</p> <p><i>Performance indicators: 1, 2, 3, 4, 6, 8, 9</i></p>

STANDARD 4:**Students will listen, speak, read, and write in English for classroom and social interaction.**

Students learning English as a second language will use English to interact with others in social and classroom situations. They will develop and use skills and strategies appropriate to their level of English proficiency to communicate effectively with regard to audience, purpose, and setting.

Standard 4: Performance Indicators

1. **Use a variety of oral, print, and electronic forms for social communication.**
Such forms include friendly notes, invitations, and electronic messages. (L, S, R, W)
2. **Describe, read about, participate in, or recommend a favorite activity, book, song, or other interest to various audiences.**
Such audiences include peers, classes, teachers, and other adults. (L, S, R, W)
3. **Request and provide information and assistance, orally or in writing, for personal, social, and academic purposes.** (L, S, R, W)
4. **Listen attentively and take turns speaking when engaged in pair, group, or full-class discussions on personal, social, and academic topics.** (L, S)
5. **Explain actions, choices, and decisions in social and classroom situations.** (S)
6. **Understand and use some basic oral communication strategies in American English.**
Such strategies include indicating lack of understanding, restating or asking for restatement, requesting clarification, and asking how to say something new. (L, S)
7. **Follow oral and written directions to participate in classroom and social activities.** (L, R)
8. **Negotiate and manage interactions to accomplish social and classroom tasks.** (L, S)
9. **Use appropriate vocabulary, language, and interaction styles for various audiences and social or school situations.**
Such expressions and routines include asking permission, making and responding to requests, greeting, closing, and thanking, orally or in writing. Such situations include chatting with friends, participating in group discussions, and greeting a principal or other adult. (L, S, R, W)
10. **Demonstrate appropriate classroom behaviors.**
Such behaviors include participating in small group and whole class discussions, being courteous, and respecting the person and property of others. (L, S, R, W)
11. **Discover alternative ways of saying things in social and classroom interactions.** (L, S, R, W)
12. **Apply self-monitoring and self-correcting strategies in social and classroom interactions.**
Such strategies include asking questions, starting over, rephrasing, and exploring alternative ways of saying things. (L, S, R, W)

Listening (L) Speaking (S) Reading (R) Writing (W)

**Early Childhood
Sample Classroom Tasks in ESL by English Proficiency Level**

Beginning	Intermediate	Advanced
<p>TASK 1 Responding to teacher’s directions, students straighten up a classroom area after they have finished working in it, as part of the classroom routine. <i>Performance indicators: 6, 7, 8</i></p>	<p>Students complete Beginning task. Students and teacher create a list of rules for carrying out classroom routines. List is decorated and posted on wall. <i>Performance indicators: 3, 6, 7, 8, 10</i></p>	<p>Teacher divides students into small groups and gives each group a scenario of an activity that they will participate in (e.g., take a field trip, visit another teacher’s class for a special event). Each group discusses and suggests rules for the activity. The group either writes their rules or asks teacher to write them. <i>Performance indicators: 6, 7, 8, 10</i></p>
<p>TASK 2 Following an oral reading of a story or play, students engage in an art lesson in which they create costume items (e.g., crown, shield) for a class play, following teacher’s oral instructions and demonstration. After students present their work to the class, teacher reviews some questions or phrases that students might use to ask for assistance (e.g., “Can you help me?” “Can you repeat that?” “How do I ...?”). Questions are compiled into a list and posted. <i>Performance indicators: 3, 4, 6, 7, 11</i></p>	<p>Teacher engages the students in an activity. Teacher gives class a scenario of someone in need of assistance or clarification, and asks students for the most appropriate question or phrase from the list compiled earlier to use in this case. Students comment on various responses. In pairs, students create a scenario, possibly based on a situation in which they needed assistance, and ask another pair how they would respond to the scenario, using questions or phrases from the list. <i>Performance indicators: 3, 6, 8, 9, 10, 11</i></p>	<p>Students reproduce list of questions and phrases that ask for assistance or clarification, using a word processing program and computer graphics. They add to the list when possible. Students distribute this list to Beginning-level ESL classes. <i>Performance indicators: 3, 9, 11</i></p>
<p>TASK 3 Teacher models how to create an e-pal (electronic pen pal) relationship with a student in another country by filling in blanks in a preestablished form for information such as name, age, hair color, favorite food, etc. <i>Performance indicators: 1, 3, 7</i></p>	<p>Students send an e-mail message to establish an e-pal relationship with a student in another country. Following a model chosen by the student, they provide details such as name, age, hair color, favorite food, etc. Using a model or pattern, they add other general information. <i>Performance indicators: 1, 3, 7, 8</i></p>	<p>Students send and receive an e-mail message to establish a pen pal relationship with a student in another country by following a model chosen by the student and providing details such as name, age, hair color, and other general information. With a partner, students revise the letter before sending it. <i>Performance indicators: 1, 2, 3, 4, 7, 8, 9, 12</i></p>
<p>TASK 4 Teacher presents an array of illustrated computer-generated greeting cards. Students categorize the cards according to holiday or event. Students choose a card to send to classmates via classroom mailboxes for Valentine’s Day or other occasions. <i>Performance indicators: 1, 9</i></p>	<p>Students brainstorm appropriate sayings and phrases for an occasion (holiday, birthday, festival, etc.), and teacher creates list of sayings and phrases. Students choose one greeting card as a model and write their own card for an upcoming occasion. <i>Performance indicators: 1, 3, 6, 9, 11</i></p>	<p>After reviewing several models of holiday cards that include short poems, students create their own illustrated card with a computer program (e.g., Amazing Writing Machine) to send to classmates via classroom mailboxes or classroom e-mail. <i>Performance indicators: 1, 3, 9, 11</i></p>
<p>TASK 5 Students contribute ideas orally to a class thank-you letter to a guest speaker or field trip sponsor, personalizing the letter by adding words or phrases that describe favorite parts of the event. <i>Performance indicators: 1, 2, 4, 6, 9, 11</i></p>	<p>From a class-generated list of appropriate phrases found in a thank-you letter (teacher contributions may be included), students follow a model and write a personalized thank-you note to a guest speaker or field trip sponsor. <i>Performance indicators: 1, 4, 6, 7, 9, 11, 12</i></p>	<p>Choosing from a number of models, students create a personalized thank-you letter after a field trip or class presentation, and indicate favorite parts of the event. <i>Performance indicators: 1, 2, 7, 9, 11, 12</i></p>

STANDARD 5: Students will demonstrate cross-cultural knowledge and understanding.

Students will demonstrate cross-cultural knowledge and sensitivity in communicating with others of varied social, cultural, and linguistic backgrounds. They will develop and use culturally appropriate behaviors, and a knowledge of local and U.S. cultures and practices, in their interactions with others in their new cultural environment.

Standard 5: Performance Indicators

1. **Demonstrate familiarity with some cultural and language patterns and norms in American English.**
Such pattern and norms include levels of formality, idioms, and humor. (L, S, R, W)
2. **Demonstrate familiarity with some U.S. cultural referents at the local and national levels.**
Such cultural referents include holidays, symbols, traditions, and customs. (L, S, R)
3. **Share cross-cultural experiences and ideas with others.** (L, S, R, W)
4. **Interpret and demonstrate knowledge of nonverbal communication, and understand the contexts in which they are used appropriately.**
Such means of nonverbal communication include gestures, body language, volume, and stress. (L, S,)
5. **Listen to, read, and respond to myths, folktales, and literature from the United States and international regions and cultures, including the students' own.** (L, S, R, W)
6. **Learn about and demonstrate an appreciation of some commonalities and distinctions across cultures and generations, including the students' own.** (L, S, R, W)

Listening (L) Speaking (S) Reading (R) Writing (W)

Early Childhood Sample Classroom Tasks in ESL by English Proficiency Level

Beginning	Intermediate	Advanced
<p>TASK 1</p> <p>After reading <i>There's a Nightmare in My Closet</i>, teacher points out phrases used to express personal fears. Teacher develops a chart of scary things from student suggestions. Teacher offers additional phrases to demonstrate understanding of one's feelings, such as "I am afraid of that, too," "It's not real," "I keep a nightlight on at night." Students role-play situations from the chart, using phrases to express fears and provide reassurance. Students share and respond to scary personal experiences.</p> <p><i>Performance indicators: 1, 3</i></p>	<p>Students complete Beginning task. Students interview parents about ways the parents overcame some childhood fears listed on the class chart. Students present their findings to the class and, as a whole class, they compare and contrast fears and solutions from different cultures. Students share selected words, phrases, or utterances from their native language that describe or express fear.</p> <p><i>Performance indicators: 1, 3, 6</i></p>	<p>Students complete Intermediate task. With teacher assistance, class compiles three or four fears from class chart and various cultural approaches to eliminating or diminishing these fears.</p> <p><i>Performance indicators: 1, 3, 6</i></p>
<p>TASK 2</p> <p>After listening to and/or reading folktales from different cultures (e.g., <i>Why the Sun and the Moon Live in the Sky</i> [Africa] and <i>Why Opossum Is Gray</i> [Mexico]), students draw and label pictures on a class chart comparing setting, characters, and theme.</p> <p><i>Performance indicators: 5, 6</i></p>	<p>After listening to and/or reading folktales from different cultures (e.g., <i>Why the Sun and the Moon Live in the Sky</i> [Africa] and <i>Why Opossum Is Gray</i> [Mexico]), students discuss themes of each story and share personal experiences of solving a problem in their lives by making a change. Teacher compiles these experiences into a class story, using the learning experience approach.</p> <p><i>Performance indicators: 5, 6</i></p>	<p>Students complete Intermediate task. Teacher writes out story that class creates on the basis of the theme, using invented characters and setting. Pairs of students write out and illustrate different pieces of the story, and the pieces are compiled into a storybook.</p> <p><i>Performance indicators: 5, 6</i></p>
<p>TASK 3</p> <p>After listening to <i>This Is the Way We Go to School</i>, students draw pictures of the way they go to school. Class creates a web showing the different means of going to school, using labels.</p> <p><i>Performance indicator: 6</i></p>	<p>Students complete Beginning task. After asking parents how they went to school in their native country, students use a comparison chart to compare the various modes of transportation in New York and the native countries. In pairs, students develop an illustrated book entitled "These Are the Ways of Going to School," which depicts parents' and students' methods of getting to school. Students identify the main idea or theme of one of the stories, using symbolic representations, and share this sketch with a partner (sketch-to-stretch activity).</p> <p><i>Performance indicators: 1, 3, 6</i></p>	<p>Students complete Intermediate task. Students add to the book with illustrations and descriptions by predicting and fantasizing about future methods of traveling to school.</p> <p><i>Performance indicators: 1, 3, 6</i></p>
<p>TASK 4</p> <p>Class reads and or listens to a story featuring Halloween. After brainstorming Halloween-related activities, students list activities they enjoyed during a school celebration of Halloween and describe how these activities were similar to or different from their own Halloween experiences in their native country.</p> <p><i>Performance indicators: 2, 3, 5</i></p>	<p>Students complete Beginning task. They list types of costumes they have seen worn for Halloween. They bring in pictures, photos, or illustrations of costumes worn in their native country for a similar holiday. Class compares costumes from different countries to those worn for Halloween in the United States, and posts costumes side by side on holiday bulletin board.</p> <p><i>Performance indicators: 2, 3, 5, 6</i></p>	<p>Students complete Intermediate task. With teacher assistance, students write short descriptions of costumes and characters described in Intermediate task, and include these descriptions with the illustrations on the holiday or special event bulletin board.</p> <p><i>Performance indicators: 2, 3, 5, 6</i></p>

LEARNING EXPERIENCE

Falling into Autumn

Submitted by
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Proficiency Level: Beginning ESL

LEARNING CONTEXT

This learning experience was aimed at ESL students at a beginning English oral proficiency level. The grade level and educational setting for these students is a first grade dual language enrichment program. The students had the opportunity to explore different aspects of the fall season—from learning basic vocabulary to tasting apples. The main objective for this learning experience was for the student to be able to communicate with other students about the current season and surroundings.

Through the “Falling into Autumn” learning experience, students progressed from learning isolated vocabulary to applying words they had learned to identify items. Finally, students learned to write simple sentences. This project utilized not only the New York State ESL standards, but also the New York State science standards at the elementary level.

TEACHER REFLECTION:

The students enjoyed this learning experience, especially those who had just arrived from a warm, tropical country where autumn is not seen in colors. The students were committed to the theme and looked forward to visually recording the growth of our “adopted tree” every Thursday.

My biggest and most pleasant surprise was the amount of language they learned in just four weeks in this project. I used their native language of Spanish, when appropriate, to help them understand the concepts completely, and by the end of the project, many students were translating for those students who were having some difficulty.

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STANDARDS & PERFORMANCE INDICATORS...

ESL STANDARDS (LEVEL Pre-K-1):

ESL STANDARD 1: Students will listen, speak, read, and write in English for information and understanding.

Performance Indicators:

1. Students identify and use reading and listening strategies to make text comprehensible and meaningful.
2. Students read, gather, view, listen to, organize, and discuss information from various sources.
7. Students present information clearly in oral and graphic forms.
11. Students express and develop ideas and understanding through written language, using elements of the “writing process” such as word mapping, brainstorming, and writing letters, words, and simple sentences.
14. Students consult print and nonprint resources in the native language when needed.

ESL STANDARD 2: Students will listen, speak, read, and write in English for literary response, enjoyment, and expression.

Performance Indicators:

1. Students read, listen to, view, and discuss literature of different genres.

ESL STANDARD 4: Students will listen, speak, read, and write in English for classroom and social interaction.

Performance Indicators:

3. Students request and provide information and assistance, orally or in writing, for personal, social, and academic purposes.
7. Students follow oral and written directions to participate in classroom and social activities.

SCIENCE STANDARD 4: Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science.

Performance Indicators:

1. Students describe patterns of daily, monthly, and seasonal changes in their environment.

TEACHER REFLECTION: *continued*

I was most pleased with their understanding of the parts of the leaves, and they, in turn, were thrilled to teach their friends the different parts of the leaves, both in English and in Spanish.

To develop this learning experience further in the future, I would use technology in some way, maybe in exploring the autumn season in other parts of the world (to compare it to autumn in our state) and maybe in keeping a class journal of that experience (e.g., have an e-mail pen pal in a place like Alaska or Florida). I would also take a picture of our adopted tree to place next to our own renditions of its changes so later on we can make a “full life cycle” drawing of the tree, from September through June. Finally, I would have liked to take the students on a nature walk through a park and/or the school grounds so they could collect autumn “treasures” to bring back and explore in our classroom.

PROCEDURES**TEACHER ACTIVITIES:**

- Introduces the season of autumn to the class in the beginning of October
- Initiates a discussion of what autumn looks like outside (this discussion is reinforced through a graphic organizer)
- Reads the trade books to the class and discusses the key words in the book having to do with autumn
- Writes target words on the chart paper to be used later as a visual aid and study guide
- Provides the check-off list for the vocabulary learned
- Helps the students choose a tree for their tree journal (the “adopted tree”)
- Models how to use graphic organizers to collect information
- Helps students in their self-evaluations

STUDENT ACTIVITIES:

- ☛ Keep a tree journal to visually record the changing tree throughout the project
- ☛ Use graphic organizers to collect information about leaves and develop simple sentences
- ☛ Use leaf rubbings to observe the different parts of leaves; identify the different parts of real leaves, using all five senses
- ☛ Write simple sentences about autumn
- ☛ Identify and become familiar with basic vocabulary associated with the topic through discussions and class readings of books with an autumn theme
- ☛ Demonstrate knowledge orally and use basic autumn vocabulary to tell what is seen in the season
- ☛ Copy and label different items associated with the theme on paper and around the classroom.
- ☛ Evaluate the work completed at the end of the learning experience

**RESOURCES AND MATERIALS**

Chart paper, pencils, crayons, paper (lined and unlined), scissors, glue

Reading List for Students

1. *First Comes Spring* by Anne Rockwell
2. *When Autumn Comes* by Robert Maass
3. *Look at a Tree* by Eileen Curren
4. *Caps, Hats, Socks, and Mittens: A Book About the Four Seasons* by Louise Borden
5. *My Favorite Time of the Year* by Susan Pearson
6. *Pumpkin, Pumpkin* by Jeanne Titherington
7. *Apples and Pumpkins* by Anne Rockwell
8. *Picking Apples and Pumpkins* by Amy and Richard Hutchins
9. *The Biggest Pumpkin Ever* by Steven Kroll
10. *Chatty Chipmunk’s Nutty Day* by Suzanne Gruber

Resources for Teachers

1. *Totline Take-Home Books: Color, Shapes, and Season Rhymes* by Jean Warren
2. *Science Through the Seasons: Worksheets and Activities to Explore the Four Seasons* (Grades 1–3) by Lucia Kemp Henry



TIME REQUIRED

- **Planning Time:** 1–2 weeks
- **Implementation:** 3–4 weeks during 45-minute blocks
- **Assessment:** Ongoing during implementation of learning experience including observations and oral assessments

INSTRUCTIONAL/ENVIRONMENTAL MODIFICATIONS

- ✓ The room used for most of the lessons should have access to a window not only to enable students to complete the tree journal, but also to give students the opportunity to look outside to find visual cues for oral expressions (e.g., colors of the season, trees, weather).
- ✓ The students had visual aids that portrayed what autumn looks like (seasonal themes).
- ✓ The students were also given the opportunity to reread and look at the books read by the teacher. The books were placed in an area accessible to them, building the thematic library throughout the learning experience.
- ✓ The activities, especially graphic organizers, were modeled continuously throughout the learning experience.



ASSESSMENT PLAN

A number of different assessments were used throughout the learning experience.

The speaking rubric for the autumn word checklist is divided into three scales: (1) Emergent (using isolated words); (2) Developing (using simple sentences); and (3) Proficient (using complex sentences). In addition, this rubric groups students by number of years they have lived in the United States: up to 1 year; 2–3 years; 4+ years.

A writing rubric for graphic organizers is based on the ESL standards. On the basis of the criteria, the student is assessed as an emerging writer, a developing writer, or a writer.

Among the other assessment instruments or procedures are the following:

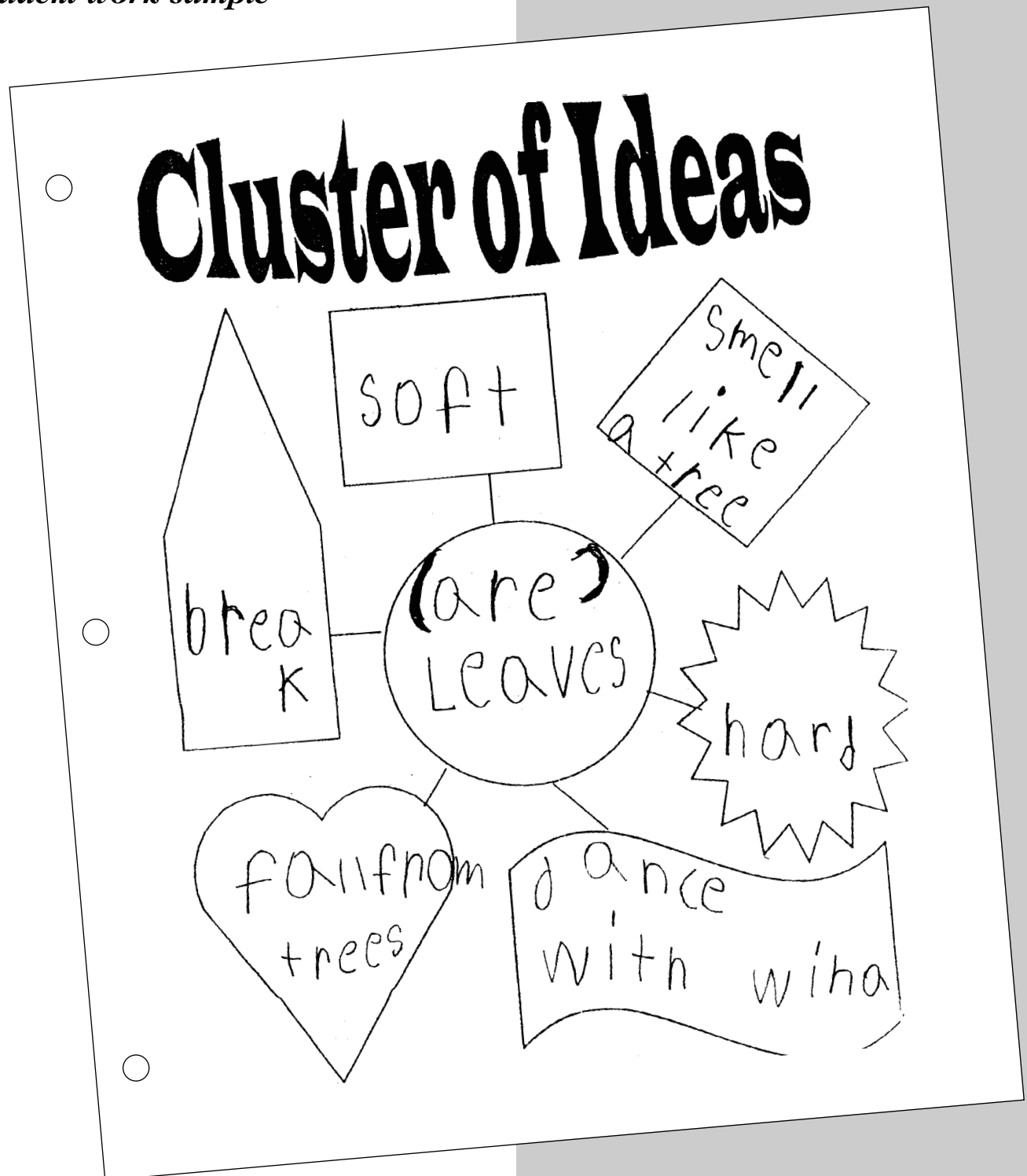
- Observation
- Oral English vocabulary checklist
- Pre- and post-test on parts of leaves
- Recognition of frequently used vocabulary
- Graphic organizer skills
- Student’s self-assessment

STUDENT WORK:

- Tree journal—student drawings of changes in the adopted tree provide a four-week sequence of the autumn life cycle of the tree (observation journal)
- Guided worksheet and posttest of leaves—indicate students’ ability to distinguish and recognize parts of a leaf
- Graphic organizer of the phrases “Fall is…” and “Leaves are…” (phrases are later developed into simple sentences)
- Leaf rubbings accompanied by sentences converted from “Leaves” graphic organizer (class/whole group generated)
- Oral vocabulary check-off list
- Pumpkin puzzle—identification of autumn items and the number of items
- Group discussions



.....
student work sample

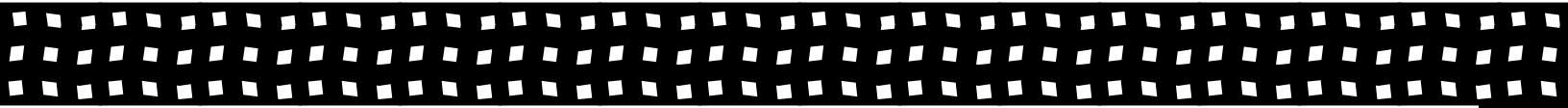




English as a Second Language

Elementary Grades 2 – 4

- *Learning Standards and Performance Indicators*
- *Sample Classroom Tasks*
- *Learning Experience*



STANDARD 1:

Students will listen, speak, read, and write in English for information and understanding.

Students learning English as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.

Standard 1: Performance Indicators

- 1. Identify and use reading and listening strategies to make text comprehensible and meaningful.**
Such strategies include skimming; scanning; previewing; reviewing; discussing; listening selectively; listening for a specific purpose; listening for main ideas and details; using structural and context clues, cognates, format, sequence, and an understanding of letter-sound relationships to decode difficult words. (L, R)
- 2. Read, gather, view, listen to, organize, discuss, and interpret information related to academic content areas from various sources.**
Such sources include reference books, magazines, textbooks, the Internet, audio and media presentations, oral interviews, charts, graphs, maps, and diagrams. (L, S, R, W)
- 3. Select information appropriate to the purpose of the investigation, and relate ideas from one written or spoken source to another. (L, S, R, W)**
- 4. Compare, contrast, and categorize, to gain a deeper understanding of information and objects. (L, S, R, W)**
- 5. Formulate, ask, and respond to questions to obtain, clarify, and extend information and meaning. (L, S, R, W)**
- 6. Make and support inferences about information and ideas with reference to features in oral and written text.**
Such features include vocabulary, facts, sequence, and details. (L, S, R, W)
- 7. Present information clearly in a variety of oral and written forms for different audiences and purposes related to all academic content areas.**
Such forms include retelling, paraphrases, summaries, stories, brief reports, posters, picture summaries, charts, and other graphics. (S, W)
- 8. Select a focus, organization, and point of view for oral and written presentations. (S, W)**
- 9. Convey information, using a variety of organizational patterns and structures.**
Such patterns and structures include chronological order, cause and effect, similarities and differences, and general-to-specific presentation. (S, W)
- 10. Distinguish between fact and opinion, and relevant and irrelevant information. (L, S, R, W)**
- 11. Use the process of prewriting, drafting, revising, and proofreading (the “writing process”) to produce well-constructed informational texts. (L, S, R, W)**
- 12. Convey information and ideas through spoken and written language, using conventions and features of American English.**
Such spoken language features include appropriate grammar, vocabulary, pronunciation, and intonation. Such written language features include appropriate grammar, vocabulary, correct spelling, punctuation, and capitalization, and paragraphing. (L, S, R, W)
- 13. Engage in collaborative activities through a variety of student groupings to read, gather, share, discuss, interpret, organize, and present information.**
Such groupings include small groups, cooperative learning groups, process writing groups, research groups, and interest groups. (L, S, R, W)
- 14. Consult print and nonprint resources (e.g., audio/visual media, family) in the native language when needed. (L, S, R)**
- 15. Apply self-monitoring and self-correcting strategies for accurate language production and oral and written presentation, using established criteria for effective presentation of information.**
Such strategies include referring to illustrations, asking questions, starting over, rephrasing, and exploring alternative ways of saying things. (L, S, R, W)
- 16. Apply learning strategies to acquire information and make oral and written texts comprehensible and meaningful.**
Such strategies include asking questions; using prior knowledge, graphic organizers, and context cues; planning; note taking; questioning; exploring cognates and root words; and applying ideas to new settings or experiences. (L, S, R, W)

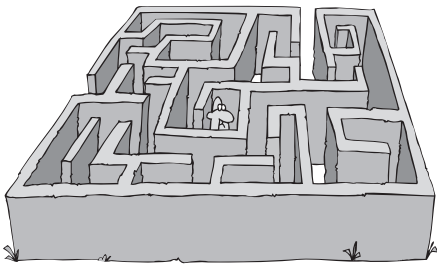
Listening (L) Speaking (S) Reading (R) Writing (W)

Elementary Sample Classroom Tasks in ESL by English Proficiency Level


Beginning	Intermediate	Advanced
<p>TASK 1</p> <p>After a neighborhood walk in which students identify various jobs and occupations in the community, students work in pairs to complete a chart for each job observed (e.g., job title, place of work, description of job duties).</p> <p><i>Performance indicators: 2, 7, 10, 13</i></p>	<p>With a partner, students interview a worker or another adult about a selected occupation, taking notes on job details. Students write a brief description of the occupation and share orally with the class, answering questions from peers.</p> <p><i>Performance indicators: 2, 5, 7, 8, 10, 12, 13, 16</i></p>	<p>Students complete Intermediate task. Students research additional information about the selected occupation from Internet or texts in library. In small groups, students engage in a simulation activity: teacher tells students, for example, that the mayor has only enough money to pay for 10 of the 12 occupations researched. Students decide which occupations should be eliminated and why. Each group presents conclusions to class.</p> <p><i>Performance indicators: 1, 2, 3, 4, 5, 7, 8, 9, 10, 12, 13, 16</i></p>
<p>TASK 2</p> <p>Students examine pictures in, and listen to and/or read, informational texts about the environment. Students cut out magazine pictures that illustrate environmental concepts. Class collaborates on making a collage, adding words or descriptive phrases. Class uses a graphic organizer provided by the teacher to organize information in pictures and simple phrases (e.g., sources of pollution, effects, helpful measures).</p> <p><i>Performance indicators: 1, 2, 4, 6, 7, 16</i></p>	<p>Students listen to and read informational texts about the environment. Small groups use graphic organizers created by class (with teacher's help) to organize information using descriptive phrases (see Beginning task). Small groups collaborate on making posters showing different environmental problems and solutions, including explanatory phrases. After taking a neighborhood walk, students discuss ways to improve the environment in their neighborhood.</p> <p><i>Performance indicators: 1, 2, 4, 6, 7, 13, 16</i></p>	<p>Students complete Intermediate task. They read and listen to fiction books on this topic (e.g., <i>Just a Dream</i>). After discussing the different environmental issues and books' messages, class collaborates on finding information using multiple sources (e.g., speakers, Web sites, nonfiction and fiction books). Students keep notes and use graphic organizers to organize information. Students reflect in dialogue journals on what they have learned, distinguishing between the various sources (e.g., fictional vs. nonfictional). Students then draw their vision of the planet's future and describe it, using the writing process. Students' work is shared with the class and displayed on a hallway bulletin board.</p> <p><i>Performance indicators: 1, 2, 3, 4, 6, 7, 8, 9, 11, 13, 16</i></p>
<p>TASK 3</p> <p>Students view, listen to and/or read simple books about bats (e.g., <i>Screech Amazing Bats</i>, <i>Bats</i>, <i>Zippping, Zapping, Zooming Bats</i>). Teacher displays four sheets of poster paper, each bearing one of the following illustrated titles: "What Bats Eat," "What Bats Do," "What Bats Look Like," "Where Bats Live." Students look at a variety of picture books and draw and label (with teacher's help) interesting facts. Class collaborates to categorize information (i.e., attach it to the appropriate poster). Students create their own illustrated bat books, using a template provided by the teacher.</p> <p><i>Performance indicators: 1, 2, 4, 6, 7, 15, 16</i></p>	<p>Teacher shows pictures of bats. Class creates a KWL chart reflecting students' prior knowledge and their questions about the topic. Teacher makes available a variety of picture books on bats. While students look through the books and discuss interesting finds with each other, teacher writes down comments verbatim. Teacher helps students share all their interesting facts and observations with the class as they enter them on poster paper, as described in Beginning task. Teacher and class read (identifying factual vs. fictional elements) or sing "B-b-bats!" Students continue to add to posters, and they make their own illustrated books about bats by selecting and paraphrasing a variety of categorized information.</p> <p><i>Performance indicators: 1, 2, 3, 4, 6, 7, 15, 16</i></p>	<p>Students complete Intermediate task. They seek additional information electronically to add to their books. Small groups collaborate to create classroom presentations about bats, using the information in their books. As part of the process, teacher and students design a rubric to guide the groups in evaluating the quality of the written and oral presentations. Teams of "bat experts" visit other classrooms to present their information and answer questions.</p> <p><i>Performance indicators: 1, 2, 3, 4, 5, 6, 7, 8, 10, 11, 12, 13, 15, 16</i></p>

Elementary Sample Classroom Tasks in ESL by English Proficiency Level

Beginning	Intermediate	Advanced
<p>TASK 4</p> <p>Students listen to and/or read a book about making pizza (e.g., <i>Pizza</i> or <i>Pete's a Pizza</i>). Students pantomime the steps in pizza making (e.g., measuring, chopping, kneading, sprinkling), making sure steps are in correct sequence. Teacher creates a word wall for vocabulary, including sequence words. Students write and draw simple steps in order. Class collaborates to make a real pizza, following the steps outlined.</p> <p><i>Performance indicators: 1, 7, 9, 12, 13</i></p>	<p>Students read <i>Banana Shake</i>. Small groups list in order the steps involved in making a banana shake, using sequence words. Students take turns carrying out the steps to make a real banana shake, while the teacher (or a student) takes a (digital) photograph of each step. Class collaborates to create their own "Banana Shake" book (modeled after <i>Banana Shake</i>), using photographs and captions. Students do a presentation and demo in another classroom and distribute banana shake to all.</p> <p><i>Performance indicators: 1, 3, 7, 9, 12, 13</i></p>	<p>Students read <i>Pizza</i> or <i>Banana Shake</i>. They list the steps for making a pizza or a banana shake and then collaborate to make one of the two dishes (see Beginning or Intermediate task). Students bring in other recipes (e.g., foods from their native countries). Each student explains to class how the dish is made. Recipes are illustrated and collected in a class book of recipes.</p> <p><i>Performance indicators: 1, 2, 3, 5, 7, 8, 9, 12, 13, 14</i></p>
<p>TASK 5</p> <p>Students and teacher generate vocabulary and label items in the classroom. Using a template in the shape of the room, each student draws and labels a map of the classroom. Using their maps and following teacher's clues, students go on a treasure hunt. On the basis of this model, students create a map of their favorite room at home and write a few words describing it and explaining why it is their favorite room. Students share their work in class.</p> <p><i>Performance indicators: 1, 2, 7</i></p>	<p>Using a template in the shape of the school, students go on a guided tour of the building to help create a map of the school. Map will include important places as indicated by symbols (e.g., nurse's office, main office, library, bathrooms, gym, cafeteria), as well as a key. Students write a brief introduction about their school. Peer review will be part of the writing process.</p> <p><i>Performance indicators: 1, 2, 7, 8, 10, 11, 12, 13, 15</i></p>	<p>Students complete Intermediate task. They add a description of the function of each labeled area in the building. Students add a compass rose and directions on how to get to the building. They create a brochure and perhaps a Web site that will be provided to newcomers and ESL parents.</p> <p><i>Performance indicators: 1, 2, 7, 8, 9, 10, 11, 12, 13, 15</i></p>



Elementary
Sample Classroom Tasks in ESL by English Proficiency Level

Beginning	Intermediate	Advanced
<p>TASK 6</p> <p>Students look through books (e.g., <i>This Is My House</i>) to find different pictures of homes. Students and teacher brainstorm words for different homes and their parts, as well as colors and other characteristics, and create a word wall. Each student draws a picture of his/her home, labeling parts and writing his/her full address. Students use a template to write a few simple sentences to describe their home and what they like about it. Then they share their work in class.</p> <p><i>Performance indicators: 1, 3, 4, 7, 8, 11, 12</i></p>	<p>Teacher and students read <i>This Is My House</i>, and discuss and compare different kinds of homes. Next, teacher and students read <i>My Global Address</i> and discuss their own “global address”: street, neighborhood, town, state, country, continent, hemisphere, and planet. Students draw a picture of their home with full global address, and write a paragraph to describe their home and tell what they like about it. Students work with a partner to edit, revise their writing, and share their work in class.</p> <p><i>Performance indicators: 1, 2, 3, 4, 7, 8, 9, 11, 12</i></p>	<p>Students complete Intermediate task. In addition, they draw and write about their homes in their native countries. They share their work in class. (An alternative, if students were born in the U.S., is to have students draw and write about their ideal home in the future.) Students use the writing process to describe similarities and differences between the two homes, with a concluding paragraph about which one they prefer and why. Class collaborates to create a bulletin board display of their work, with a map showing native countries.</p> <p><i>Performance indicators: 1, 2, 3, 4, 7, 8, 9, 10, 11, 12, 13, 14</i></p>
<p>TASK 7</p> <p>Students examine pictures in, and listen to and/or read, simple illustrated texts about the life cycle of frogs and salamanders (e.g., <i>Tadpole and Frog</i> (Stopwatch series) and <i>Frogs, Toads, Lizards and Salamanders</i>). Using a Venn diagram, class draws and labels pictures to show differences and similarities between the two animals.</p> <p><i>Performance indicators: 2, 3, 4, 10, 12, 16</i></p>	<p>Students listen to and/or read illustrated texts about the life cycle of frogs and salamanders. Small groups work together to create Venn diagrams and write phrases showing differences and similarities. Groups use a variety of sources (e.g., <i>Zoo Books</i> or <i>Wide World of Animals</i> CD-ROM) provided by teacher to find additional facts about these animals. Groups collaborate to create an illustrated question-and-answer book for other classes.</p> <p><i>Performance indicators: 2, 3, 4, 5, 7, 9, 13, 16</i></p>	<p>Students complete Intermediate task with more complex texts, up to the final step of creating a book. Working in pairs or individually, students choose two new animals to research electronically or in print. Students take notes and collaborate to create Venn diagrams showing differences and similarities. Students prepare an oral and visual class presentation, including key concepts and supporting details from the texts. They design a quiz to check on classmates’ understanding.</p> <p><i>Performance indicators: 1, 2, 3, 4, 5, 7, 9, 10, 12, 13, 16</i></p> <div style="text-align: right; margin-top: 20px;">  </div>

STANDARD 2:

Students will listen, speak, read, and write in English for literary response, enjoyment, and expression.

Students learning English as a second language will use English for self-expression, artistic creation, and participation in popular culture. They will develop and use skills and strategies appropriate to their level of English proficiency to listen to, read, and respond to oral, written, and electronically produced texts and performances, relate texts and performances to their own lives and other works, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent.

Standard 2: Performance Indicators

1. Read, listen to, view, write about, and discuss a variety of literature of different genres.

Such genres include picture books, poems, articles and stories from children’s magazines, fables, myths and legends, songs, plays and media productions, and works of fiction and nonfiction intended for young readers, including works of American popular culture. (L, S, R, W)

2. Identify and use reading and listening strategies to make literary text comprehensible and meaningful.

Such strategies include skimming, scanning, previewing, reviewing, listening selectively or for a specific purpose, and listening for main ideas and details. (L, R)

3. Recognize some features that distinguish some genres and use those features to aid comprehension. (L, R)

4. Locate and identify key literary elements in texts and relate those elements to those in other works and to students’ own experiences.

Such elements include setting, character, plot, theme, repetition, and point of view. (L, S, R, W)

5. Make predictions, inferences, and deductions, and discuss the meaning of literary works with some attention to meaning beyond the literal level, to understand and interpret text presented orally and in written form. (L, S, R)

6. Read aloud with confidence, accuracy, and fluency. (S, R)

7. Compose and present personal and formal responses to published literature and the work of peers, referring to details and features of text.

Such features include characters, setting, plot, ideas, events, vocabulary, and text structure. (L, S, R, W)

8. Create personal stories, poems, and songs, including those that reflect traditional and popular American culture; use appropriate vocabulary and elements of the literature students have read or heard. (S, W)

9. Engage in collaborative activities through a variety of student groupings to create and respond to literature.

Such groupings include small groups, cooperative learning groups, literature circles, and process writing groups. (L, S, R, W)

10. Create, discuss, interpret, and respond to literary works, using appropriate and effective vocabulary, grammar, spelling, and punctuation in writing, and using appropriate vocabulary, grammar, and pronunciation in speaking. (L, S, R, W)

11. Apply self-monitoring and self-correcting strategies while reading, viewing, discussing, listening to, or producing literary texts and essays.

Such strategies include asking questions, starting over, rephrasing, and exploring alternative ways of saying things. (L, S, R, W)

12. Apply learning strategies to comprehend and make inferences about literature and produce literary responses.

Such strategies include asking questions, using prior knowledge, graphic organizers, and context clues; planning; note taking; and exploring cognates and root words. (L, S, R, W)


Listening (L) Speaking (S) Reading (R) Writing (W)

Elementary
Sample Classroom Tasks in ESL by English Proficiency Level

Beginning	Intermediate	Advanced
<p>TASK 1</p> <p>Teacher/students select a favorite author for an author study. Students read or are read a story written by the author selected. On a teacher-made chart students identify characters, setting, problem, and solution. Students respond to book by illustrating their favorite part and by writing a caption or acting out a scene. They repeat the process with additional books from the selection. In conclusion, students review all the books read and each chooses his/her favorite book and explains choice.</p> <p><i>Performance indicators: 1, 2, 4, 7</i></p>	<p>Teacher/students select a favorite author for an author study. Students read or are read a story written by the author selected. On a teacher-made chart, class identifies characters, setting, problem, solution, and lesson taught or implied. Students repeat process, using additional books, reading alone or in pairs. Class discusses similarities and differences among books. In culminating activity, teacher reads a final selection, stopping after the problem is established. Students write and illustrate an original ending. Teacher reads the author's ending. Students write final reflections about which ending they enjoyed the most and the reasons for their choice.</p> <p><i>Performance indicators: 1, 2, 4, 7, 9</i></p>	<p>Students complete Intermediate task. Students may use the Internet to learn more about author and books. From the class, teacher elicits elements of style that characterize the author's works and the class creates a checklist of style elements for this author. Students and teacher then write original stories, modeling the author's style. Using peer evaluation, they evaluate stories using the class checklist. After revisions, books are "published" and added to class library.</p> <p><i>Performance indicators: 1, 2, 4, 5, 7</i></p>
<p>TASK 2</p> <p>Teacher reads a story about friendship. Students find and orally "lift a line" of text that shows what friends do or don't do. Class develops a T-chart of behaviors that friends do and don't do. Students draw and write about their own friends.</p> <p><i>Performance indicators: 2, 7</i></p>	<p>Students complete Beginning task. They listen to or read additional stories about friendship, adding to the T-chart as they discover new traits. Students write about an experience with a friend that includes a trait from the T-chart, and they share this experience in class.</p> <p><i>Performance indicators: 2, 4, 7</i></p>	<p>Students explore the meaning of friendship through the reading of short stories, poetry, news articles, biographies, etc. Class discusses genres as they are introduced, listing the essential characteristics of each. In pairs or triads, students develop a chart of the characteristics of friendships, as portrayed by a variety of authors in various genres, as they read each written work. Each student selects a genre through which they describe a friendship in writing. Using a student-created rubric, students provide feedback on the genre and the traits expressed by each student.</p> <p><i>Performance indicators: 1, 3, 4, 7, 9</i></p>
<p>TASK 3</p> <p>Teacher reads one fiction and one nonfiction book on a topic (e.g., <i>Clifford</i>/dogs, <i>The Little Engine</i>/trains) and discusses differences in genres. Students brainstorm topics they want to read about in preparation for a trip to the school library. Teacher and students visit the library and locate fiction and nonfiction books by topics. Students record titles, authors, and genres in reading logs. With teacher assistance, students read books and respond in their logs in words or pictures. Teacher provides ongoing opportunities for students to visit the library.</p> <p><i>Performance indicators: 1, 2, 3, 7</i></p>	<p>Students complete Beginning task. Teacher holds brief discussion of new genres as students bring new books to class. Students maintain reading logs with genres noted. Periodically students read through logs and select one book to recommend to a friend. Class discusses how to talk about books (e.g., on the basis of plot, characters, ideas). Students write a friendly letter in which they talk about the book.</p> <p><i>Performance indicators: 1, 2, 3, 4, 6, 7, 10</i></p>	<p>Students establish reading buddies and choose a book to read together. During and/or after the reading students correspond, using a dialogue journal, double-entry journal, or letters. After class brainstorms list of ways to present books (e.g., posters, book talks, selective readings, character enactment), students take turns preparing and making class presentations with their reading buddies.</p> <p><i>Performance indicators: 1, 2, 3, 4, 5, 6, 7, 9, 10, 12</i></p>

Elementary

Sample Classroom Tasks in ESL by English Proficiency Level

Beginning	Intermediate	Advanced
<p>TASK 4</p> <p>Teacher reads a simple fable or legend (e.g., Aesop, Leoni, Steig, Noble). Teacher develops a story map and identifies the problem and the solution. Class discusses what lesson/moral is taught. Process is repeated with additional fables/legends. When students are familiar with the genre, teacher may stop during a reading and ask students to predict a solution. Students draw pictures of a fable or legend that they think teaches an important lesson, and write brief captions.</p> <p><i>Performance indicators: 1, 2, 3, 5</i></p>	<p>Students complete Beginning task. When they are familiar with the genre, pairs of students read additional fables/legends, and present summaries to the class. The class guesses the lessons/morals taught. Students write a paragraph explaining the genre and reflecting on the value of fables and legends.</p> <p><i>Performance indicators: 1, 2, 3, 4, 5, 7, 9</i></p>	<p>Class creates a fable or legend, round-robin style. Class brainstorms elements of the genre and creates a checklist. Teacher selects one or two lessons/morals, and each student writes an original fable or legend in keeping with the genre. Students use the checklist to evaluate the writing. Students may use illustrative computer software (e.g., <i>Storybook Weaver</i> CD-ROM) to create their final draft. They share with class.</p> <p><i>Performance indicators: 3, 4, 6, 7, 8, 10, 11, 12</i></p>
<p>TASK 5</p> <p>Class reads or listens to a few stories with dialogue (e.g., <i>Frog and Toad</i>, <i>Three Billy Goats Gruff</i>). Teacher converts stories to simple scripts. Students work in small groups to learn parts and present the skits. Teacher provides a simple checklist to guide and evaluate the skits.</p> <p><i>Performance indicators: 1, 6, 9, 11</i></p> <div style="text-align: center;">  </div>	<p>Class reads a few stories with dialogue (e.g., <i>Frog and Toad</i>, <i>Three Billy Goats Gruff</i>). Students work in small groups to convert stories to scripts. Class develops a simple checklist to guide and evaluate the performances. Students memorize parts, and they rehearse and present skits, using simple props.</p> <p><i>Performance indicators: 1, 6, 9, 11</i></p>	<p>Students complete Intermediate task. They brainstorm possible scenarios for original puppet shows. In small groups, students write an original script, make puppets and scenery, rehearse, and present the show. Students may videotape the performances and evaluate them, using the checklist.</p> <p><i>Performance indicators: 1, 2, 4, 5, 6, 8, 9, 10, 11, 12</i></p>



Elementary
Sample Classroom Tasks in ESL by English Proficiency Level

Beginning	Intermediate	Advanced
<p>TASK 6</p> <p>Students watch children’s theatre live or on video/DVD (e.g., <i>Faerie Tale Theatre</i>). With the use of playback, teacher helps students identify setting, character, and plot, using a simple chart. Students engage in drama games (e.g., <i>Theater Games for the Classroom</i>) and collaborate to reenact the play they saw.</p> <p><i>Performance indicators: 1, 2, 4, 9, 10, 12</i></p>	<p>Students read aloud <i>Six Plays for Girls and Boys to Perform</i>. Students use <i>The American Girls Premiere</i> CD-ROM to write, direct, and produce plays. Students keep a character diary based on their role. Diary includes descriptions of what the character does, says, thinks, hears, and feels.</p> <p><i>Performance indicators: 1, 2, 3, 4, 7, 8, 9, 10, 12</i></p>	<p>Students read a variety of plays (e.g., <i>Folk Tale Plays Round the World</i>, <i>Visitor from Another Planet</i>, <i>Six Plays for Girls and Boys to Perform</i>) and rate them according to personal preferences. Students brainstorm characteristics of a good play. They write a play with these characteristics, based on a story already read. Students prepare and later videotape a rehearsal in order to critique their performance and polish it, referring to their characteristics of a good play. Final performance is in front of a live audience of family and peers.</p> <p><i>Performance indicators: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12</i></p>
<p>TASK 7</p> <p>Students listen to two versions of <i>Cinderella</i> (e.g., <i>The Golden Slipper</i>, <i>The Korean Cinderella</i>). After each version is read, students brainstorm elements of story in Venn diagram. Teacher may guide categories (e.g., characters, settings, magic objects). Working in small groups, students identify common elements and complete the center of the diagram. Class discusses which version they liked best and why.</p> <p><i>Performance indicators: 1, 2, 3, 4, 7, 9, 12</i></p>	<p>Students listen to three versions of <i>Cinderella</i> (e.g., <i>Yeh-Shen</i>, <i>The Egyptian Cinderella</i>, <i>The Rough-Face Girl</i>). After each version, class adds to teacher-made chart, listing elements such as beginning and ending sentences, character descriptions, settings, lessons taught, and quality of illustrations. In small groups, students discuss which story they liked best and identify elements in the class chart that support their opinion. Each student draws an illustration of his/her favorite story and writes a paragraph explaining why it was the favorite. Student work is displayed.</p> <p><i>Performance indicators: 1, 2, 3, 4, 7, 9, 10, 12</i></p>	<p>Teacher displays wide range of Cinderella books with audiotapes. Pairs of students select one to read or listen to. After finishing the books, students give book talks (including likes/dislikes) and add information to class chart. Students fill out teacher-made reflection sheets assessing the project. In pairs, students create their own Cinderella story and with teacher’s help, class creates a rubric for guiding and assessing students’ original Cinderella stories. Students use the writing process and include peer review to complete their stories. Final products are assessed by rubric and assembled in class book.</p> <p><i>Performance indicators: 1, 2, 3, 4, 7, 8, 9, 10, 12</i></p>



STANDARD 3:

Students will listen, speak, read, and write in English for critical analysis and evaluation.

Students learning English as a second language will use English to express their opinions and judgments on experiences, messages, ideas, information, and issues from a variety of perspectives. They will develop and use skills and strategies appropriate to their level of English proficiency to reflect on and analyze experiences, messages, ideas, information, and issues presented by others using a variety of established criteria.

Standard 3: Performance Indicators

1. **Form and express responses to a variety of literary, informational, and persuasive material through reading, listening, viewing, discussing, and writing; use details and evidence as support. (L, S, R, W)**
2. **Evaluate the quality and dependability of written or spoken texts and visual presentations, on the basis of established criteria; and evaluate the logic and believability of claims made in persuasive material. (L, S, R, W)**
3. **Recognize personal point of view in self and others in discussing, interpreting, and evaluating information. (L, S, R, W)**
4. **Evaluate students' own and others' work, individually and collaboratively, on the basis of a variety of criteria.**
Criteria include visual presentation, clarity of ideas, logic, originality, comprehensiveness, and use of English vocabulary, grammar, and register. (L, S, R, W)
5. **Recognize and explain how structural features affect readers' and listeners' understanding and appreciation of text.**
Such features include organization, syntax, repetition of words or ideas, vocabulary, and visuals. (L, S, R, W)
6. **Speak and write, using the conventions and features of American English, to effectively influence an audience (e.g., to persuade, negotiate, argue).**
Such spoken language features include appropriate grammar, vocabulary, pronunciation, and intonation. Such written language features include appropriate grammar, vocabulary, correct spelling, punctuation, and capitalization. (S, W)
7. **Engage in collaborative activities through a variety of groupings to discuss, share, reflect on, develop, and express, and to interpret opinions and evaluations about a variety of experiences, ideas, and information.**
Such groupings include small groups, discussion groups, process writing groups, and cooperative learning groups. (L, S, R, W)
8. **Apply self-monitoring and self-correcting strategies, using established criteria for effective oral and written presentation and standards for a particular genre (e.g., debate, speech, argument), to adjust presentation and language production to effectively express opinions and evaluations.**
Such strategies include asking questions, starting over, rephrasing, and exploring alternative ways of saying things. (L, S, R, W)
9. **Apply learning strategies to examine, interpret, and evaluate a variety of materials.**
Such strategies include using prior knowledge, graphic organizers, and context clues, planning, note taking, and exploring cognates and root words. (L, S, R, W)


Listening (L) Speaking (S) Reading (R) Writing (W)

Elementary
Sample Classroom Tasks in ESL by English Proficiency Level

Beginning	Intermediate	Advanced
<p>TASK 1</p> <p>Students present a favorite toy or game to class, describing what they do with it and why they like it. Using a wall chart, class creates categories for all toys (size, color, mode of operation, parts, and number of pieces).</p> <p><i>Performance indicators: 1, 9</i></p>	<p>Class watches two or three videotaped commercial advertisements for toys. Students describe each ad and answer questions such as: For whom was the ad made? What parts of the ad made the toy appealing? What words were used to describe the toy and to make you like it? They identify the two best features of each ad.</p> <p><i>Performance indicators: 1, 5</i></p>	<p>Students complete Intermediate task and in small groups make recommendations for improvements of one of the ads. They present recommendations and justifications to the class. Students then choose a toy brought in by another student and create an ad, in pairs or individually, persuading classmates to buy the toy. They present ads to the class.</p> <p><i>Performance indicators: 1, 2, 3, 5, 6, 7</i></p>
<p>TASK 2</p> <p>Teacher models browsing through a magazine, pointing out to students practical/needed and luxury/wanted items. Working in small groups, students cut out pictures of items from magazines. They select five items in each category (needs, wants). Items are displayed on posters. The groups collaborate to prepare a presentation for class, noting reasons for choosing items in each category.</p> <p><i>Performance indicators: 1, 3, 5, 7</i></p>	<p>Students complete Beginning task. Teacher presents one ad and class discusses facts and opinions in the ad (e.g., material and quality). Small groups revisit posters and create a T-chart listing facts and opinions in each ad. Charts are presented to class. Class discusses and evaluates the charts. Charts are revised as necessary.</p> <p><i>Performance indicators: 1, 3, 4, 5, 7, 9</i></p>	<p>Students complete Intermediate task. Teacher provides a variety of magazines. Each small group chooses a magazine and studies the ads to determine major categories of products. Products are charted within each category and graphed. Groups analyze the graphs and discuss magazine's target audience. After reaching consensus, students work individually or in groups on a letter to the publisher, explaining the project and asking for confirmation of their conclusions.</p> <p><i>Performance indicators: 1, 2, 3, 4, 5, 7, 9</i></p>



Elementary Sample Classroom Tasks in ESL by English Proficiency Level

Beginning	Intermediate	Advanced
<p>TASK 3</p> <p>Teacher reads <i>City Mouse, Country Mouse</i>. Class brainstorms and charts advantages and disadvantages of urban and rural living. In a circle, students discuss where they live and compare the setting of their house to the setting in the book. Students draw a picture of their house and write a simple opinion sentence. Small groups develop and label a poster depicting a house in different settings (urban, suburban, rural). <i>Performance indicators: 1, 3, 7, 9</i></p>	<p>Students complete Beginning task. Teacher reads <i>The Little House</i> and class discusses how the setting of the little house must change with each time period (going from rural to suburban to urban to decay). Students write a paragraph describing the scene on their poster, and they attach it for display. Students draw a rural, suburban, or urban picture of the little house and write a paragraph describing the scene to display together. <i>Performance indicators: 1, 3, 7, 9</i></p>	<p>Teacher reads <i>City Mouse, Country Mouse</i> and/or <i>The Journey</i>. Class brainstorms and charts advantages and disadvantages of urban and rural living. With teacher's help, students do Internet research on current issues in urban and rural living and add information to the chart. Students form two teams, develop arguments, and debate pros and cons of urban versus rural living. Students may conduct the debate in a non-ESL classroom and poll the class before and after the debate. <i>Performance indicators: 1, 2, 3, 4, 6, 7, 8, 9</i></p>
<p>TASK 4</p> <p>After becoming somewhat familiar with the basic content and format of a newspaper, students cut out pictures of people working. In groups, students place pictures on posters and label the occupations. Students talk about the jobs of people they know. They choose one job and act it out, and the class guesses the occupation. <i>Performance indicators: 1, 3, 7</i></p> <div style="text-align: center;">  </div>	<p>Students complete Intermediate task. Class and teacher brainstorm facts and opinions about items in the room (e.g., the carpet is blue, the carpet is beautiful). Class creates a T-chart to list their facts and opinions. Pairs of students look through a newspaper to find one example of a fact and one of an opinion, using an individual T-chart to record data. They share and discuss examples with class. Teacher presents a simple article (e.g., human interest story, movie review, current events article). Students write a brief response, noting facts provided in story and expressing their opinion about it. <i>Performance indicators: 1, 3, 4, 7, 8, 9</i></p>	<p>Students complete Intermediate task. Teacher outlines an issue and polls the class for pros and cons. Teacher then reads a letter to the editor on the topic. Students chart facts and opinions found within the letter and they are polled again. They discuss outcome of the polls, explaining changes of opinion, and create a checklist or rubric for an effective opinion letter. Students brainstorm controversial issues; then each selects one issue and writes a letter to the editor expressing an opinion on that issue. Using the rubric, students assess letters. Then they revise them and mail them to the local newspaper. <i>Performance indicators: 1, 2, 3, 4, 5, 6, 7, 8, 9</i></p>

Elementary
Sample Classroom Tasks in ESL by English Proficiency Level

Beginning	Intermediate	Advanced
<p>TASK 5</p> <p>Teacher presents the Pocahontas story, using a documentary and/or picture books. In groups, students select an incident to illustrate. With teacher's help, the class discusses and evaluates the actions of the characters in each scene. Each group draws the characters in their scene and attaches language bubbles from the information collected by the teacher.</p> <p><i>Performance indicators: 1, 3, 7</i></p>	<p>Students complete Beginning task. They watch the Disney movie <i>Pocahontas</i>. In small groups, students use a T-chart to speculate as to what is true and what is Hollywood fiction. Teacher provides simple reference material, and groups check facts. Groups revise T-chart. Whole class discusses rationale for fictional embellishments. Students complete character trait webs, contrasting the traits displayed by the main characters in movie and in non-fiction sources.</p> <p><i>Performance indicators: 1, 2, 3, 7, 9</i></p>	<p>Students complete Intermediate task. They reflect on the information in the webs and individually write a rationale for any discrepancies (this may include rationale from Intermediate discussion). They share and discuss insights in class. Each student writes a review of Disney's <i>Pocahontas</i>. Class votes on the best review and submits it to a school publication or the local newspaper.</p> <p><i>Performance indicators: 1, 2, 3, 7, 8, 9</i></p> <div data-bbox="1073 747 1511 995" data-label="Image"> </div>

STANDARD 4:

Students will listen, speak, read, and write in English for classroom and social interaction.

Students learning English as a second language will use English to interact with others in social and classroom situations. They will develop and use skills and strategies appropriate to their level of English proficiency to communicate effectively with regard to audience, purpose, and setting.

Standard 4: Performance Indicators

1. **Use a variety of oral, print, and electronic forms for social communication and for writing to or for self, applying the conventions of social writing.**
Such forms include friendly notes, invitations, and electronic messages, diary entries, and notes to self. (L, S, R, W)
2. **Describe, read about, participate in, or recommend a favorite activity, book, song, or other interest to various audiences.**
Such audiences include peers, classes, teachers, and other adults. (L, S, R, W)
3. **Request and provide information and assistance, orally or in writing, for personal, social, and academic purposes.** (L, S, R, W)
4. **Listen attentively and take turns speaking when engaged in pair, group, or full-class discussions on personal, social, and academic topics.** (L, S)
5. **Explain actions, choices, and decisions in social and academic situations.** (S, W)
6. **Understand and use a variety of oral communication strategies in American English for various social and academic purposes.**
Such strategies include indicating lack of understanding, clarifying or requesting clarification, restatement, and checking listeners' understanding. (L, S, W)
7. **Follow oral and written directions to participate in classroom and social activities.** (L, R)
8. **Negotiate and manage interactions to accomplish social and classroom tasks.** (L, S)
9. **Use appropriate vocabulary, expressions, language, routines, and interaction styles for various audiences and formal and informal social or school situations.**
Such expressions and routines include asking permission, making and responding to requests, greeting, making promises, thanking, and apologizing. Such situations include chatting with friends, participating in group discussions, greeting a principal or other adult, and making purchases. (L, S, R, W)
10. **Demonstrate appropriate classroom behaviors (e.g., participating in small group and whole class discussions, being courteous, respecting the person and property of others).** (L, S, R, W)
11. **Discover alternative ways of saying things in social and classroom interactions.** (L, S, R, W)
12. **Apply self-monitoring and self-correcting strategies in social and classroom interactions.**
Such strategies include asking questions, starting over, rephrasing, and exploring alternative ways of saying things. (L, S, R, W)

Listening (L) Speaking (S) Reading (R) Writing (W)

Elementary
Sample Classroom Tasks in ESL by English Proficiency Level

Beginning	Intermediate	Advanced
<p>TASK 1</p> <p>Students respond to verbal directions given by the teacher, with or without teacher modeling, to straighten up the classroom, and they prepare to leave school for the day. Half the class leaves the room. Teacher provides instructions to remaining half to accomplish a school-related task such as taking a book out of the library or using the listening center. In pairs, students retell the instructions to peers who did not receive instructions from the teacher.</p> <p><i>Performance indicators: 3, 4, 6, 7, 8</i></p>	<p>Each pair of students chooses a different school activity (e.g., going to the lunchroom or library, taking a test) and writes out the procedures to accomplish this activity. Pairs share their writings with other pairs to clarify and refine the procedures. Class compiles the procedures into a booklet to present to newly arrived English language learners.</p> <p><i>Performance indicators: 3, 4, 6</i></p>	<p>Students brainstorm school services that they would like to see established (e.g., new computer lab, art center, band room). In small groups, students write the procedures for using such a service. Students present the procedures to the class and discuss alternatives and recommendations for improvements. Written recommendations and procedures for the most popular services may be sent to principal.</p> <p><i>Performance indicators: 2, 3, 4, 5, 6</i></p>
<p>TASK 2</p> <p>Students select magazine or newspaper pictures/photographs to illustrate a concept that they are studying in social studies (e.g., urban, suburban, or rural living). Students create a collage to demonstrate the concept, asking the teacher's help with vocabulary if needed. Pictures are displayed. Teacher describes one or two, and students guess which picture is being described. Students take turns describing their selected pictures for others to guess.</p> <p><i>Performance indicators: 3, 4, 6, 7</i></p>	<p>Students select magazine or newspaper pictures/photographs to illustrate a concept as described in Beginning task. In pairs, partners exchange collages and determine the concept conveyed through the pictures. After two or three pairings, students create a brief written description of their own collage to be posted with their picture.</p> <p><i>Performance indicators: 3, 4, 6, 8, 10</i></p>	<p>After reading news and magazine articles over several sessions, students select a magazine or newspaper picture depicting a current event or news story. Each student writes an original news story about the picture, including a caption. Pictures are displayed throughout the class, separate from the news article. Each student reads the caption and article, and the class determines which picture it belongs to.</p> <p><i>Performance indicators: 4, 6, 8, 9</i></p>



**Elementary
Sample Classroom Tasks in ESL by English Proficiency Level**

Beginning	Intermediate	Advanced
<p>TASK 3</p> <p>After examining a variety of thank-you notes, teacher records students' analyses of the similarities and differences in the notes with respect to language and form. The class brainstorms the language and form of a thank-you card that would be appropriate to send to a family member or friend for a recently received birthday or holiday gift. The teacher records their ideas and students use this list to write and illustrate the card. Then they send it to the addressee.</p> <p><i>Performance indicators: 1, 4, 11</i></p>	<p>Teacher shares a selection of pen pal letters and students point out features of style for a pen pal letter. Students and teacher find suitable pen pals on Epals.com, or teacher makes arrangements for pen pal correspondence with another class. Each child selects a pen pal, and then writes and sends the letter via e-mail or interschool mail. Students share the information about their pen pals with class.</p> <p><i>Performance indicators: 1, 3, 9</i></p>	<p>Students select their favorite author and discuss why they enjoy his/her books and what they would like to know about the author. Teacher suggests that each student write to his/her favorite author. To prepare for this activity, students discuss, and teacher records, the essential elements needed for a letter. Students may also examine letters written by peers or letters they have received. Students draft letters, then peer edit, using the criteria they have created. After revising, they send letters to the authors. Responses from authors are shared with the class.</p> <p><i>Performance indicators: 1, 2, 3</i></p>
<p>TASK 4</p> <p>Teacher demonstrates appropriate and less appropriate behaviors in class (e.g., taking turns vs. interrupting), and with teacher assistance students identify which are appropriate. Teacher develops a list of rules with student input and students create a poster illustrating the rules.</p> <p><i>Performance indicators: 4, 7, 9, 10, 11, 12</i></p>	<p>Teacher hands out situational role-plays to pairs of students and models appropriate behavior. Students act out the situation in both appropriate and inappropriate ways. Class discusses acceptable behavior. Pairs of students create written role-plays showing appropriate and inappropriate class behavior, and list some follow-up discussion questions. Pairs exchange and act out scenarios, using the questions to guide whole class discussion.</p> <p><i>Performance indicators: 3, 4, 5, 6, 7, 8, 9, 10, 11, 12</i></p>	<p>Students complete Intermediate task. In addition, class brainstorms ideas for a class poster aimed at helping beginners or new arrivals with classroom interactions and appropriate language (poster might include a picture of a student using the pencil sharpener, along with the caption "May I sharpen ...?").</p> <p><i>Performance indicators: 3, 4, 5, 6, 7, 8, 9, 10, 11, 12</i></p>

Elementary
Sample Classroom Tasks in ESL by English Proficiency Level

Beginning	Intermediate	Advanced
<p>TASK 5</p> <p>The teacher models a sharing session by bringing in a memento from a recent trip, describing its significance, and explaining why she selected the item. The class brainstorm terms that could be used to describe such objects and their significance. The teacher scripts their responses in a web that categorizes the various descriptive aspects. On subsequent days each student brings in a memento from their native country to show and describe to the class. Students take turns describing their item and explaining its importance. As the students describe the object, the teacher creates a web, placing their descriptors into categories</p> <p><i>Performance indicators: 2, 4, 5, 10, 12</i></p>	<p>Students bring in an object or memento from their native country. Each student creates a written list of four or five descriptors as clues for the object brought in. Items are displayed, and students match the clues to the objects. Owner claims the item, describes it in detail, and explains why it is important, answering questions and clarifying information as needed.</p> <p><i>Performance indicators: 2, 4, 5, 6, 12</i></p>	<p>Students bring in objects of personal significance. In pairs, students brainstorm a list of questions about their partner's object. Students interview each other in pairs, referring to the questions on the list and taking notes. Students use their notes to introduce their partners to class, including information about the object.</p> <p><i>Performance indicators: 2, 3, 8, 10, 12</i></p>
<p>TASK 6</p> <p>With teacher guidance, class develops the wording for a simple invitation to a class event such as a publishing party or play to be sent to parents and the principal. Individually, students manually illustrate (or use computer graphics) and use native language (e.g., to write "Welcome!") to personalize the invitation.</p> <p><i>Performance indicators: 1, 3, 6, 9</i></p>	<p>Class brainstorms ideas for an invitation letter that both describes the event and invites parents to attend. Ideas are categorized by teacher in a graphic organizer. Referring to the organizer, individual students create and personalize invitations for their parents, using word processing and computer graphics. Using a student-created rubric, peers assess each letter and revise as necessary.</p> <p><i>Performance indicators: 1, 3, 6, 9</i></p>	<p>Students brainstorm how to publicize a class event (e.g., publishing party or class play) in the school newsletter. Using a student-created rubric to guide the development, students work in pairs to write notices, which include computer graphics. Each notice is assessed with the rubric. Class selects one notice to be published in the school newsletter and the others are enlarged into posters, which are then placed around the school.</p> <p><i>Performance indicators: 1, 2, 3, 8</i></p>



STANDARD 5:

Students will demonstrate cross-cultural knowledge and understanding.

Students will demonstrate cross-cultural knowledge and sensitivity in communicating with others of varied social, cultural, and linguistic backgrounds. They will develop and use culturally appropriate behaviors, and a knowledge of local and U.S. cultures and practices, in their interactions with others in their new cultural environment.

Standard 5: Performance Indicators

- 1. Demonstrate familiarity with cultural and language patterns and norms in American English.**
Such patterns and norms include levels of formality, slang, humor, idioms, and rhetorical patterns. (L, S, R, W)
- 2. Demonstrate familiarity with a broad range of U.S. cultural and political referents through institutions, functions, and processes at the local and national levels.**
Such cultural referents include holidays, symbols, traditions, customs, governance systems, and schooling. (L, S, R, W)
- 3. Recognize and share cross-cultural experiences, and ideas, and connect with those of others.**
(L, S, R, W)
- 4. Interpret and demonstrate knowledge of nonverbal and oral communication features, and understand the contexts in which they are used appropriately.**
Such means of nonverbal communication include gestures, body language, volume, stress, and intonation. (L, S)
- 5. Read, listen to, and discuss myths, folktales, and literature from the United States and international regions and cultures, including the students' own, and identify similarities and differences among them.** (L, S, R, W)
- 6. Recognize and demonstrate an appreciation of some commonalities and distinctions across cultures and groups (differentiated by gender, ability, generations, etc.) including the students' own.** (L, S, R, W)

Listening (L) Speaking (S) Reading (R) Writing (W)

Elementary
Sample Classroom Tasks in ESL by English Proficiency Level

Beginning	Intermediate	Advanced
<p>TASK 1</p> <p>Teacher and students collaboratively create a chart listing selected national holidays in the United States (e.g., 4th of July, Memorial Day) and categories such as date, food, and activities. With teacher assistance, students complete chart, describing aspects of the holidays.</p> <p><i>Performance indicator: 2</i></p>	<p>Students complete Beginning task. Teacher and students develop interview questions for family members to use in obtaining details on a selected holiday in their country. Students interview family members, share the information with the class, and make a multimedia presentation to a non-ESL class on a holiday from their country. Presentations might include pictures, food, costumes, artifacts, and a description of traditional activities. Students add the details to the holiday chart.</p> <p><i>Performance indicators: 2, 4, 6</i></p>	<p>Students select one American holiday and a corresponding holiday from their country (e.g., 4th of July and Cinco de Mayo) and compare/contrast these holidays by researching their history and purpose. Students compile information into a booklet on international holidays for school or class library.</p> <p><i>Performance indicators: 2, 5, 6</i></p>
<p>TASK 2</p> <p>Teacher shares information about the Pilgrims (e.g., <i>The Pilgrims of Plimoth</i>, <i>The First Thanksgiving</i>, <i>Squanto's Journey</i>). After class discussion, students use a teacher-made T-chart to fill out basic information about the Pilgrims (who they were, where they came from, why they came, how they traveled, when and where they landed, what their difficulties were, who helped them and how). Students take their chart home to fill out similar information about their own family's immigration, with parents' input. Students share these charts in class and then post them in room.</p> <p><i>Performance indicators: 2, 3, 6</i></p>	<p>Students listen to <i>Sarah Morton: A Day in the Life of a Pilgrim Girl</i> and/or <i>Samuel Eaton: A Day in the Life of a Pilgrim Boy</i>, and they study the photographs in the book. Class discusses the book and develops a chart listing certain aspects of a Pilgrim child's life (e.g., chores, clothing). Next to each item, students describe their own chores, clothing, etc. Students use the info in the chart to make illustrated books of a day in their lives in America. They share their books and discuss them in class.</p> <p><i>Performance indicators: 2, 3, 6</i></p>	<p>Students complete Beginning task, using a multiple-column chart instead of a T-chart. Class reads <i>How Many Days to America</i>. Class discusses how this family's experiences on their journey to America compare to the Pilgrims' and what life may be like for them after they get settled here. Teacher makes available fiction and nonfiction books about various families' immigration experiences (e.g., <i>The Feather-Bed Journey</i>, <i>I Was Dreaming to Come to America</i>, <i>The Long Way to a New Land</i>, <i>Making a New Home in America</i>). Small groups each select one book to read and present to class. Class discusses common struggles and other aspects of immigration experiences.</p> <p><i>Performance indicators: 2, 3, 6</i></p>
<p>TASK 3</p> <p>Students listen to two or three simple "why" (<i>pourquoi</i>) stories or myths from different countries on a similar theme (e.g., animals, sun/moon/Earth). Examples are <i>Why Opossum Is Grey</i>, <i>Why Owl Comes Out at Night</i>, <i>Why Mosquitoes Buzz in People's Ears</i>. Class discusses similarities. Students identify, orally or in pictures, one or two elements that show that the stories take place in different countries (e.g., names, language, clothing, landscape).</p> <p><i>Performance indicator: 5</i></p>	<p>With teacher support, small groups read different why (<i>pourquoi</i>) stories or myths (if possible, from their native lands). Each group collaborates on a summary and poster of their story to present to class. Class develops a chart listing similarities and differences in the stories. Students identify culture-specific elements (see Beginning task) and in small groups write about how they contributed to the story.</p> <p><i>Performance indicators: 5, 6</i></p> <p>Students complete Intermediate task. Class</p>	<p>reviews different elements of a why (<i>pourquoi</i>) story or myth and brainstorms topics for their own stories in this genre, including themes from North American culture (e.g., why a hot dog is a popular item at baseball games). Groups or individual students create illustrated <i>pourquoi</i> stories or myths, to be collected in class book.</p> <p><i>Performance indicators: 2, 5, 6</i></p>

Elementary

Sample Classroom Tasks in ESL by English Proficiency Level

Beginning	Intermediate	Advanced
<p>TASK 4</p> <p>Students read or listen to a story dealing with emotions. During the reading, students look at the pictures and describe with teacher assistance the emotions expressed by the main character. After reading, students act out the story verbally and nonverbally. Teacher elicits “feeling” words. Students brainstorm, draw, and share their own feelings, specifically as they relate to cross-cultural experiences. Pictures can be labeled and assembled into “feelings” books.</p> <p><i>Performance indicators: 3, 4, 6</i></p>	<p>Students read or listen to a story dealing with emotions. Teacher stops periodically, anticipating important events in the story. Using large paper folded into eight squares, students write short sentences in the top four squares to describe their predictions of what will happen and how the main character will feel. After the reading, students use the bottom squares to write what actually happened and how the character felt, noting whether or not their predictions came true. Students then use feeling words to describe in writing an emotional event in their lives. Students share final drafts and compile stories into a class feelings book.</p> <p><i>Performance indicators: 3, 4, 6</i></p>	<p>Students read/discuss a book on emotions (as mentioned in Intermediate task). Students cut out magazine pictures that show different emotions and hang these pictures around the room. Class brainstorms a list of important events (e.g., wedding, funeral, birth, graduation, relocation). In pairs, students research (through Internet, books, and interviews) the ways these events are commemorated in different cultures (including students’ native countries) and in the U.S., paying attention to how feelings of grief, happiness, excitement, etc. are expressed. Students share and discuss findings in class.</p> <p><i>Performance indicators: 2, 3, 4, 5, 6</i></p>
<p>TASK 5</p> <p>Teacher reads <i>I Hate English</i> to class. After class discussion, students illustrate beginning, middle, and end of the book, showing the main character’s initial problems and gradual mastery of English. Teacher asks individual students to rate how they like English. Teacher helps class create a list of things one can do to learn more English (e.g., play with English-speaking friends, watch TV, read/look at picture books, ask questions). Class creates posters with these suggestions, for display in classroom or hallway.</p> <p><i>Performance indicators: 3, 4, 6</i></p>	<p>Teacher shares a variety of books about the school experiences of newly arrived immigrants. With teacher’s help, class creates a chart listing different problems experienced by the main characters and how they are (or could be) solved. Students draw, write about, and share their own problems (past or current) in adapting to life here, and add information to the chart. Class helps figure out possible solutions. Student writings are included in a class book.</p> <p><i>Performance indicators: 3, 4, 6</i></p>	<p>Teacher shares one of the books used in the Intermediate task, and small groups of students read additional books. Groups present books to class. Class creates and fills out chart (including pertinent information from the books as well as personal experiences), as in Intermediate task. Class uses the information in the chart to collaborate on a simple illustrated “problems/solutions” guide of culturally appropriate behavior in American schools for newly arrived students. Guides are made available upon registration of new ESL students and for parents at ESL orientation meetings.</p> <p><i>Performance indicators: 2, 3, 4, 6</i></p>

Elementary
Sample Classroom Tasks in ESL by English Proficiency Level

Beginning	Intermediate	Advanced
<p>TASK 6</p> <p>Teacher gradually introduces a variety of American games (e.g., Simon Says, I Spy, Bingo) and/or board games (e.g., Chutes and Ladders, Candy Land, Dominoes). If possible, students are paired with native English speakers while learning to play the games. Teacher conducts a survey of favorites and helps students make bar graphs. Students take turns bringing in or demonstrating games played in their native cultures, and all students may participate in the games. Resources may include parents, Internet, or books such as <i>Multicultural Game Book</i>.</p> <p><i>Performance indicators: 1, 2, 4</i></p> <div data-bbox="159 835 540 1241" data-label="Image"> </div>	<p>With teacher's help, class brainstorms list of American games, both simple ones (see Beginning task) and more complex ones (e.g., Scrabble Junior, Hangman, Pictionary Junior). Teacher provides a variety of these games and students take turns explaining/demonstrating games not known to others. After playing the games, students take turns bringing in or demonstrating games played in their native cultures (see Beginning task). Class discusses how these games are similar to or different from the American games. Surveys are conducted to determine student opinion of games (favorite, least favorite, hardest, easiest, etc.). They share results in class.</p> <p><i>Performance indicators: 1, 2, 4, 6</i></p>	<p>Students complete Intermediate task. Class then collaborates on the creation of an illustrated book of international games. Teacher helps the class organize an international game day (schoolwide, or in selected classrooms). Stations are set up to demonstrate games from various regions of the world. ESL students demonstrate games and help visiting classes play the games. Surveys are conducted (see Intermediate task). A copy of the book is presented to each visiting class.</p> <p><i>Performance indicators: 1, 2, 4, 6</i></p> <div data-bbox="1128 814 1485 1178" data-label="Image"> </div>

LEARNING EXPERIENCE

The Habitat Next Door

Submitted by
Jo Wilson

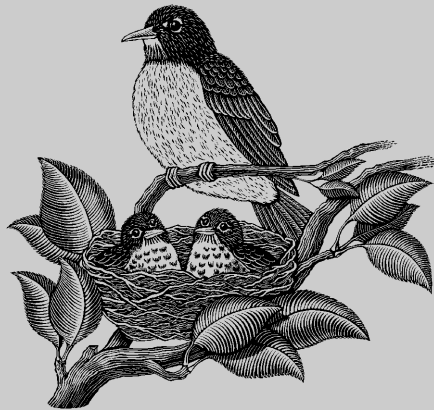
Rochester City School District
Rochester, New York

**Proficiency Level: All ESL levels
(Group 1: Beginning to Intermediate;
Group 2: Advanced)**

LEARNING CONTEXT

This learning experience involved third-grade students in a daily ESL pullout class. There were two groups of students: one was characterized by beginning and intermediate proficiency in English, the other by advanced proficiency. Our topic, habitats, was congruent with the first social studies and science topics being studied in the third-grade sheltered English classroom. Although the general topic of habitats was preestablished, the students played a major role in determining how we approached our study. Students needed a basic understanding of living organisms, a topic being studied in the grade three curriculum, to succeed with the learning experience.

The theme for this learning experience was “from understanding animal habitats to exploring the nature of human habitats.” The culminating project was designing and building a wall-size mural of our neighborhood habitat. Through multiple means of research, including a neighborhood walk, email communication with an environmental “expert,” library research, and online research, the students embellished the mural with photographs of local animals and their habitats, as well as data on these animals and habitats.



STANDARDS & PERFORMANCE INDICATORS

ESL STANDARDS (Elementary, Grades 2–4)

ESL STANDARD 1: Students will listen, speak, read, and write in English for information and understanding.

Performance Indicators:

2. Students read, gather, view, listen to, organize, discuss, and interpret information related to academic content areas from various sources.
7. Students present information clearly in a variety of oral and written forms for different audiences and purposes related to all academic content areas.
11. Students use the process of prewriting, drafting, revising, and proofreading (the “writing process”) to produce well-constructed informational texts.
13. Students engage in collaborative activities through a variety of student groupings to read, gather, share, discuss, interpret, organize, and present information.

ESL STANDARD 3: Students will listen, speak, read, and write in English for critical analysis and evaluation.

Performance Indicators:

4. Students evaluate their own and others’ work, individually and collaboratively, on the basis of a variety of criteria.
7. Students engage in collaborative activities through a variety of groupings to discuss, share, reflect on, develop, and express opinions and evaluations about a variety of experiences, ideas, and information.

ESL STANDARD 4: Students will listen, speak, read, and write in English for classroom and social interaction.

Performance Indicators:

1. Students use a variety of oral, print, and electronic forms for social communication and for writing to or for self, applying the conventions of social writing.
3. Students request and provide information and assistance, orally or in writing, for personal, social, and academic purposes.

TEACHER'S REFLECTION:

At each stage of this learning experience I assisted the children in defining the goals of our work and setting outcomes and standards for our performances, but the children decided what each one of them had to achieve. Clearly, I learned that when the conditions for learning are present, genuine inquiry and learning may take place. I learned many things about my students' interests while working with them on this project. One exciting moment for me came while my students were labeling the photos taken on our neighborhood walk. The students turned the activity into a guessing game in which they tried to figure out from the label what was depicted in the picture, without looking at the photo. This taught us all about the importance of specificity and accuracy in labeling. In fact, the labels were good enough that the pictures, once labeled, could be sorted into the categories of food, home, water, and animals without being opened for review. This was writing for a real audience, in real time. This simple little task also taught my students a great deal about managing folders and files on the computer.

PROCEDURE

TEACHER ACTIVITIES

- Guides students in a general discussion of natural (e.g., forests) and human-made (e.g., zoos) habitats, establishing context, activating prior knowledge, and creating visuals
- Selects and reads *Antonio's Rain Forests* by Anna Lewington
- Leads discussion about habitats
- Locates Cornell Cooperative Extension expert
- Composes a self-reflection form for students

STUDENT ACTIVITIES:

- ☀ Brainstorm about the word *habitat* and discuss the difference between natural and human-made habitats
- ☀ Browse *Zoo Books* and select one for focus of study
- ☀ Complete map work: color and identify 7 continents and 4 oceans
- ☀ Read and listen to *Antonio's Rain Forest*
- ☀ Brainstorm and create webs of animals (and plants) that live in the local neighborhood
- ☀ Make a large wall map of the neighborhood
- ☀ Take a neighborhood walk and gather/categorize data in charts compiled from individually collected data; include photos taken
- ☀ Individually engage in research project via observation of animal life in an area of the neighborhood habitat
- ☀ Create written and graphic observations
- ☀ Communicate with local environmental experts on questions of habitat
- ☀ Select a local animal from local habitat to study, conduct library and Internet research, and create report
- ☀ Develop criteria of what makes a good report, create a rubric to guide the writing process, and include pictures and illustrations
- ☀ E-mail report to an online expert for review
- ☀ Display habitat project, including written reports and credits, at school



TIME REQUIRED

Planning: 2 weeks (concurrent with implementation)

Implementation: 10 weeks (8 weeks of implementation with ongoing assessment, 2 weeks of completion of final project)



RESOURCES AND MATERIALS

- *Antonio's Rain Forest* by Anna Lewington
- Collection of *Zoo Books*
- Variety of library books
- Collections of encyclopedias on CD-ROM
- Amazing Animals CD-ROM
- Digital still camera
- Computers with Internet connection and e-mail capability
- Color printer
- Poster paints and construction paper
- *The Rain Forest* by Helen Cowcher
- *Ocean World* by Tony Rice
- *Vision and Voice* by Linda Rief
- *Inquiry at the Window* by Phyllis and David Whitin
- Internet sites (www.pbskids.org/kids, www.nwf.org/habitats, www.owlpages.com/art, www.csubak.edu/FACT/urban, www.wildlifehabitats.com)



ASSESSMENT PLAN

Assessment was built into each of the tasks in which the students were involved. The following are some of the tasks that were assessed:

- Creating webs
- Creating a KWL chart
- Creating a journal
- Maintaining field notes
- Organizing field data
- Sorting and categorizing
- Using the writing process
- Designing and building a display

This learning experience employed multiple tools and procedures for assessment, including:

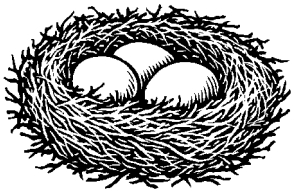
- Rubrics
- Self-reflection
- Teacher observation
- Reports
- Checklist
- Graphic organizers
- Informal review of e-mail communications

INSTRUCTIONAL/ENVIRONMENTAL MODIFICATIONS

- ✓ Computers were used regularly for gathering information, communicating with experts and agencies, doing library searches, requesting reference material, viewing digital photos, and preparing formal writing. The broad range of these activities (still photography, painting, drawing, sketching, note taking, charting, writing, oral discussion, brainstorming, etc.) allowed each of the students to find a niche and come up with a way to be successful.
- ✓ All other adaptations were made in regard to grouping on the basis of English language proficiency. This was addressed by creating two groups of students; beginners and intermediates were placed in one group and advanced students in another.

STUDENT WORK/PRODUCTS

- Journal of animal activity from one neighborhood location including illustrations, date and time of observation
- Photographs of animal homes, food sources, water sources, animals sighted during a neighborhood walk, sorted into categories
- Drawing of large scale map of neighborhood, including our homes and possible places animals might live and charted location and subject of each photograph on neighborhood walk
- Sorted and classified digital photos following a neighborhood walk
- Brainstormed list of possible ways to learn more about the animals living in our neighborhood
- Email communication with "experts" with whom the class discussed and asked about habitats of urban animals
- Notes on one urban animal written in a class journal
- Class rubric to guide writing an urban animal report
- Written report of an urban animal using information from research
- Large scale mural (neighborhood habitat) for a large wall in the school hallway; each student placed a scaled, realistic drawing of his or her animal in an appropriate location within the mural



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student work samples

○ **Designing a Research Project**

1. Pick something to observe outside your window.

My backyard because there
are is tree and there are a nest.

2. Decide what time of day you are going to make your observations each day. After School

3. What kinds of things you think you might see.

I am going to see a bird nest in my
backyard. The bird nest is big.

○ In the bird nest they have eggs,

○ Date Nov 27 time 4:49
great! observation.
 I Saw a tree with a nest.
 I Saw a Squirrel in a tree
 I Saw a Squirrel eating.
great sketching.
 good job with date and time.

Date 28 Nov.
 ○ The bird nest is big.
 My tree is big to.
 I like the big nest.
 I like my tree.
good!
 Sorry there were no animals today.
time 4:48

Date Nov. 29
 the Squirrel he is caing nest.
 the squirrel eat fast.
 I am so glad you saw an animal.
 Good sketching. Squirrels eat
 very fast!
time 4:27

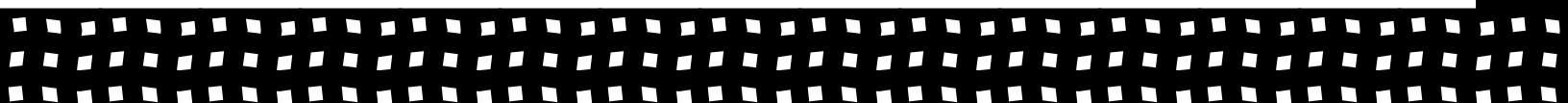
○ Date Nov. 30
 I like the Squirrel and the tree.
time 4:48



English as a Second Language

Intermediate Grades 5 – 8

- *Learning Standards and Performance Indicators*
- *Sample Classroom Tasks*
- *Learning Experience*



1 ESL Performance Indicators

STANDARD 1:

Students will listen, speak, read, and write in English for information and understanding.

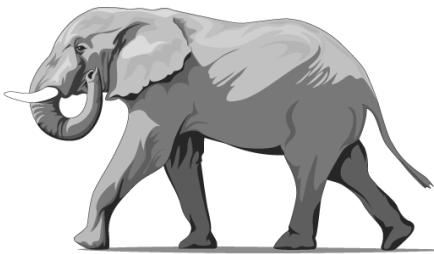
Students learning English as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.

Standard 1: Performance Indicators


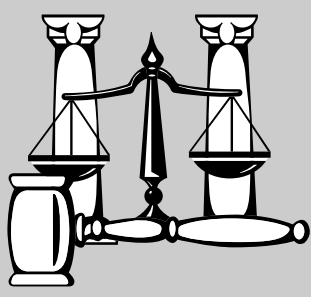
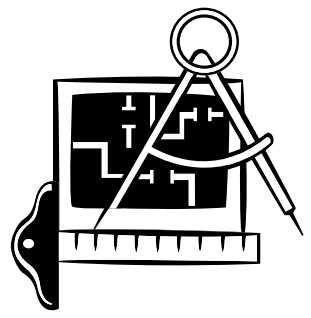
1. **Identify and use reading and listening strategies to make text comprehensible and meaningful.**
Such strategies include skimming; scanning; previewing; reviewing; discussing; listening selectively; listening for a specific purpose; listening for main ideas and details; note taking; using structural and context clues, cognates, format, sequence, and an understanding of letter-sound relationships to decode difficult words. (L, R)
2. **Read, gather, view, listen to, organize, discuss, interpret, and analyze information related to academic content areas from various sources.**
Such sources include nonfiction books for young adults, reference books, magazines, textbooks, the Internet, databases, audio and media presentations, oral interviews, charts, graphs, maps, and diagrams. (L, S, R, W)
3. **Select information appropriate to the purpose of the investigation, relate ideas from one written or spoken source to another, and exclude nonessential information.** (L, S, R, W)
4. **Compare, contrast, categorize, and synthesize to gain a deeper understanding of information and objects.** (L, S, R, W)
5. **Formulate, ask, and respond to various question forms to obtain, clarify, and extend information and meaning.** (L, S, R, W)
6. **Make and support inferences about information and ideas with reference to features in oral and written text.**
Such features include vocabulary, format, facts, sequence, and relevance of details. (L, S, R, W)
7. **Present information clearly in a variety of oral and written forms for different audiences and purposes related to all academic content areas.**
Such forms include paraphrases, summaries, stories, reports, essays, posters, charts, and other graphics. (S, W)
8. **Select a focus, organization, and point of view for oral and written presentations, and justify this selection.** (S, W)
9. **Convey and organize information, using facts, details, illustrative examples, and a variety of patterns and structures.**
Such patterns and structures include chronological order, cause and effect, problem and solution, and general-to-specific presentation. (S, W)
10. **Distinguish between fact and opinion, and relevant and irrelevant information, and exclude nonessential information in oral and written presentations.** (L, S, R, W)
11. **Use the process of prewriting, drafting, revising, peer editing, and proofreading (the "writing process") to produce well-constructed informational texts.** (L, S, R, W)
12. **Convey information and ideas through spoken and written language, using conventions and features of American English appropriate to audience and purpose.**
Such spoken language features include appropriate grammar, vocabulary, pronunciation, intonation, and a wide variety of sentence structures. Such written language features include appropriate grammar, vocabulary, correct spelling, punctuation, capitalization, paragraphing, and a wide variety of sentence structures. (L, S, R, W)
13. **Engage in collaborative activities through a variety of student groupings to read, gather, share, discuss, interpret, organize, analyze, and present information.**
Such groupings include small groups, cooperative learning groups, process writing groups, cross-age groups, research groups, and interest groups. (L, S, R, W)
14. **Consult print and nonprint resources (e.g., audio/visual media, family) in the native language when needed.** (L, S, R)
15. **Apply self-monitoring and self-correcting strategies for accurate language production and oral and written presentation, using established criteria for effective presentation of information.**
Such strategies include referring to illustrations, asking questions, starting over, rephrasing, and exploring alternative ways of saying things. (L, S, R, W)
16. **Apply learning strategies to acquire information and make texts comprehensible and meaningful.**
Such strategies include using prior knowledge, graphic organizers, and context clues; planning; note taking; inferencing; questioning; exploring cognates and root words; and applying ideas to new settings or experiences. (L, S, R, W)

Listening (L) Speaking (S) Reading (R) Writing (W)

Intermediate
Sample Classroom Tasks in ESL by English Proficiency Level

Beginning	Intermediate	Advanced
<p>TASK 1</p> <p>Teacher shows brief timeline of her life. Students use a graphic organizer (e.g., wheel) to brainstorm important events in their lives (e.g., moving, starting school). They choose at least five events from their own lives, place these events on a timeline, and select one event and write a short description of it. Timelines and descriptions are posted in classroom.</p> <p><i>Performance indicators: 3, 7</i></p>	<p>Students use Beginning brainstorming and timeline task. They interview family members to expand the timeline with events such as their first word or first steps and early interesting experiences. Students present timelines to class. Peers comment on most surprising/interesting events. Each student selects one significant event from his/her life and writes a brief description of it and an explanation of why it was memorable.</p> <p><i>Performance indicators: 3, 5, 7, 9</i></p>	<p>Students use Intermediate interview data and timeline presentations. Classmates take notes on student presentations. Students use notes to write follow-up questions to the student presenter about particular events. Student presenters then conduct follow-up family interviews based on these questions and use their findings to create a short autobiography, including pictures or illustrations, to be shared with the class and displayed in the class library.</p> <p><i>Performance indicators: 3, 5, 7, 9, 14</i></p>
<p>TASK 2</p> <p>Students peruse <i>Zoo Books</i> and choose an animal to investigate. Class brainstorms a vocabulary list of the parts of an animal. Students in small groups make a large drawing of their animal and label it. Teacher posts labeled pictures in the classroom.</p> <p><i>Performance indicators: 2, 7</i></p>	<p>Students peruse <i>Zoo Books</i>, choose an animal, and list five to ten facts extracted from pictures and text. Then they draw and label their animal and use facts to write two questions and answers about the animal. Students exchange pictures and questions, and writer supplies reference material or correct answers when necessary. Students check answers, using classroom reference materials.</p> <p><i>Performance indicators: 1, 2, 5, 7</i></p>	<p>Students peruse <i>Zoo Books</i> and choose an animal. They record what they know and what they want to know on a KWL chart on their animal. Using at least two sources or the Internet, students answer the questions from their “Want to Know” column in a brief report. They find pictures on the Internet to illustrate their research, and use them to make overheads, slides, or PowerPoint presentation for a primary-grade class.</p> <p><i>Performance indicators: 1, 2, 3, 5, 6, 7, 12, 16</i></p> <div style="text-align: center;">  </div>

Intermediate
Sample Classroom Tasks in ESL by English Proficiency Level

Beginning	Intermediate	Advanced
<p>TASK 3</p> <p>Teacher shares picture book on the social studies topic of exploration (e.g., the Age of Exploration), and then talks about the pictures, particularly people. Using the key vocabulary as a basis, students construct a bulletin board that maps various explorers' voyages. The class uses the bulletin board to prompt a discussion of these voyages and of the lives and personal characteristics of the explorers.</p> <p><i>Performance Indicators: 1, 2, 3, 4, 7</i></p>	<p>Teachers and students discuss concepts of exploration using pictures, textbook, or picture books (see Beginning task). After reading about the Age of Exploration, students assume the character of an important figure from the age and write one or more diary entries about an important life experience (diary entries by Lewis and Clark serve as examples). Students read their entries to the class, and the class guesses the character's identity.</p> <p><i>Performance indicators: 1, 2, 3, 4, 5, 7, 9, 15</i></p>	<p>After generating a student-made rubric for evaluating a research report, students in pairs or small groups choose a significant person or event from the Age of Exploration, research the topic in books or through the Internet, and write a report to be shared in class. Students self-assess, citing evidence and justifying rubric score.</p> <p><i>Performance indicators: 1, 2, 3, 7, 8, 9, 11, 15, 16</i></p>
<p>TASK 4</p> <p>Class generates a list of questions about career plans for paired interviews with a classmate. Teacher offers books and other materials on careers as resources. Students interview partners about their career interests. Interests are shared in class. The class collaborates to create various bar graphs based on such themes as career preferences, reasons for preferences, education/training/experience necessary for career preferences.</p> <p><i>Performance indicators: 2, 3, 4, 5, 13</i></p> <div style="text-align: center;">  </div>	<p>Class discusses issues of career choice and preparation. Together, students generate a list of personal questions for interviewing an adult about his/her career choice (e.g., education needed for the career, career goals). Students interview someone from their native country and afterward share what they found out with the class. They write a short report on the career, noting what was surprising, interesting, and informative about the interviewee or career. Reports are posted on career bulletin board.</p> <p><i>Performance indicators: 2, 3, 4, 5, 7, 10, 15</i></p> <div style="text-align: center;">  </div>	<p>Students complete the Intermediate task. After oral reports are completed, students select several interesting careers for further study and organize a "career day." Students divide into groups and each group selects a career to present. Students invite a guest speaker representing their group's career field. They present other information (e.g., social need for career, salary, education/training/skills required, working conditions) about the career via charts, overheads, etc. Then they research the selected topic and write a letter back to the interviewee that summarizes the information from the interview, includes new information about the researched topic, and asks follow-up questions if appropriate.</p> <p><i>Performance indicators: 2, 3, 4, 5, 7, 10, 12, 13, 15, 16</i></p> <div style="text-align: center;">  </div>

Intermediate
Sample Classroom Tasks in ESL by English Proficiency Level

Beginning

Intermediate

Advanced

TASK 5

Students cut out pictures of foods from magazines and newspapers. They label the pictures with teacher assistance. Students produce a list of the foods their families frequently buy at the grocery store. Students are given two blank copies of food pyramids and the teacher explains how a food pyramid is organized. On the first pyramid, students write in the foods they eat most often from their native lands. On the second copy, the whole class writes in the “American” food pyramid. Class compares and contrasts the kinds of foods they ate in their native country with those eaten in the U.S.

Performance indicators: 3, 5, 12

In pairs or small groups, students select their favorite foods from the school cafeteria, analyze their nutritional content through information gathered on the Internet, and summarize their findings on bar graphs. Each group prepares a brochure showing pictures of the cafeteria food, with nutritional information attached. Students write a description of the dish, and their opinion as to taste.

Performance indicators: 2, 3, 6, 7, 8, 10, 15, 16

Students complete Intermediate task. After researching information on optimal nutritional meals, students discuss what kinds of food they need to be eating at mealtimes in order to have a balanced diet. Students develop a recommended weekly diet from foods researched in the class. Students try to follow the diet for a week, keeping a journal of what they eat, and report back to class on their success. Class may chart nutritional intake of students and discuss ways of improving their normal diets.

Performance indicators: 2, 3, 4, 6, 7, 8, 13, 14, 15



STANDARD 2:**Students will listen, speak, read, and write in English for literary response, enjoyment, and expression.**

Students learning English as a second language will use English for self-expression, artistic creation, and participation in popular culture. They will develop and use skills and strategies appropriate to their level of English proficiency to listen to, read, and respond to oral, written, and electronically produced texts and performances, relate texts and performances to their own lives and other works, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent.

Standard 2: Performance Indicators

- 1. Read, listen to, view, write about, and discuss texts and performances from a wide range of authors, subjects, and genres.**

Such sources include picture books, myths, fables, poems, stories, plays, novels, and other fiction and non-fiction texts in authentic and modified forms, including works of American popular culture. (L, S, R, W)

- 2. Identify and use reading and listening strategies to make literary text comprehensible and meaningful.**

Such strategies include skimming, scanning, previewing, reviewing, listening selectively, listening for a specific purpose, and listening for main ideas and details. (L, R)

- 3. Identify and explain the distinguishing features of the major genres, and use those features to aid comprehension, interpretation, and discussion of literature. (L, S, R, W)**

- 4. Locate and identify selected literary elements and techniques in texts and relate those elements to those in other works and to students' own experiences.**

Such elements include setting, character, plot, theme, point of view, repetition, characterization, imagery, foreshadowing, and climax. (L, S, R, W)

- 5. Make predictions, inferences, and deductions, and describe different levels of meaning of literary works presented orally and in written form, including literal and implied meanings.**

Strategies include summarizing; explaining; and identifying word choice, point of view, and symbols. (L, S, R, W)

- 6. Read aloud with confidence, accuracy, and fluency. (S, R)**

- 7. Compose and present personal and formal responses to and interpretations of published literary works and the work of peers, referring to details and features of text.**

Such features include characters, setting, plot, ideas, events, vocabulary, and text structure. (L, S, R, W)

- 8. Create stories, poems, songs, and plays, including those that reflect traditional and popular American culture, observing the conventions of the genre; create an effective voice, using a variety of writing styles appropriate to different audiences, purposes, and settings. (S, W)**

- 9. Engage in collaborative activities through a variety of student groupings to create and respond to literature.**

Such groupings include small groups, cooperative learning groups, literature circles, and process writing groups. (L, S, R, W)

- 10. Create, discuss, interpret, and respond to literary works, using appropriate and effective vocabulary, grammar, spelling, and punctuation in writing, and using appropriate vocabulary, grammar, and pronunciation in speaking. (L, S, R, W)**

- 11. Apply self-monitoring and self-correcting strategies while reading, viewing, discussing, listening to, or producing literary texts and essays.**

Such strategies include asking questions, starting over, rephrasing, and exploring alternative ways of saying things. (L, S, R, W)

- 12. Apply learning strategies to comprehend and make inferences about literature and produce literary responses.**

Such strategies include asking questions, using prior knowledge, graphic organizers, and context clues; planning; note taking; and exploring cognates and root words. (L, S, R, W)

Listening (L) Speaking (S) Reading (R) Writing (W)

Intermediate
Sample Classroom Tasks in ESL by English Proficiency Level

Beginning	Intermediate	Advanced
<p>TASK 1</p> <p>Students listen to one or two versions of <i>The Three Little Pigs</i>. They retell one of the versions, using a storyboard, and together they create a new ending. Teacher writes new ending on newsprint for students to review later.</p> <p><i>Performance indicators: 1, 2, 8, 9</i></p>	<p>Students read <i>The Three Little Pigs</i> and <i>The True Story of the Three Little Pigs</i> (the latter presents the wolf's point of view). They answer questions in writing such as "Who do you believe, and why?" In small groups, they share answers and discuss differences. Students divide up according to different points of view, and debate accordingly.</p> <p><i>Performance indicators: 1, 2, 4, 5, 7, 9, 10, 11, 12</i></p>	<p>Students read <i>The Three Little Pigs</i>, <i>The True Story of the Three Little Pigs</i>, and <i>Little Red Riding Hood</i>. Pairs of students take turns role-playing a conversation in a diner between the wolves from the three stories. Teacher provides dialogue starters (e.g., "You won't believe what happened to me," "I am so frustrated because ...") and guidelines (e.g., express feelings, provide details of story, ask follow-up questions). After role-plays, students write dialogue between the three little pigs and Little Red Riding Hood for performance in another class.</p> <p><i>Performance indicators: 1, 2, 4, 5, 7, 9, 10, 11, 12</i></p>
<p>TASK 2</p> <p>Students read, listen to, or view a fiction and a nonfiction piece (including picture books) on a similar topic (e.g., <i>The Lion and the Mouse</i> and a text on lions; <i>Little Red Riding Hood</i> and a text on wolves). Using a Venn diagram or other graphic, students compare the treatment of the topic in the fiction and nonfiction pieces (e.g., they look at how the authors portray lions). Lists, with picture cues, of genre characteristics are posted on bulletin board for future reference.</p> <p><i>Performance indicators: 1, 2, 3, 4, 7, 10, 12</i></p>	<p>Students complete the Beginning task, then compare/contrast other works of fiction and nonfiction they find in the school library, focusing on particular genres of interest. They write a brief opinion on which genre they like best and explain why, using evidence from the texts. They share their opinions with the class.</p> <p><i>Performance indicators: 1, 2, 3, 4, 7, 10, 12</i></p>	<p>Students complete Intermediate task. They form two groups based on genre preference. Groups present an argument for their preference, using the characteristics of the genre as support. With a partner, students write a persuasive letter to the school librarian or editor of the school paper, giving their opinions on the material available in the library and recommendations if appropriate (such as arguing for a stronger emphasis on one or more genres).</p> <p><i>Performance indicators: 1, 2, 3, 4, 7, 10, 12</i></p>
<p>TASK 3</p> <p>Class draws up a list of titles of stories and poems previously read. Then they generate a list of various genres of fiction in English (e.g., poetry, myths, science fiction, plays) with basic definitions and attach appropriate labels to the list of materials read. Class creates a chart of the titles, genres, and their definitions/descriptions, and posts it in the classroom. As a whole class, students maintain a chart of examples of various literary elements from texts along with titles that they read or hear throughout the year.</p> <p><i>Performance indicators: 1, 3, 4, 12</i></p>	<p>Teacher provides definitions and some examples of literary elements (e.g., metaphor, foreshadowing, dialect, rhyme, meter, irony). As a whole class, students read a fictional piece (e.g., <i>The Little Prince</i>, <i>The Pearl</i>) and identify examples of literary elements. Students complete a web map for each of these elements, using examples from the text.</p> <p><i>Performance indicators: 1, 3, 4, 12</i></p>	<p>Students individually choose a work of fiction and identify examples of literary elements on an individual chart or in their reading logs. They compare the use of these elements in their individual reading to the use of the elements in the text read by the whole class during class discussions or in reading circles.</p> <p><i>Performance indicators: 1, 3, 4, 11, 12</i></p>

Intermediate

Sample Classroom Tasks in ESL by English Proficiency Level

Beginning	Intermediate	Advanced
<p>TASK 4</p> <p>Teacher reads some simpler fables (e.g., Leonna, Aesop, Steig, Noble) aloud to students and uses one or more story maps with students to identify characters, setting, problem, and solution. In small groups, students brainstorm author's intended moral.</p> <p><i>Performance indicators: 1, 3, 5</i></p>	<p>Students complete Beginning task. Teacher reads a new fable but stops before the ending. Each student writes an original ending for the fable. Teacher continues reading the fable. Students discuss the author's moral/lesson and then compare their endings with the author's. They critically analyze the elements of the genre (moral, animal messenger).</p> <p><i>Performance indicators: 1, 3, 5, 8</i></p>	<p>Students complete Intermediate task. They select a fable from their culture to present to the class or they write an original fable, selecting an animal and a problem. They illustrate four critical scenes from the fable for presentation. They practice presentation with ESL classmates and when ready, formally present the fable to other small groups (e.g., younger students, invited guests). The class publishes an anthology of their fables.</p> <p><i>Performance indicators: 1, 3, 5, 6, 8, 10, 11, 12</i></p>
<p>TASK 5</p> <p>Teacher reads aloud a book or story by a particular author (e.g., Steig, Dahl, di Paola, Blume). Students then listen to the book on tape, and on comment sheets, they respond to questions in writing or pictures. Students read aloud with the tape when possible.</p> <p><i>Performance indicators: 1, 2, 6, 11</i></p>	<p>Students complete Beginning task. They select a book or story by the same author to read and listen to on tape. Students practice reading the book aloud with fluency and accuracy (in class and at home). Class watches book talk segments from the PBS series <i>Reading Rainbow</i>. Each student gives a book talk to class, incorporating a short reading of a favorite passage. The teacher presents a number of book reviews of the author's books. Class analyzes the critical elements of book reviews. Each student, using the writing process, writes a book review of his/her selected book, and includes it as a companion to the book.</p> <p><i>Performance indicators: 1, 2, 6, 7, 10, 11, 12</i></p>	<p>After reading one or more works by a selected author, students read biographical material on this author. Class identifies literary elements and techniques employed by the author. Students speculate on connections between the author's life and the subject matter of that author's literary works. Each student writes and sends a letter to the author with questions/reflections on these connections.</p> <p><i>Performance indicators: 1, 2, 4, 6, 7, 10, 11, 12</i></p>

Intermediate
Sample Classroom Tasks in ESL by English Proficiency Level

Beginning	Intermediate	Advanced
<p>TASK 6</p> <p>Students listen to or read a simple illustrated story with dialogue. Teacher prepares a verbatim script and demonstrates a sample skit format using stick-figure puppets. Students work in small groups and prepare a skit, using the script. Skits are presented to class. Then, in small groups, students select a simple, familiar story for a puppet show. Students write a script, make simple puppets and scenery, choose roles, and present show to class.</p> <p><i>Performance indicators: 1, 2, 8, 9</i></p>	<p>Students complete the Beginning task. Then students read a few short plays and watch videos or films of plays (e.g., <i>Fairy Tale Theatre</i> or <i>West Side Story</i>). Class discusses elements of genre and features of performance. Class selects a segment of one play to perform, with simple scenery, props, and costumes.</p> <p><i>Performance indicators: 1, 2, 3, 6, 9</i></p>	<p>In small groups, students prepare and perform impromptu skits, combining random characters, settings, and problems provided by teacher. On an audience response sheet, viewers write a brief description of characters, setting, and plot, and they develop these descriptions into a short narrative of the play. Skits and reviews/narratives are put into book form and added to class library.</p> <p><i>Performance indicators: 1, 3, 4, 8, 9</i></p>

STANDARD 3:**Students will listen, speak, read, and write in English for critical analysis and evaluation.**

Students learning English as a second language will use English to express their opinions and judgments on experiences, messages, ideas, information, and issues from a variety of perspectives. They will develop and use skills and strategies appropriate to their level of English proficiency to reflect on and analyze experiences, messages, ideas, information, and issues presented by others using a variety of established criteria.

Standard 3: Performance Indicators

1. **Develop and present clear interpretations, analyses, and evaluations of issues, ideas, texts, and experiences, supporting positions with well-developed arguments.**
Forms of such presentations include oral (class presentations, speeches, and debates), visual (posters, graphs, charts, and illustrations), and written (essays, position papers, brochures). **(L, S, R, W)**
2. **Assess, compare, and evaluate the quality of spoken or written texts and visual presentations, using different criteria related to the organization, subject area, and purpose of text.**
Text types include editorials, letters to the editor, political speeches, illustrations, charts, and advertisements. **(L, S, R, W)**
3. **Recognize and communicate personal and multiple points of view within and among groups, in discussing, interpreting, and evaluating information in texts and presentations. (L, S, R, W)**
4. **Evaluate students' own and others' work, individually and collaboratively, on the basis of a variety of criteria.**
Criteria include visual presentation, clarity of ideas, logic, originality, comprehensiveness, and use of English vocabulary, grammar, and register. **(L, S, R, W)**
5. **Recognize, explain, and evaluate how structural features affect readers' and listeners' understanding and appreciation of text.**
Such features include organization, syntax, repetition of words or ideas, vocabulary, and visuals. **(L, S, R, W)**
6. **Speak and write, using the conventions and features of American English, to effectively influence an audience (e.g., to persuade, negotiate, argue).**
Such spoken language features include appropriate grammar, vocabulary, pronunciation, and intonation. Such written language features include appropriate grammar, vocabulary, correct spelling, punctuation, and capitalization. **(S, W)**
7. **Engage in collaborative activities through a variety of groupings to discuss, share, reflect on, develop, and express opinions and evaluations about a variety of experiences, ideas, and information.**
Such groupings include small groups, discussion groups, process writing groups, and cooperative learning groups. **(L, S, R, W)**
8. **Apply self-monitoring and self-correcting strategies, using established criteria for effective oral and written presentation, to adjust presentation and language production to effectively express opinions and evaluations.**
Such strategies include asking questions, starting over, rephrasing, and exploring alternative ways of saying things. **(L, S, R, W)**
9. **Apply learning strategies to examine and interpret a variety of materials.**
Such strategies include using prior knowledge, graphic organizers, and context clues; planning; note taking; and exploring cognates and root words. **(L, S, R, W)**

Listening (L) Speaking (S) Reading (R) Writing (W)

Intermediate
Sample Classroom Tasks in ESL by English Proficiency Level

Beginning	Intermediate	Advanced
<p>TASK 1</p> <p>Students watch a clip from the movie <i>The Long Walk Home</i> and read or listen to a brief retelling of the Rosa Parks bus incident from a nonfiction source. They role-play Rosa Parks' taking a stand (or being arrested) as depicted in either source, using the vocabulary from the text. Teacher prepares an outline of a T-chart and elicits contrasting information from the two sources.</p> <p><i>Performance indicators: 2, 3, 7, 9</i></p>	<p>Students watch clips from the movie <i>The Long Walk Home</i>. In small groups, they speculate as to what is nonfiction and what is Hollywood fiction. Teacher provides groups with simple reference materials to check facts of the story. Groups compare the fictional representation with the facts. Whole class discusses rationale for fictional embellishments and develops a checklist for evaluating the validity of various sources of information.</p> <p><i>Performance indicators: 1, 2, 3, 5, 7, 9</i></p>	<p>Students watch the movie <i>The Long Walk Home</i> and a documentary about the Montgomery bus boycott. They take notes on the facts of the bus boycott and then they summarize both the movie and the documentary. In groups, they develop a rubric for evaluating the authenticity of these accounts of the boycott, and use the rubric to evaluate the two sources. They answer the question, "If you were the teacher, which film would you use to teach about Rosa Parks and the bus boycott, and why?" In small groups, students share and compare answers.</p> <p><i>Performance indicators: 1, 2, 4, 5, 9</i></p>
<p>TASK 2</p> <p>Students cut 10 advertisements from various types of magazines and newspapers (English or native language editions may be used). Students mount and number the ads on poster paper. They complete a teacher-made chart that indicates product and target audience for each ad. Students present and hang posters and share information from charts. Class discusses differences of opinion during presentations through question-and-answer session and develops a checklist for creating an effective ad.</p> <p><i>Performance indicators: 1, 2, 3, 7, 9</i></p>	<p>Students complete Beginning task. Students develop categories for products displayed in posters and regroup advertisements by category such as target audience, product, medium (color or black-and-white photos, drawings), or purpose (sell, inform, persuade). In small groups, students discuss which advertisement in each category is most effective for the target audience and they explain why, using their checklist. Small groups compare results and discuss similarities and differences.</p> <p><i>Performance indicators: 1, 2, 3, 7, 9</i></p>	<p>Students complete Intermediate task. From criteria for effective ads, students create a rubric for assessing degree of effectiveness on a scale of one to four. Using the rubric, students reevaluate the original ads, ranking each ad in each category. They compare the objective analysis to their earlier subjective opinions, and develop an effective ad for a particular audience on the basis of the rubric. Students present ads to classmates, and edit according to feedback. Finally, they present a proposal to the manufacturer.</p> <p><i>Performance indicators: 1, 2, 3, 4, 7, 8, 9</i></p>

Intermediate

Sample Classroom Tasks in ESL by English Proficiency Level

Beginning	Intermediate	Advanced
<p>TASK 3</p> <p>In small groups, students move through three classroom learning centers dedicated to a single topic (such as the Civil War): 1) maps, photos, timeline; 2) encyclopedias and reference books with relevant pages flagged; 3) textbooks, trade books, adapted text. At each center, small groups complete a teacher-made activity sheet that asks for particular information about that center. Class discusses answers and talks about how and where they found the answers. Students rate centers and materials on a simple scale (e.g., quality, quantity, clarity, ease of use).</p> <p><i>Performance indicators: 2, 3, 5, 7, 9</i></p>	<p>Students complete Beginning task, expanding scope to include using the Internet as a source of information and as a fourth center. After exploring various search engines, students generate criteria for effective and efficient search engines and create an assessment rubric to rate returns on requests.</p> <p><i>Performance indicators: 1, 2, 3, 5, 7, 9</i></p>	<p>After completing Intermediate task, students brainstorm strategies (e.g., using pictures, bold text, headings) for obtaining information from materials in the four centers. In small groups, students complete a second activity sheet for each center, employing new strategies. Again, they rate centers on a simple scale and answer an open-ended question assessing their preferences and abilities in using various materials and strategies. They develop an annotated list of useful Web sites and resources germane to the topic for use by other students, organizing sites in categories such as biographies, histories, maps, or illustrations.</p> <p><i>Performance indicators: 1, 2, 3, 5, 6, 7, 9</i></p>
<p>TASK 4</p> <p>Teacher shows object (e.g., small sculpture, textile, tool) to students. Students describe object and speculate on its use, meaning, production, etc. They generate vocabulary associated with the object. In small groups or pairs, students make up a story about the object and tell it to the class. Class discusses which of the stories is the most plausible and why.</p> <p><i>Performance indicators: 1, 2, 4, 6, 7</i></p>	<p>Students complete Beginning task. Teacher presents three possible identities for object. Students choose and defend the most plausible. Teacher reveals true identity (e.g., old tool, rain gauge, mold, potsherd). Students begin a KWL chart on object, read information on object, and complete the KWL chart.</p> <p><i>Performance indicators: 1, 2, 4, 6, 7</i></p>	<p>Teacher shows students four or five objects that are important in his/her life. Students speculate on the identity and purpose of each object and its meaning to the teacher. They write a short story about the teacher, using objects as clues. Teacher writes and reads his/her own story to class. Students discuss and reflect on differences between perception and reality.</p> <p><i>Performance indicators: 1, 2, 3, 7, 9</i></p>



Intermediate
Sample Classroom Tasks in ESL by English Proficiency Level

Beginning	Intermediate	Advanced
<p>TASK 5</p> <p>Teacher presents background information on a school-based controversial issue (e.g., installing metal detectors, requiring uniforms, holding locker searches, selling soda) through pictures, video clips, timelines, and graphs/charts. Questions and answers follow. The teacher elicits pros and cons for a T-chart. In a mock referendum, students take a side for or against the issue, presenting one reason for their position.</p> <p><i>Performance indicators: 3, 7, 9</i></p> <div data-bbox="198 751 500 1152" data-label="Image"> </div>	<p>Teacher presents background information on an issue as in the Beginning task, adding magazine and newspaper excerpts and materials from the Internet. Teacher guides students through these adapted resource materials. In small groups, students simplify one side of the argument, and produce a pamphlet arguing one side, in preparation for a mock referendum. Then they hold the mock referendum with ballot.</p> <p><i>Performance indicators: 1, 2, 3, 4, 6, 7, 8, 9</i></p>	<p>Teacher presents background information on a school-based controversial issue through a variety of authentic resources. In two groups (pro and con), students outline aspects of issue for research, and each member researches one aspect of issue. Teams collaborate to develop and present a speech. Speeches are followed by a structured debate between the two groups, which is videotaped, reviewed by class members, and rated for persuasiveness.</p> <p><i>Performance indicators: 1, 2, 3, 4, 6, 7, 8, 9</i></p>

STANDARD 4:**Students will listen, speak, read, and write in English for classroom and social interaction.**

Students learning English as a second language will use English to interact with others in social and classroom situations. They will develop and use skills and strategies appropriate to their level of English proficiency to communicate effectively with regard to audience, purpose, and setting.

Standard 4: Performance Indicators

1. **Use a variety of oral, print, and electronic forms for social communication and for writing to or for self, applying the conventions of social writing.**
Such forms include friendly notes, invitations, and electronic messages, diary entries, and notes to self. (L, S, R, W)
2. **Describe, read about, participate in, or recommend a favorite activity, book, song, or other interest to various audiences.**
Such audiences include peers, classes, teachers, and other adults. (L, S, R, W)
3. **Request and provide information and assistance, orally or in writing, for personal, social, and academic purposes.** (L, S, R, W)
4. **Listen attentively, take turns speaking, and build on others' ideas when engaged in pair, group, or full-class discussions on personal, social, community, and academic topics.** (L, S)
5. **Explain actions, choices, and decisions in social and academic situations.** (S, W)
6. **Understand and use a variety of oral communication strategies in American English for various social and academic purposes.**
Such strategies include making confirmation checks, clarifying or requesting clarification, paraphrasing, and repairing miscommunication. (L, S)
7. **Follow oral and written directions to participate in classroom and social activities, and provide directions to peers in selected interactions.** (L, S, R, W)
8. **Negotiate and manage interactions to accomplish social and classroom tasks.** (L, S)
9. **Use appropriate vocabulary, expressions, language, routines, and interaction styles for various audiences and formal and informal social or school situations, noticing how intention is realized through language.**
Such expressions and routines include asking permission, making and responding to requests, greeting, making promises, thanking, and apologizing. Such situations include chatting with friends, participating in group discussions, greeting a principal or other adult, making purchases. (L, S, R, W)
10. **Demonstrate appropriate classroom behaviors (e.g., participating in small group and whole class discussions, being courteous, respecting the person and property of others).** (L, S, R, W)
11. **Discover alternative ways of saying things in social and classroom interactions.** (L, S, R, W)
12. **Apply self-monitoring and self-correcting strategies in social and classroom interactions.**
Such strategies include asking questions, starting over, rephrasing, and exploring alternative pronunciations or wording. (L, S, R, W)

Listening (L) Speaking (S) Reading (R) Writing (W)

Intermediate
Sample Classroom Tasks in ESL by English Proficiency Level

Beginning	Intermediate	Advanced
<p>TASK 1</p> <p>After teacher models examples of language for selected social purposes (e.g., making introductions, inviting a friend to go to a movie, asking for directions), students choose a simple social situation to role-play. Role-plays are performed for whole class.</p> <p><i>Performance indicators: 3, 4, 7, 9</i></p>	<p>Students role-play social situations that include an element of conflict. Each student is given an “attitude” or “behavior” unknown to the student’s partner (e.g., stubborn, conciliatory, angry). Teacher provides scenarios. Partners in role-play reflect on what they learned about appropriate communication skills and include these reflections in their individual learning journals.</p> <p><i>Performance indicators: 4, 6, 7, 8, 9, 11, 12</i></p>	<p>Students brainstorm a variety of behaviors that might arise during a class discussion (e.g., tapping a pencil, talking too much, interrupting, raising hand, disagreeing). Students read a highly controversial article and participate in a class discussion. Students secretly choose one of the listed roles, and assume those roles during the discussion. Roles may shift in five-minute intervals. Students reflect in writing on what they learned about behavior and communication skills, and create a poster of appropriate classroom discussion skills.</p> <p><i>Performance Indicators: 4, 6, 7, 8, 9, 11, 12</i></p>
<p>TASK 2</p> <p>Students create a list of a variety of class activities performed each day. Teacher presents one or two formats for a friendly letter. With a partner, student writes a friendly letter to the teacher describing a favorite class activity, and gives reasons why s/he would like to participate in that activity again.</p> <p><i>Performance indicators: 1, 2, 9</i></p>	<p>After a class discussion about school experiences (e.g., eating in the cafeteria, changing classes, using metal detectors), students write a letter to the principal describing what they like and what they would like to change about school routines, giving specific suggestions.</p> <p><i>Performance indicators: 1, 2, 5, 9, 10</i></p>	<p>Using a computer program (e.g., word processing, graphics, spreadsheet), students design and write a brochure for prospective students and their families describing specific activities and programs offered by their school.</p> <p><i>Performance indicators: 1, 2, 9</i></p>
<p>TASK 3</p> <p>In preparation for a school open house, students discuss and implement plans for hosting family members in the ESL classroom. Plans might be made for invitations, refreshments, greeters, guides, and presentations. After the event, class writes a group story about the open house using the language experience approach.</p> <p><i>Performance indicators: 1, 3, 4, 8, 9, 10</i></p>	<p>In small groups, students develop proposals for bulletin board display of information appealing to families (e.g., student work, photos, schedules, news). Class compares the proposals and chooses one. Using various computer programs (e.g., word processing, graphics, spreadsheet) and other resources and agreed-upon elements from each proposal, the class creates a bulletin board display.</p> <p><i>Performance indicators: 1, 3, 4, 8, 9, 10</i></p>	<p>Students create a PowerPoint presentation of slides and text to use in introducing their families to the school and the other ESL students. They prepare a display of student and staff pictures, including student bios and staff roles.</p> <p><i>Performance indicators: 1, 3, 4, 6, 7, 8, 9, 10</i></p>

Intermediate

Sample Classroom Tasks in ESL by English Proficiency Level

Beginning	Intermediate	Advanced
<p>TASK 4</p> <p>Students brainstorm a variety of volunteer and recreational activities they are interested in pursuing. They select one activity about which they want more information. Teacher provides models of letters to request information and identifies the language used in phone requests. With teacher assistance, students call or write for information. Then they complete teacher-made information sheet.</p> <p><i>Performance indicators: 1, 2, 3, 6, 8, 9, 11, 12</i></p>	<p>Students complete Beginning task and select two or three activities to research, including browsing the Internet. They summarize the information they collected in a brief paragraph for display on a class bulletin board dedicated to activities.</p> <p><i>Performance indicators: 1, 2, 3, 6, 8, 9, 11, 12</i></p>	<p>Students complete Intermediate task. They collect information on a wide range of activities to meet the interests of a broad audience. Then they compile their information in a notebook organized by category and type of activity. They host an “activity fair” for interested students. Students work in information booths organized by category and activity, answer questions, make suggestions, and pass out information on specific activities (duplicated from the notebook).</p> <p><i>Performance indicators: 1, 2, 3, 4, 6, 8, 9, 11, 12</i></p>
<p>TASK 5</p> <p>Students brainstorm possible cultural and educational field trips. After discussion, class chooses the three of most interest. Teacher provides information sheets on the three sites, reviews key words or phrases regarding logistics of visit, and models how to find these data on the information sheet. In small groups, students research logistics of visit (e.g., cost, distance, location) and develop rationale for the trip. Class discusses feasibility of each proposal and selects trip. Class goes on trip.</p> <p><i>Performance indicators: 3, 4, 5, 9</i></p>	<p>Students repeat Beginning task up through the step of developing a rationale. They discuss the trip and identify needs (e.g., transportation, money, dates, parental permission). Then they form committees to address needs. Each committee produces a list of jobs that need to be completed. Using a word processing program, students write a summary of the proposal (in English and the native language) to explain the field trip to parents, including a letter inviting parents to be chaperones. Tasks are completed and class goes on trip.</p> <p><i>Performance indicators: 3, 4, 5, 9</i></p>	<p>Students complete Intermediate task. Committees write job descriptions for all jobs involved in planning a trip, and students sign up for jobs after reading the descriptions. Committee membership is reorganized around jobs; job descriptions are clearly defined and posted; committees establish timetables; groups accomplish their tasks. The fund-raising committee is established and it prepares proposals for activities and makes a presentation to the class. The class selects one or more proposals, and all members participate in some form of fund-raising. Fund-raising committee manages activities and monies. Class goes on trip.</p> <p><i>Performance indicators: 3, 4, 5, 8, 9, 10</i></p>



Intermediate
Sample Classroom Tasks in ESL by English Proficiency Level

Beginning	Intermediate	Advanced
<p>TASK 6</p> <p>Teacher periodically organizes game day. Students learn to play a few board games (e.g., Clue, Sorry, Pictionary, Life). Emphasis is on following directions, taking turns, and observing rules of etiquette. Class debriefs after game playing, focusing on language learned and interactions that helped or hindered students as they played the game.</p> <p><i>Performance indicators: 2, 3, 4, 7, 8, 9, 10</i></p>	<p>Students complete Beginning task. Teacher provides example of simplified rewritten rules of a particular board game. As games are mastered, students in small groups rewrite rules for simplest games and then play several matches, making sure the rules are complete. Students write simplified rules, using a word processing program, and share them with the class. Students make adjustments to rules according to comments made by other students. Final versions are stored with games for use by other students.</p> <p><i>Performance indicators: 2, 3, 4, 6, 7, 8, 9, 10</i></p>	<p>Following the procedures outlined in the Intermediate task, students rewrite the rules for the more complicated games (e.g., Monopoly, chess). Students play several matches of those games to make sure rules are complete, review rules with classmates, and store final version with games for use by other students. Matches are organized, and pairs of students compete.</p> <p><i>Performance indicators: 2, 3, 4, 6, 7, 8, 9, 10</i></p> <div data-bbox="1058 825 1531 1045" style="text-align: center;"> </div>

STANDARD 5:**Students will demonstrate cross-cultural knowledge and understanding.**

Students will demonstrate cross-cultural knowledge and sensitivity in communicating with others of varied social, cultural, and linguistic backgrounds. They will develop and use culturally appropriate behaviors, and a knowledge of local and U.S. cultures and practices, in their interactions with others in their new cultural environment.

Standard 5: Performance Indicators

1. **Demonstrate an understanding of cultural and language patterns and norms in American English, including different regional and social varieties of English.**
Such patterns and norms include levels of formality, slang, humor, idioms, rhetorical patterns, and standard versus nonstandard dialects. (L, S, R, W)
2. **Demonstrate an understanding of a broad range of U.S. cultural and political referents through institutions, functions, and processes at the local and national levels, and compare/contrast these with parallels in the students' native community.**
Such cultural and political referents include holidays, symbols, traditions, customs, governance systems, and schooling. (L, S, R, W)
3. **Recognize and share cross-cultural experiences and ideas, and connect with those of others.**
(L, S, R, W)
4. **Interpret and demonstrate knowledge of nonverbal and oral communication features, and understand the contexts in which they are used appropriately.**
Such means of nonverbal communication include gestures, body language, volume, stress, intonation, and pace. (L, S)
5. **Compare and contrast oral traditions, myths, folktales, and literature from the United States and international regions and cultures, including the students' own, and identify similarities and differences and universal cultural themes.**
(L, S, R, W)
6. **Recognize and demonstrate an appreciation of some commonalities and distinctions across cultures and groups (differentiated by gender, ability, generations, etc.), including the students' own.**
(L, S, R, W)

Listening (L) Speaking (S) Reading (R) Writing (W)

Intermediate
Sample Classroom Tasks in ESL by English Proficiency Level

Beginning	Intermediate	Advanced
<p>TASK 1 Teacher displays pictures showing everyday activities of an American family (e.g., shopping, registering for school, eating in restaurant). Students and teacher talk about the pictures, and teacher elicits words that describe each picture. In small groups, students write a caption for every picture. Students draw pictures of personal and humorous experiences in the U.S., talk about pictures with the class, collect words, and write a brief caption. <i>Performance indicators: 1, 3</i></p>	<p>Students complete Beginning task. Individually or in pairs, students write a skit depicting a personal and humorous cross-cultural experience. Students form small groups to refine the skits and perform for the class, paying attention to intonation, pace, volume, and gestures. Class and teacher discuss elements that made the skit humorous and cross-cultural. Students videotape each skit. <i>Performance indicators: 1, 3, 4</i></p>	<p>Students complete Intermediate task. Class discusses each skit in terms of misunderstandings, miscues, and misinformation that made the experience noteworthy (e.g., what made it funny, frightening, confusing). Misinformation is categorized by situation (e.g., involving schools, doctors, directions, transportation). Teacher provides students with strategies and phrases in American English to avoid these problems or repair miscommunication. Class may want to develop a “culture quiz” based on their own experiences as depicted in the skits. The quiz provides the situation and three optional responses, one of which is most appropriate for American English-speaking culture. Quiz is shared with other ESL classes. <i>Performance indicators: 1, 2, 3, 4, 6</i></p>
<p>TASK 2 Students listen to excerpts from books on tape (e.g., <i>Everybody Cooks Rice</i> and <i>Everybody Makes Bread</i>) and peruse books to examine pictures about ways different cultures perform activities such as cooking or using foods. Each student writes a question about the book on one side of an index card, and the answer to the question on the other side. Cards are distributed and classmates try to answer the questions without looking at the reverse side. <i>Performance indicators: 5, 6</i></p>	<p>Students listen to books on tape (e.g., <i>Everybody Cooks Rice</i> and <i>Everybody Makes Bread</i>). Each student brings a recipe for bread or rice from home, and tape-records his/her recipe. Each student listens to another student’s tape and writes down the recipe. Student compares his/her recipe to that recipe, and checks for accuracy. Recipes are compiled and included in a class recipe book. <i>Performance indicators: 3, 5, 6</i></p>	<p>Students consult with the school librarian for titles of stories that celebrate food around the world, and they obtain menus from local ethnic restaurants. Students locate and read stories with food themes and put together a simple “where to go” guide for international cuisine in the neighborhood. The guide may include information from the stories as well as menu items from the restaurants. Next, students bring from home a recipe that is prepared for special occasions, and they write about a memorable time when the dish was prepared. Recipes and essays are included in a class recipe book. <i>Performance indicators: 1, 2, 3, 6</i></p>
<p>TASK 3 Students read or listen to two Cinderella stories (e.g., <i>Rough Face Girl</i> and <i>Lon Po Po</i>) without identifying the stories as variations of the fairy tale <i>Cinderella</i>. Then they compare the stories in a Venn diagram. In pairs, students discuss the common elements and/or lessons of the stories and report back to the class. Class reaches consensus on authors’ intent. <i>Performance indicator: 5</i></p>	<p>Students complete Beginning task. Then they read one or two more Cinderella stories. They create a chart of common elements (e.g., magic, good, evil, happy ending). Teacher divides students into four groups, and each group reviews one story, looking for cultural indicators (e.g., clothing, geography, food, housing, values). They prepare another chart listing the various cultural indicators. Each group reflects on the charts and writes a short essay comparing two of the stories. Students share essays in class and present their findings from the charts to the whole class. <i>Performance indicators: 3, 5, 6</i></p>	<p>Students complete Intermediate task and discuss the criteria for writing an original Cinderella story (e.g., cultural indicators, common elements, writing process). Students write a Cinderella story based on their own culture. They use the writing process (e.g., peer conferencing, revising, editing) to publish stories for class book. <i>Performance indicators: 3, 5, 6</i></p>

Intermediate

Sample Classroom Tasks in ESL by English Proficiency Level

Beginning	Intermediate	Advanced
<p>TASK 4</p> <p>Students brainstorm salient aspects of their culture (e.g., food, school, clothes, music), and they distill this list to four topics. Then they fold a large piece of paper into eight sections and label each of the top four sections with a topic related to their native culture. They label each of the bottom four sections with a topic related to U.S. culture. Students illustrate examples of the topic and write what they know about the topic in each square. Then they report to classmates and solicit questions. Each student finds answers to questions from books, family members, or native English speakers, and reports back.</p> <p><i>Performance indicators: 2, 3, 4, 5, 6</i></p>	<p>Students complete Beginning task, including both family and other interviews and reference material. Then they choose one of the four topics and write a brief comparison of the two cultures, illustrating their work, either for the class bulletin board or for a brief informative brochure for native English-speaking peers. The brochure compares the two cultures and highlights what an American can expect in the student's native country.</p> <p><i>Performance indicators: 1, 2, 3, 5, 6</i></p>	<p>Students complete Intermediate task, creating a brochure. They present their brochure to native English-speaking students. Students confirm their description of American culture and add variations provided by the non-ESL students. Topics comparing U.S. cultures with other cultures are chosen by the class for inclusion in an intercultural newsletter. Class negotiates research responsibilities. Each student writes an article and assumes a production role (e.g., editing, layout). Students publish newsletter.</p> <p><i>Performance indicators: 1, 2, 3, 5, 6</i></p>
<p>TASK 5</p> <p>Students read or listen to an immigration story (e.g., <i>My Grandfather's Journey</i>, <i>Long Way to a New Land</i>). Then they make a picture book of their own immigration journey and tell their story. With teacher support, students add text to their picture books. For an epilogue, they reflect on the experience, describing, for example, the hardest part, the best part, or the best place to live.</p> <p><i>Performance indicator: 3</i></p>	<p>Teacher reads aloud an account from <i>New Kids in Town: Oral Histories of Immigrant Teens</i>. Students write about their arrival in the U.S., and include positive memories as well as challenges. Teacher collects writing and posts on classroom walls. In small groups, students discuss similarities in the accounts.</p> <p><i>Performance indicator: 3</i></p>	<p>Students read <i>Who Belongs Here: An American Story</i>. They discuss immigration policies as they relate to their own experiences. Then they complete a teacher-made reflection sheet, noting, for example, new understandings and attitudes. Teacher presents some information on U.S. immigration policy and class recommends (debates) amendments to the policy.</p> <p><i>Performance indicator: 3</i></p>

Intermediate
Sample Classroom Tasks in ESL by English Proficiency Level

Beginning	Intermediate	Advanced
<p>TASK 6</p> <p>Class watches a selection of interactions on video without sound (from TV shows, films, etc.), and discusses the behavior, feelings, and intentions of the actors as indicated by gestures, body language, proxemics, etc. (Students may want to make a wall chart for “visual” references). Next, the teacher provides two grab bags and a prop box. One grab bag contains a collection of people’s titles (e.g., principal, parent, friend, stranger, neighbor) and the second contains types of situations (e.g., greetings, introductions, requests for information or assistance, emergencies). Referring to the norms identified in the discussion of the video vignettes, students combine random people and situations, and use items from the prop box, to role-play scenarios.</p> <p><i>Performance indicators: 1, 4</i></p>	<p>Students complete Beginning task. Teacher describes a few social situations prepared ahead of time (e.g., eating in the cafeteria, socializing with students from other cultures, attending a party) or has students come up with their own. In small groups, students develop a short skit illustrating each situation and perform their rendition of the situation for the class by reading the scripts aloud. Students synthesize the variety of responses generated by the class performances into an acceptable example for managing a social situation with appropriate language and nonverbal communication. Class discusses and records factors that facilitate communication and those that don’t in each group’s rendition. Teacher provides culturally appropriate alternatives such as variations in tone or gesture.</p> <p><i>Performance indicators: 1, 4</i></p>	<p>Students complete Intermediate task. After revising/staging/rehearsing the model scripts, they videotape performances. Videotapes are placed in class lending library. Students write to ESL programs in other schools, describing the videos and offering them for loan.</p> <p><i>Performance indicators: 1, 4</i></p> 

LEARNING EXPERIENCE

More Than Just Turkey Talk!

Submitted by
Monica Aston

Three Village Central School District
Setauket, New York

Proficiency Level: All ESL

LEARNING CONTEXT

The students who participated in this learning experience are seventh and eighth graders. They represent all levels of proficiency, and come from a variety of linguistic and cultural backgrounds.

This learning experience challenges students to broaden their knowledge and explore the many different facets of the holiday of Thanksgiving. Through a variety of activities, students discovered the connection that this holiday has with the beginning of our nation and how it also represents the American experience today. Through this learning experience, students became immersed in literature, history, culture, and technology, enabling them to access information related to many aspects of the topic. The activities were designed to correlate with content-area material, specifically American history. As part of the following activities, students first explored the topic through literature and then research, discussing and utilizing information related to the Pilgrims and the Native Americans during the time period of the 1620s.



STANDARDS & PERFORMANCE INDICATORS...

ESL STANDARDS (Intermediate level 5–8):

ESL STANDARD 1: Students will listen, speak, read, and write in English for information and understanding.

Performance Indicators:

1. Students identify and use reading and listening strategies to make text comprehensible and meaningful.
2. Students read, gather, view, listen to, organize, discuss, interpret, and analyze information related to academic content areas from various sources.
5. Students formulate, ask, and respond to various question forms to obtain, clarify, and extend information and meaning.

ESL STANDARD 2: Students will listen, speak, read, and write in English for literary response, enjoyment, and expression.

Performance Indicators:

1. Students read, listen to, view, and discuss texts and performances from a wide range of authors, subjects, and genres.
7. Students compose and present personal and formal responses to and interpretations of published literary works and the work of peers, referring to details and features of text.
10. Students create, discuss, interpret, and respond to literary works, using appropriate and effective vocabulary, grammar, spelling, and punctuation in writing, and using appropriate vocabulary, grammar, and pronunciation in speaking.

ESL STANDARD 3: Students will listen, speak, read, and write in English for critical analysis and evaluation.

Performance Indicators:

3. Students recognize and communicate personal and multiple points of view within and among groups, in discussing, interpreting, and evaluating information in texts and presentations.
4. Students evaluate students' own and others' work, individually and collaboratively, on the basis of a variety of criteria.

ESL STANDARD 4: Students will listen, speak, read, and write in English for classroom and social interaction.

Performance Indicators:

1. Students use a variety of oral, print, and electronic forms for social communication and for writing to or for self, applying the conventions of social writing.

ESL STANDARD 5: Students will demonstrate cross-cultural knowledge and understanding.

Performance Indicators:

2. Students understand a broad range of cultural and political referents through institutions, functions, and processes at the local and national levels, and compare/contrast these with parallels in the students' native country.

SOCIAL STUDIES STANDARD 1

History of the United States and New York

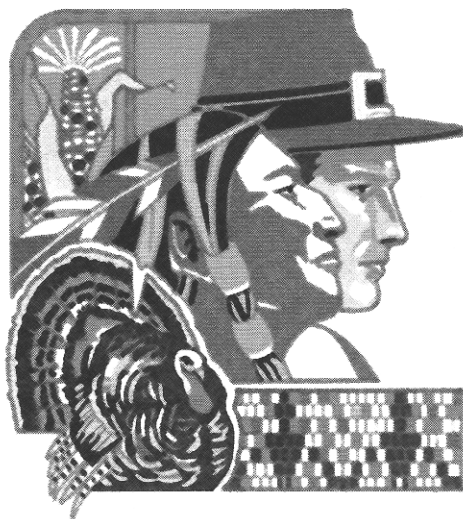
Performance Indicators:

1. Students explore the meaning of American culture by identifying the key ideas, beliefs, and patterns of behavior, traditions that help define it and unite all Americans.

MATHEMATICS, SCIENCE, & TECHNOLOGY STANDARD 2: Information Systems

Performance Indicators:

2. Students use spreadsheets and database software, electronic databases and online services.
3. Students obtain accurate and relevant information from a range of sources.



TEACHER'S REFLECTION:

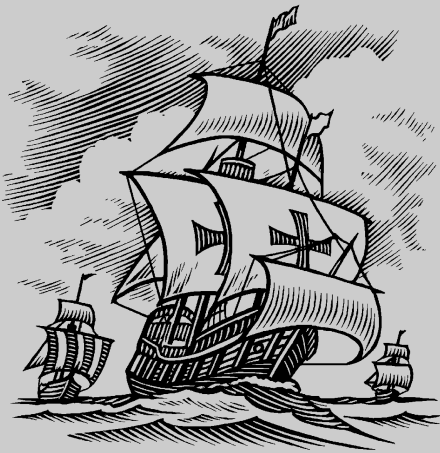
This learning experience was entirely a work in progress at all points in time, both for my students and for me. In previous years, I had always included the Thanksgiving holiday as part of the curriculum, spending a few days to present and discuss the holiday with my students, culminating with a Thanksgiving feast. After I surveyed the students this year with a KWL, I learned that they equated Thanksgiving with little more than eating turkey. I therefore expanded my holiday lesson to be nearly a four-week endeavor, and I invited students to make many connections to the cultural, social, and historical aspects of the holiday. As this lesson evolved, I tried to connect the ESL lessons to their social studies classes. Additionally, I hoped the students would develop an understanding of and an appreciation for the founding of this nation, the quest for freedom, and the ideas that led to the formation of a democratic form of government.

In trying to gear the work to the interests of the students, I was continuously planning where we were heading next. There was no blueprint for me to follow; it was very challenging at times. But learning does not always follow a linear pattern, and through my work with this learning experience, I feel I have grown and become more confident in working with the ESL standards and applying them to enhance instruction.

PROCEDURE

TEACHER ACTIVITIES:

- Introduces topic of Thanksgiving with KWL chart
- Reads *Rivka's First Thanksgiving* aloud to students, using frequent comprehension checks and clarifying unfamiliar vocabulary
- Follows similar reading strategies with *Molly's Pilgrim*
- Discusses the story elements: setting, characters, events, and conclusion
- Introduces students to using the Internet in the computer lab
- Directs students to the online Thanksgiving timeline activity
- Guides students in locating important people from this time period and creates artifacts of 1620–1621
- Combines the vocabulary items, choosing 15 to make up a class vocabulary list
- In class, introduces the interview project; helps students choose one historical figure from their bookmark list
- Presents the idea of a timeline to display important events in the life of a famous person
- Videotapes each student's oral presentation and assesses it using oral assessment sheet and student's self-assessment



STUDENT ACTIVITIES:

- ☼ Listen to *Rivka's First Thanksgiving* and complete Reader Response activity sheet
- ☼ Write a letter to a character in the book, stating opinion and supporting it
- ☼ Listen to *Molly's Pilgrim* and complete Reader Response sheet
- ☼ Compare the two stories, and main characters, orally
- ☼ Select individual vocabulary list of 10 words to create a Thanksgiving vocabulary bookmark
- ☼ Answer, in writing, the questions from the task sheet
- ☼ Create a “who was who?” bookmark of the first Thanksgiving
- ☼ Visit the Thanksgiving timeline online activity and complete Reader Response sheet as a follow-up
- ☼ Choose one person from list of famous people to research
- ☼ Write and share questions for the interview with this historical figure in large group and narrow them down
- ☼ Obtain additional information on this historical figure from visiting the computer lab and library
- ☼ Follow writing process in class to create final product
- ☼ Make presentation of interview with historical figure in front of class; presentation is videotaped and self- and audience-assessed
- ☼ Complete final portion of KWL sheet



TIME REQUIRED

- **Planning Stage:** one to two weeks
- **Implementation Stage:** Fifteen to 20 days
- **Assessment Stage:** Ongoing throughout implementation



ASSESSMENT TOOLS AND TECHNIQUES

Student work was evaluated through the use of the following assessment tools, which were teacher developed. Student work was recognized as being “Developing,” “Proficient,” or “Distinguished,” within each ESL level (Beginning, Intermediate, Advanced).

- Teacher used a KWL chart to demonstrate each student’s individual growth and to determine areas of interest to students
- Teacher assessed several examples of student work through rubrics: vocabulary bookmark rubric; “who was who” bookmark rubric; journal responses to literature rubric; “letter to book character” rubric; and interview project rubric
- Teacher had the class develop a vocabulary list generated from student lists
- Teacher held a quiz at end of the learning experience
- Teacher used a checklist related to picture timeline—online activity
- Teacher assessed student presentations, using an oral presentation form
- Teacher assessed group discussions
- Teacher conducted an observation of oral and written language production

INSTRUCTIONAL/ENVIRONMENTAL MODIFICATIONS

- ✓ For newly arrived LEPs, focus on the vocabulary-building activities, using the same vocabulary items as the class. Allow students additional time to translate into the native language and create a bilingual glossary. Tailor the vocabulary list to include the most crucial words for understanding.
- ✓ Pair the newly arrived LEPs/beginners with a buddy for the activities (including online activities), as appropriate. The interview project can be modified so that newly arrived LEPs would be responsible for the completion of certain sections only, such as the timeline, or a simplified version of the interview questions along with a visual representation.
- ✓ For more advanced students, the interview project may be expanded to include additional questions, and to develop an in-depth awareness of the historical figure chosen.



RESOURCES AND MATERIALS

FOR THE STUDENTS

1. *Rivka’s First Thanksgiving* by Elsa Okon Rael
2. *Molly’s Pilgrim* by Barbara Cohen
3. *Language Development Through Content: America, The Early Years* by Anna Uhl Chamot
4. *Giving Thanks, The 1621 Harvest Feast* by Kate Waters
5. *The American Nation*, Prentice Hall
6. Internet sites (www.google.com, www.askjeeves.com, www.plimoth.org, www.pilgrims.net, www.scholastic.com)
7. Chart paper
8. Markers
9. Construction paper
10. Access to computers/online resources
11. Access to library resources

FOR THE TEACHER

1. *Adding English – Helping ESL Learners Succeed* by Katherine Maitland
2. *American History Plays* by Sarah Glasscock
3. “Giving Thanks,” Appleseeds Publication, 1998
4. *Indians of the Northeast* by Colin Calloway
5. *The Pilgrims and Plymouth Colony* by Feenie Ziner
6. *ESL Teacher’s Holiday Activity Kit* by Elizabeth Claire
7. Internet sites (www.abcteach.com, www.atozteacher-stuff.com, www.holiday.net/thanksgiving, www.nativetech.com, www.pilgrims.net, www.plimoth.org, www.teacher.scholastic.com)

STUDENT WORK/PRODUCTS

- KWL chart
- Letter writing to character in a story, taking a position and supporting it
- Journal response to the stories *Rivka’s First Thanksgiving* and *Molly’s Pilgrim*
- Virtual field trip to Plimoth Plantation
- Question-answer worksheet for online activity (CyberChallenge)
- Vocabulary bookmark
- Bookmark of “Who was who at the first Thanksgiving?”
- Interview project: formulate interview questions, do individual and group work, research one historical figure from 1620, answer interview questions in writing
- Interview project: oral presentation, videotaped



student work samples

Miles Standish

Q: Where and when were you born?
A: I was born in Lancashire, England at 1584

Q: Describe your daily life as either a Native America or Pilgrim?
A: I learn how to farm and hunt from the Native Americans, so what I do everyday is hunting, farming, and make good relationships with the Natives.

Q: What kind of house do you live in and where so it?
A: I live in tiny little wooden house at Massachusetts.

Q: What food do you eat, and what clothes do wear?
A: I eat corn, bread, turkey from the land and fish from the river. I wear a black hat and a black suit.

Q: What have you done in your life that has made you famous?
A: I became the leader of the 1st colony because I made perfect relationship with the natives.



THANKSGIVING IN THE U.S.A.



Oct. 2001

K

WHAT I KNOW ABOUT THANKSGIVING:

people will eat terkie with their family

W

WHAT I WANT TO LEARN ABOUT THANKSGIVING:

Why people eat terkie
 Why is thinksgiving on that day

Nov. 2001

L

WHAT I LEARNED ABOUT THIS HOLIDAY:

I know how Indain help pilgrims. I know why they have -thanksgiving. I know why is pilgrims come to American. I know what is dreamcatcher and who is Massasoit. I know why is Plymouth colony was important. Squanto, Massasoit, William, Mayflower, Wampanoag, and Sapa Inca





English as a Second Language

Commencement Grades 9 – 12

- *Learning Standards and Performance Indicators*
- *Sample Classroom Tasks*
- *Learning Experience*

STANDARD 1:

Students will listen, speak, read, and write in English for information and understanding.

Students learning English as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.

Standard 1: Performance Indicators

1. **Identify and use reading and listening strategies to make text comprehensible and meaningful.**
Such strategies include skimming; scanning; previewing; reviewing; discussing; listening selectively; listening for a specific purpose; listening for main ideas and details; note taking; using structural and context clues, cognates, format, sequence, and an understanding of letter-sound relationships to decode difficult words. (L, R)
2. **Read, gather, view, listen to, organize, discuss, interpret, and analyze information related to academic content areas from various sources.**
Such sources include nonfiction books for young adults, reference books, magazines, textbooks, the Internet, databases, audio and media presentations, oral interviews, charts, graphs, maps, and diagrams. (L, S, R, W)
3. **Select information appropriate to the purpose of the investigation with suitable supporting material.**
Such material includes facts, details, illustrative examples, anecdotes, and personal experiences. (L, S, R, W)
4. **Compare, contrast, categorize, and synthesize information and objects, and identify complexities and discrepancies in the information.** (L, S, R, W)
5. **Formulate, ask, and respond to various questions forms to obtain, clarify, and extend information and meaning.** (L, S, R, W)
6. **Make and support inferences about information and ideas with reference to features in oral and written text.**
Such features include vocabulary, format, facts, sequence, register, and relevance of details. (L, S, R, W)
7. **Present information clearly in a variety of oral and written forms for different audiences and purposes related to all academic content areas.**
Such forms include paraphrases, summaries, stories, research reports, essays, articles, posters, charts, and other graphics. (S, W)
8. **Select a focus, organization, and point of view for oral and written presentations, and justify this selection.** (S, W)
9. **Convey and organize information, using facts, details, illustrative examples, and a variety of patterns and structures.**
Such patterns and structures include chronological order, cause and effect, problem and solution, and general-to-specific presentation. (S, W)
10. **Distinguish between fact and opinion, and relevant and irrelevant information, and exclude nonessential information in oral and written presentations.** (L, S, R, W)
11. **Use the process of prewriting, drafting, revising, peer editing, and proofreading (the "writing process") to produce well-constructed informational texts.** (L, S, R, W)
12. **Convey information and ideas through spoken and written language, using conventions and features of American English appropriate to audience and purpose.**
Such spoken language features include appropriate grammar, vocabulary, pronunciation, and intonation. Such written language features include appropriate grammar, vocabulary, correct spelling, punctuation, capitalization, paragraphing, and a wide variety of sentence structures. (L, S, R, W)
13. **Engage in collaborative activities through a variety of student groupings to read, gather, share, discuss, interpret, organize, analyze, synthesize, and present information.**
Such groupings include small groups, cooperative learning groups, process writing groups, cross-age groups, research groups, and interest groups. (L, S, R, W)
14. **Consult print and nonprint resources (e.g., audio/visual media, family) in the native language when needed.** (L, S, R)
15. **Apply self-monitoring and self-correcting strategies for accurate language production and oral and written presentation, using established criteria for effective presentation of information.** (L, S, R, W)
16. **Apply learning strategies to acquire information and make texts comprehensible and meaningful.**
Such strategies include using prior knowledge, graphic organizers, reference materials, and context cues; planning; note taking; questioning; exploring cognates and root words; and applying ideas to new settings or experiences. (L, S, R, W)

Listening (L) Speaking (S) Reading (R) Writing (W)

Commencement
Sample Classroom Tasks in ESL by English Proficiency Level

Beginning	Intermediate	Advanced
<p>TASK 1</p> <p>Students complete a simple anticipation guide (following a KWL exercise) about how the school handles an environmental issue such as paper recycling. The teacher presents accurate information about the issue orally to students, using pictures and props, and students refer to the anticipation guide to check their responses or answer their questions. Students ask the teacher questions about the issue, and later, whether the school is doing enough to address the issue. The teacher shares a rubric of criteria, and students, using the rubric, vote on which opinion was most convincing.</p> <p><i>Performance indicators: 1, 5, 6, 15</i></p>	<p>Students brainstorm environmental issues relevant to the school context, such as paper recycling, air pollution caused by local traffic, or waste removal, and decide on one to investigate. In pairs, they prepare and conduct interviews with different school personnel. Students present their information and identify different points of view on the issue. After the pairs organize the information they collected, the teacher assigns pairs of students a point of view, and stages a debate, following traditional debate rules. After the debate, students vote on which point of view was argued most convincingly, using a rubric of criteria.</p> <p><i>Performance indicators: 3, 8, 12, 13, 15</i></p>	<p>Students brainstorm environmental issues relevant to the school context, such as paper recycling, air pollution caused by local traffic, or waste removal, and select one issue to study in depth. In pairs, students research the issue, by using library and Internet resources and by interviewing key school personnel. They stage a mock “Earth Summit” with individual students taking on the roles of different school personnel affected by the issue, and presenting resolutions similar to Model U.N. resolutions to address the issue. Each student is responsible for writing one resolution and arguing its merits to the summit.</p> <p><i>Performance indicators: 2, 8, 10, 12, 13</i></p>
<p>TASK 2</p> <p>Students look through magazines for pictures of natural disasters—hurricanes, tornadoes, blizzards, earthquakes—and their consequences (destroyed homes, fallen branches, broken bridges). The class uses the pictures to rank the disasters from bad to worst on the basis of the criterion “disaster with the most harmful consequences” and they place the pictures in order on a bulletin board. Students label all pictures with words or simple sentences. In small groups, students guess and/or describe the consequences of each disaster, and each group lists these consequences next to the appropriate picture.</p> <p><i>Performance indicators: 1, 2, 7, 9</i></p>	<p>Students brainstorm a list of natural disasters. Using teacher-provided resources such as magazine pictures and simple articles, students work in pairs to research consequences as well as prevention measures of these disasters. Students create a T-chart listing the elements of different disasters and their consequences (e.g., hurricane, high winds, roofs blown off buildings). In pairs, students choose one type of disaster and, using the Internet, research ways of preventing damage and injury from it (e.g., alternative construction techniques). Students create a brochure for the public, explaining possible consequences of the disaster, and measures people should take to prevent damage or injury.</p> <p><i>Performance indicators: 1, 2, 7, 9, 13</i></p>	<p>Students select and read a news article about a natural disaster common to their native countries from teacher-provided materials and Internet resources. They create a T-chart listing the elements of the disaster and its consequences (e.g., hurricane, high winds, roofs blown off buildings). Students research ways of preventing damage and injury from the disaster (e.g., alternative construction techniques), as well as the services FEMA provides in case of each disaster in the U.S. If possible, they find out what disaster services the government (or the U.N.) offers in their own country, and write a report comparing the two. Students then take on the role of director of emergency management in their respective countries, and are interviewed by the class with regard to preventing, and responding to, the disaster that was focused on in the student’s report.</p> <p><i>Performance indicators: 1, 2, 7, 9, 11, 12</i></p>
<p>TASK 3</p> <p>Using teacher-provided materials (usually available in theme books on ancient Egypt), students arrange pictures of the mummification process in sequential order. The teacher hands out simple sentence strips describing the mummification process, and students glue each strip next to the appropriate picture. Students combine the sentences and add transition words such as <i>first, second, next, later</i>, with the teacher’s help, to form descriptive paragraphs.</p> <p><i>Performance indicators: 1, 9, 12, 15</i></p>	<p>Students read simple articles describing the mummification process, and then arrange pictures of the process in sequential order. Using a vocabulary list provided by the teacher, students write a description of each picture. They combine their descriptions and add transition words such as <i>first, second, next</i> to form an illustrated guide to the mummification process.</p> <p><i>Performance indicators: 1, 2, 9, 12</i></p>	<p>In pairs, students use Internet sources to find information about the mummification process, and take notes on the information that they find. They take on the role of “master mummifiers” and, working independently, create a mummification manual (using web design software if available) describing the process for “apprentice mummifiers.” Students use illustrations and written details to describe each step of the process. The teacher guides the class in developing a rubric to check each other’s work for sequential order, use of transition words, adequate detail, and clear directions. Students share their manuals with their native English-speaking peers in their global history class during the unit on ancient Egypt.</p> <p><i>Performance indicators: 9, 10, 11, 13, 15</i></p>

STANDARD 2:

Students will listen, speak, read, and write in English for literary response, enjoyment, and expression.

Students learning English as a second language will use English for self-expression, artistic creation, and participation in popular culture. They will develop and use skills and strategies appropriate to their level of English proficiency to listen to, read, and respond to oral, written, and electronically produced texts and performances, relate texts and performances to their own lives and other works, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent.

Standard 2: Performance Indicators

1. **Read, listen to, view, write about, and discuss a variety of texts from a wide range of authors, subjects, genres, cultures, and historical periods.**
Such sources include poems, stories, myths, fables, plays, novels, and other fiction and nonfiction texts, in authentic and modified forms, including works of American popular culture. (L, S, R, W)
2. **Apply reading and listening strategies to make literary text comprehensible and meaningful.**
Such strategies include skimming, scanning, previewing, reviewing, listening selectively, listening for a specific purpose, and listening for main ideas and details. (L, R)
3. **Identify and explain the distinguishing features of different literary genres, periods, and traditions, and use those features to aid comprehension, interpretation, and discussion of literature.** (L, S, R, W)
4. **Locate and identify a wide range of significant literary elements and techniques in texts and use those elements to interpret the work, comparing and contrasting the work to other works and to students' own experiences.**
Such elements include setting, character, plot, theme, point of view, figurative language, text structure, repetition, characterization, imagery, foreshadowing, and climax. (L, S, R, W)
5. **Make predictions, inferences, and deductions, and describe different levels of meaning of literary works presented orally and in written form, including literal and implied meanings.**
Strategies include summarizing; explaining; and identifying word choice, point of view, and symbols. (L, S, R, W)
6. **Read aloud with confidence, accuracy, fluency, and expression to demonstrate understanding and to convey an interpretation of meaning.** (S, R)
7. **Compose and present personal and formal responses to and interpretations of published literary works and the work of peers, referring to details and features of text.**
Such features include characters, setting, plot, ideas, events, vocabulary, and text structure. (L, S, R, W)
8. **Create stories, poems, sketches, songs, and plays, including those that reflect traditional and popular American culture, using typical features of a given genre; create an effective voice, using a variety of writing styles appropriate to different audiences, purposes, and settings.** (S, W)
9. **Engage in collaborative activities through a variety of student groupings to create and respond to literature.**
Such groupings include small groups, cooperative learning groups, literature circles, and process writing groups. (L, S, R, W)
10. **Create, discuss, interpret, and respond to literary works, using appropriate and effective vocabulary, grammar, spelling, and punctuation in writing, and using appropriate vocabulary, grammar, and pronunciation in speaking.** (L, S, R, W)
11. **Apply self-monitoring and self-correcting strategies while reading, viewing, discussing, listening to, or producing literary texts and essays.**
Such strategies include asking questions, starting over, rephrasing, and exploring alternative ways of saying things. (L, S, R, W)
12. **Apply learning strategies to comprehend, make inferences about, and analyze literature, and to produce literary responses.**
Such strategies include asking questions; using prior knowledge, graphic organizers, and context cues; planning; note taking; and exploring cognates and root words. (L, S, R, W)

Listening (L) Speaking (S) Reading (R) Writing (W)

Commencement
Sample Classroom Tasks in ESL by English Proficiency Level

Beginning	Intermediate	Advanced
<p>TASK 1</p> <p>On a concept map, students brainstorm the characteristics that make a person a good friend. Students listen to teacher read aloud a brief poem on friendship. Students then add to the concept map any new ideas about friendship that the poem may prompt. Each student then writes a brief description of his/her own best friend, using the vocabulary generated on the concept map.</p> <p><i>Performance indicators: 1, 2, 7, 12</i></p>	<p>With teacher support, students read a short story on friendship, and complete a story map including theme, setting, characters, problem, and resolution. The teacher facilitates a discussion about what might happen next and how the ending could be different. Then, working in pairs, students identify the two most important characters in the story and complete a Venn diagram comparing the two. Each student then takes on the role of one of the characters and writes a letter to another character. Students exchange letters and answer them.</p> <p><i>Performance indicators: 1, 4, 5, 7, 10</i></p>	<p>Students read a poem and a short story or essay on friendship, noting the elements of theme, setting, characters, problem, and resolution. Class discusses elements of friendship exemplified in the works. Students use the writing process to compose an essay on their personal view of friendship, citing examples from their own experience to support their views.</p> <p><i>Performance indicators: 1, 7, 9, 10, 12</i></p>
<p>TASK 2</p> <p>Students view an excerpt of a film about a social problem (e.g., discrimination, violence in school, substance abuse, peer pressure). The teacher guides the class in constructing a problem/solution organizer based on the film excerpt. As a whole class, the students discuss other social problems facing them. Using vocabulary generated during the class discussion, students work in small groups or pairs to write and act out a brief skit about one of these problems. Then they present it to the class, answering questions from peers.</p> <p><i>Performance indicators: 1, 2, 5, 7, 9</i></p>	<p>Students and teacher read a one-act play or short story about a social problem. The teacher guides the class in a discussion in which they identify the author's point of view on the topic. Then, using vocabulary generated during the discussion, they work in pairs to write their own interpretation of the problem, and, on the basis of their own experiences, agree or disagree with the author's point of view. Pairs share their interpretations and assessments with the class.</p> <p><i>Performance indicators: 1, 4, 5, 6, 7</i></p>	<p>Students read two short stories about a social problem by authors from different countries or cultural backgrounds. They work in small groups to identify how the perceived problem and the perspective of the author are influenced by his/her background. Class compiles list of cultural and social influences represented or implied in the readings. Then, working independently and using information from the list, students write an essay on how the problem might be resolved in another cultural setting.</p> <p><i>Performance indicators: 1, 7, 9, 10</i></p>
<p>TASK 3</p> <p>Students brainstorm problems they have had to overcome with parents, grandparents, or other adults. Then they listen to the teacher read aloud a short literary selection (or adapted text) on intergenerational conflict, and identify the problems in the selections and learn how they were resolved. In small groups, they list other possible ways in which the problem could be resolved, and recommend one to the class. The class then discusses which one of the solutions would most likely work.</p> <p><i>Performance indicators: 1, 2, 5, 9</i></p>	<p>With teacher support, students view a film on intergenerational conflict such as <i>Rebel Without a Cause</i>, omitting the ending. Students may also read excerpts from a written version of the film, if available. As a whole class, students identify the factors that lead to the conflict. Working in pairs, students write a joint letter of advice to a character in the story on how to solve the problem. The ending of the film is then viewed and compared with the advice they offered.</p> <p><i>Performance indicators: 1, 4, 5, 8, 9</i></p>	<p>Students view the film <i>West Side Story</i> and a traditional version of <i>Romeo and Juliet</i>. As a whole class, they compare and contrast the stories using a T-chart. After reviewing common literary elements and techniques, students make note of those used in both stories. In pairs, students take the role of a film reviewer, each student rating a different film on a scale of one to ten and prepare a defense of their rating. Using the format of a film review show on TV, pairs present their views to class and debate their differences of opinion.</p> <p><i>Performance indicators: 4, 9, 10, 11, 12</i></p>

STANDARD 3:

Students will listen, speak, read, and write in English for critical analysis and evaluation.

Students learning English as a second language will use English to express their opinions and judgments on experiences, messages, ideas, information, and issues from a variety of perspectives. They will develop and use skills and strategies appropriate to their level of English proficiency to reflect on and analyze experiences, messages, ideas, information, and issues presented by others using a variety of established criteria.

Standard 3: Performance Indicators

1. **Develop and present clear interpretations, analyses, and evaluations of issues, ideas, texts, and experiences; justify and explain the rationale for positions, using persuasive language, tone, evidence, and well-developed arguments.**
Forms of such presentations include oral (class presentations, speeches, and debates), visual (posters, graphs, charts, political cartoons, and illustrations), and written (essays, editorials, movie/textbook/book reviews, position papers, and brochures). **(L, S, R, W)**
2. **Assess, compare, and evaluate the quality of spoken or written texts and visual presentations, using different criteria related to the organization, subject area, and purpose of text.**
Text types include editorials, letters to the editor, political speeches, illustrations, charts, movie/textbook/book reviews, and advertisements. **(L, S, R, W)**
3. **Recognize and communicate personal and multiple points of view within and among groups, in discussing, interpreting, and evaluating information; make inferences about a writer's or speaker's point of view.** **(L, S, R, W)**
4. **Evaluate students' own and others' work, individually and collaboratively, on the basis of a variety of criteria, and recognize how chosen criteria affect evaluation.**
Criteria include visual presentation; clarity of ideas; logic; originality; comprehensiveness; and use of English vocabulary, grammar, and register. **(L, S, R, W)**
5. **Recognize, explain, evaluate, and analyze how structural features affect readers' and listeners' understanding and appreciation of text.**
Such features include organization, syntax, repetition of words or ideas, vocabulary, and visuals. **(L, S, R, W)**
6. **Speak and write, using the conventions and features of American English, to effectively influence an audience (e.g., to persuade, negotiate, argue).**
Such spoken language features include appropriate grammar, precise vocabulary, pronunciation, intonation, and presentation strategies. Such written language features include appropriate grammar, vocabulary, correct spelling, punctuation, and capitalization. **(S, W)**
7. **Engage in collaborative activities through a variety of groupings to discuss, share, reflect on, develop, and express, and to interpret opinions and evaluations about a variety of experiences, ideas, and information.**
Such groupings include small groups, discussion groups, process writing groups, and cooperative learning groups. **(L, S, R, W)**
8. **Apply self-monitoring and self-correcting strategies, using established criteria for effective oral and written presentation and standards for a particular genre (e.g., debate, speech, argument), to adjust presentation and language production to effectively express opinions and evaluations.**
Such strategies include asking questions, starting over, rephrasing, and exploring alternative ways of saying things. **(L, S, R, W)**
9. **Apply learning strategies to examine, interpret, analyze, synthesize, and evaluate a variety of materials.**
Such strategies include using prior knowledge, graphic organizers, context cues; planning; note taking; and exploring cognates and root words. **(L, S, R, W)**

Listening (L) Speaking (S) Reading (R) Writing (W)

Commencement
Sample Classroom Tasks in ESL by English Proficiency Level

Beginning	Intermediate	Advanced
<p>TASK 1</p> <p>Teacher leads the class in a KWL activity on the electoral process in the U.S. Teacher presents a list of candidates running in an upcoming election, along with their posters or pamphlets. Students find ads, articles, and other writing about the candidates in a newspaper brought in by the teacher; identify the main issues of each candidate's campaign; and determine which candidate's publicity is most visually appealing. Students keep a log of campaign ads seen on TV or heard on the radio and the issues addressed in the ads, and report findings to class as the campaign progresses.</p> <p><i>Performance indicators: 2, 3, 9</i></p>	<p>The teacher presents two opposing editorials on a current social or political topic. Students read and discuss the editorials. Working in pairs, they research the issue in the library and/or on the Internet, and take notes. Each student independently writes a letter to the editor either agreeing or disagreeing with the editorials they read, using gathered information and data as support.</p> <p><i>Performance indicators: 1, 2, 3, 5, 6</i></p>	<p>Students view a short political speech given by a well-known political or historical figure. They read the text of the speech afterwards. The teacher facilitates a discussion about what made the speech effective (or not). Students then choose and research a social or political issue, and write a persuasive speech in which they present their own point of view on the subject. They deliver the speech to the class. Peers use a student-created rubric to evaluate the speeches, including such items as persuasiveness, truth, clarity, and effectiveness of the speaker.</p> <p><i>Performance indicators: 1, 2, 3, 4, 6</i></p>
<p>TASK 2</p> <p>The teacher reads aloud a simple letter to a newspaper column such as "Dear Abby" while the students read the letter silently. As a whole class, students discuss possible answers to the problem. The teacher guides them in writing a brief response to the letter. Pairs compare responses with one another and ultimately to the one printed in the column.</p> <p><i>Performance indicators: 1, 3, 6, 7</i></p>	<p>Students read a short story, memoir, or essay in which the writer is faced with a dilemma and resolves it. As a whole class, students brainstorm other ways in which the writer could have chosen to respond to the problem. Each student then writes a letter to the author agreeing with the author's decision or giving an alternative method of solving the problem. The teacher provides mini-lessons as needed in the structure and conventions of formal letter writing.</p> <p><i>Performance indicators: 1, 2, 3, 6</i></p>	<p>Students read two differing reviews of a film viewed in class. Following these models, students in small groups write a review in which they provide a summary of the plot, information about the characters, and comments on the effectiveness of the acting, directing, and other features. They make their own recommendation about whether or not to see the film, and present their review to the class. One review is submitted to the school newspaper.</p> <p><i>Performance indicators: 1, 2, 3, 5, 6</i></p>
<p>TASK 3</p> <p>With teacher support, students review a chart that displays demographic data from the years 1990 and 2000. They identify trends among selected variables in terms of increases or decreases. In small groups, they write a brief description of the data and discuss the possible reasons behind the changes. Groups compare their conclusions.</p> <p><i>Performance indicators: 1, 2, 3, 6, 7, 9</i></p>	<p>Using a list of questions brainstormed in class about immigration experiences, students conduct a three- to five-minute interview of a family member or recent immigrant, and they tape-record it. Interviewer plays recording in class and other students take notes, pausing as needed. After a selected number of interviews have been played, students in small groups compare and contrast the experiences of the interviewees.</p> <p><i>Performance indicators: 1, 3, 7, 9</i></p>	<p>Students complete Intermediate task. They read a brief memoir, diary, or short story on an immigration experience. In pairs, they use a graphic organizer to compare and contrast the author's experience of immigration with their own or a family member's experience. Each student then writes a short essay based on the comparison, using examples and details from each. Essays are collected, peer edited, and compiled into a class book on immigration experiences.</p> <p><i>Performance indicators: 1, 3, 4, 6, 7, 9</i></p>



STANDARD 4:

Students will listen, speak, read, and write in English for classroom and social interaction.

Students learning English as a second language will use English to interact with others in social and classroom situations. They will develop and use skills and strategies appropriate to their level of English proficiency to communicate effectively with regard to audience, purpose, and setting.

Standard 4: Performance Indicators

1. **Use a variety of oral, print, and electronic forms for social communication and for writing to or for self, applying the conventions of social writing.**
Such forms include friendly notes, invitations, and electronic messages, diary entries, and notes to self. (L, S, R, W)
2. **Describe, read about, participate in, or recommend a favorite activity, book, song, or other interest to various audiences.**
Such audiences include peers, classes, teachers, and other adults. (L, S, R, W)
3. **Request and provide information and assistance, orally or in writing, for personal, social, and academic purposes.** (L, S, R, W)
4. **Listen attentively, take turns speaking, and build on others' ideas when engaged in pair, group, or full-class discussions on personal, social, community, and academic topics.** (L, S)
5. **Explain actions, choices, and decisions in social and academic situations.** (S, W)
6. **Understand and use a variety of context-specific oral communication strategies in American English for a range of personal and academic purposes.**
Such strategies include making confirmation checks, clarifying or requesting clarification, paraphrasing, and repairing miscommunication. (L, S)
7. **Follow oral and written directions to participate in classroom activities, and provide directions to peers in selected interactions.** (L, S, R, W)
8. **Negotiate and manage interactions to accomplish social and classroom tasks.** (L, S)
9. **Use appropriate vocabulary, expressions, language, routines, and interaction styles for various audiences and formal and informal social or school situations, noticing how intention is communicated in different ways through language in various contexts.**
Such expressions and routines include asking permission, making and responding to requests, greeting, making promises, thanking, apologizing. Such situations include chatting with friends, participating in group discussions, greeting a principal or other adult, making purchases, interviewing for a job, and applying to college. (L, S, R, W)
10. **Demonstrate appropriate classroom behaviors (e.g., participating in small group and whole class discussions, being courteous, respecting the person and property of others).** (L, S, R, W)
11. **Discover alternative ways of saying things in social and classroom interactions.** (L, S, R, W)
12. **Apply self-monitoring and self-correcting strategies in social and classroom interactions.**
Such strategies include asking questions, starting over, rephrasing, and exploring alternative pronunciations or wording. (L, S, R, W)

Listening (L) Speaking (S) Reading (R) Writing (W)

Commencement
Sample Classroom Tasks in ESL by English Proficiency Level

Beginning	Intermediate	Advanced
<p>TASK 1</p> <p>Students are given the task of greeting a foreign exchange student on the first day of school, and introducing him/her to the principal, secretaries, teachers, students, and other school personnel. After the teacher models various ways to introduce people, students are assigned different school personnel roles, and role-play the introductions and greetings.</p> <p><i>Performance indicators: 3, 4, 6, 9, 11</i></p>	<p>Students brainstorm cultural situations the foreign exchange student may find confusing (cafeteria purchases, hall passes, opening a locker, etc.) and role-play a question-and-answer scenario between the exchange student and the host student. Students reflect on communication strategies for making their guest feel comfortable, and note them in their individual learning journals. In groups, they prepare a question-and-answer orientation booklet to be given to new foreign exchange students or newly arrived immigrant students.</p> <p><i>Performance indicators: 1, 3, 4, 6, 9</i></p>	<p>Students read articles about high schools in various countries and brainstorm aspects of American high schools that exchange students from these countries might find confusing. Students are each assigned a country, and they write a friendly welcome letter to a hypothetical exchange student from that country, describing these aspects of their high school and making suggestions on how to adjust to the new environment. Students share their letters with the whole group, and reflect on written communication strategies they used to help the exchange student feel more at ease.</p> <p><i>Performance indicators: 1, 3, 4, 6, 9</i></p>
<p>TASK 2</p> <p>Teacher models using a particular graphic organizer to compare and contrast three sports. In pairs, students choose sports they are familiar with and complete the same graphic organizer to compare them. Students choose their favorite sport of the three and explain to their partner why they prefer it, referring to their chart. Students then use the graphic organizer to write a brief letter to their gym teacher describing a particular sport, citing reasons why they like it and explaining why it should be kept in, or added to, the physical education curriculum. Teacher provides a simple letter-writing template to assist students.</p> <p><i>Performance indicators: 1, 2, 4, 9, 12</i></p>	<p>After a discussion about favorite sports, the teacher provides students with several scenarios in which a sport will be removed from the interscholastic sports program (on account of budget issues, too few players, problems with scheduling practices, etc.). Using vocabulary and ideas generated in the class discussion, students work in pairs to prepare a brief statement to be read to the board of education persuading them not to eliminate the sport.</p> <p><i>Performance indicators: 1, 2, 4, 5, 9</i></p>	<p>Using a computer program (word processing, desktop publishing), students design and write a brochure describing the schools' interscholastic sports program for incoming freshmen. The brochure should include details such as academic standards for student athletes, criteria for lettering in varsity sports, demands of different sports, schedules for tryouts and practices, etc.</p> <p><i>Performance indicators: 2, 3, 4, 5, 9</i></p>
<p>TASK 3</p> <p>Students brainstorm a list of careers that interest them. The teacher asks them to speculate about the kind of education that each career requires (college, vocational program, apprenticeship, graduate degree, etc.), and students complete a T-chart listing each career with its educational requirements. Finally, choosing one career, students prepare a list of interview questions that can be used to find out more about the career from someone in the field. Students then conduct a brief interview with someone in their chosen career, and report their findings to the class.</p> <p><i>Performance indicators: 1, 3, 4, 6, 9</i></p>	<p>Using teacher-provided resources, including the classified section of a local newspaper, students research the requirements of various career paths and take notes. The teacher organizes a mock job fair. Half the class role-plays recruiters from various careers, and the other half role-plays job seekers. Recruiters must prepare a list of interview questions suitable for their "vacancy." Students circulate through the fair, interviewing for various jobs. Then students switch roles, and circulate through the fair again. Class debriefs on types of interview questions that were challenging, simple, informative, etc.</p> <p><i>Performance indicators: 3, 4, 6, 9, 12</i></p>	<p>Using teacher-provided resources, students research the requirements of various career paths of interest to them, and choose one they are interested in pursuing. They develop a written career plan that includes: how they will meet the educational requirements (degree, certificate, or other training); how they will pay for the training/education through loans, grants, gifts, etc.; and where and how they will search for a job once their training is completed. Students present their plans to the class.</p> <p><i>Performance indicators: 3, 5, 9</i></p>

Commencement
Sample Classroom Tasks in ESL by English Proficiency Level

Beginning	Intermediate	Advanced
<p>TASK 4</p> <p>The teacher uses pictures to present various situations that require emergency personnel, describes agencies that provide assistance for emergencies, and models making a 911 call. The teacher provides pairs of students with emergency scenarios. Students take turns role-playing 911 calls, rotating the role of the 911 operator. Operators must decide, on the basis of the information provided by the caller, which public agency to call. Students provide feedback to callers and operators.</p> <p><i>Performance indicators: 1, 3, 6, 9, 12</i></p>	<p>Students share and discuss newspaper reports of accidents, fires, or other situations that require emergency personnel. The teacher then provides groups of students with different emergency scenarios. Each group member is provided with descriptions of various roles involved in the emergency (e.g., victim, firefighter, neighbor, ambulance driver). Students improvise the emergency scene while staying in character. Afterward, students analyze their speaking and discuss alternative phrases and expressions to communicate more effectively, as well as how factors such as tone, vocabulary, and intonation can affect communication.</p> <p><i>Performance indicators: 1, 3, 6, 9, 11</i></p>	<p>Students read newspaper reports of various emergencies such as fires, accidents, weather disasters, etc. After class brainstorm other emergency scenarios, students role-play in pairs scenarios in which one partner pretends to be a newspaper reporter at the scene of an emergency, and the other is a victim or witness. Then they write a newspaper article about the situation, which includes dialogue from interviews with victims, 911 calls, etc. In small groups, students read and respond to each other's articles.</p> <p><i>Performance indicators: 1, 3, 6, 9, 12</i></p>
<p>TASK 5</p> <p>The teacher creates a generic opinion phrase such as "what a great idea." Teacher models various ways of adding meaning to the phrase with facial expressions and gestures (enthusiastic, doubtful, sarcastic, jealous, encouraging, etc.). Teacher secretly assigns each student a different emotion or intention, and has students use facial expressions and gestures to illustrate the emotion or intention when saying the phrase. Other students try to guess the emotion.</p> <p><i>Performance indicators: 1, 9</i></p>	<p>Teacher goes over a list of emoticons (emotional icons) and acronyms commonly used in e-mail messages (e.g., :-) [funny], lol [laughing out loud], btw [by the way], writing in capital letters). They act out a typical school situation (e.g., not having change for a vending machine), using expressions, gestures, and voice inflections implied by certain emotions on the list. Partners try to guess which emoticon is being implied, and write an e-mail message to their partner, "translating" their actions into words and emotions.</p> <p><i>Performance indicators: 1, 4, 9</i></p> <div align="center" data-bbox="600 1407 990 1554"> </div>	<p>After going over a list of emotions and acronyms commonly used in e-mail messages, students write several e-mail messages on the same topic to various recipients (a friend, their mother, the teacher, etc.), using emotions and wording appropriate to the audience. In groups, students analyze the messages and reflect on how the audience affects the writer's choices.</p> <p><i>Performance indicators: 1, 4, 9</i></p>

Commencement
Sample Classroom Tasks in ESL by English Proficiency Level

Beginning	Intermediate	Advanced
<p>TASK 6</p> <p>Students choose a safety procedure from one of their content-area classes (science, technology, PE, etc.). With teacher support, they create a flowchart poster describing the procedure, and use the poster as they demonstrate the safety procedure for the class.</p> <p><i>Performance indicators: 10, 11</i></p>	<p>Students choose a safety procedure from one of their content-area classes. In small groups, they prepare a handout describing the procedure, using step-by-step directions. They refer to the handout while demonstrating the procedure to the class.</p> <p><i>Performance indicators: 3, 5, 10, 11</i></p> <div data-bbox="641 714 1015 955" style="text-align: center; border: 2px solid black; padding: 10px; margin: 20px auto; width: fit-content;"> <p>CAUTION</p> <hr style="border: 1px solid black;"/> <p>OPEN DOOR SLOWLY</p> </div>	<p>Students choose a safety procedure from one of their content-area classes. In pairs, they prepare a cause-and-effect chart describing the procedure step-by-step along with possible consequences of not following the proper procedure at each step. They teach the procedure to the class, referring to the chart to emphasize the importance of following the correct procedure. Finally, students work with others who chose a task from the same content-area class to create a written procedure handbook for that class with clear step-by-step directions and descriptions of possible consequences of not following the proper procedure.</p> <p><i>Performance indicators: 3, 4, 5, 10, 11</i></p> <div data-bbox="1088 934 1485 1197" style="text-align: center; border: 1px solid black; padding: 10px; margin: 20px auto; width: fit-content;"> <div style="background-color: #cccccc; padding: 5px; display: inline-block;">SAFETY FIRST</div> <p>KEEP THIS AREA SAFE AND CLEAN</p> </div>

STANDARD 5:

Students will demonstrate cross-cultural knowledge and understanding.

Students will demonstrate cross-cultural knowledge and sensitivity in communicating with others of varied social, cultural, and linguistic backgrounds. They will develop and use culturally appropriate behaviors, and a knowledge of local and U.S. cultures and practices, in their interactions with others in their new cultural environment.

Standard 5: Performance Indicators

- 1. Demonstrate an understanding of cultural and language patterns and norms in American English, including different regional and social varieties of English, and identify and interpret how these patterns and norms are used.**
Such patterns and norms include levels of formality, slang, humor, idioms, rhetorical patterns, and standard versus nonstandard dialects (L, S, R, W)
- 2. Demonstrate an understanding of a broad range of U.S. cultural and political referents through institutions, functions, and processes at the local and national levels, and compare/contrast these with parallels in the students' native community.**
Such cultural and political referents include holidays, symbols, traditions, customs, governance systems, and schooling. (L, S, R, W)
- 3. Recognize and share cross-cultural experiences and ideas, and connect with those of others.**
(L, S, R, W)
- 4. Interpret and demonstrate knowledge of nonverbal and oral communication features, and understand the contexts in which they are used appropriately.**
Such means of nonverbal communication include gestures, body language, volume, stress, intonation, pace, rhythm, and pauses. (L, S)
- 5. Compare and contrast oral traditions, myths, folktales, and literature from different national and international regions and cultures, including the students' own, identifying similarities and differences and universal cultural themes, and exploring how language and literature transmit culture.**
(L, S, R, W)
- 6. Recognize and demonstrate an appreciation of some commonalities and distinctions across cultures and groups (differentiated by gender, ability, generations, etc.), including the students' own.**
(L, S, R, W)

Listening (L) Speaking (S) Reading (R) Writing (W)

Commencement

Sample Classroom Tasks in ESL by English Proficiency Level

Beginning	Intermediate	Advanced
<p>TASK 1</p> <p>With teacher support, students read a popular comic strip such as <i>Peanuts</i> or <i>Blondie</i> from the newspapers. Teacher facilitates a whole class discussion of the comic strip, noting any culturally embedded issues and dialect. Students then choose another comic strip, and write a brief paragraph about their interpretation of the strip. Students present comic strips and interpretations to class.</p> <p><i>Performance indicators: 1, 4</i></p>	<p>Students listen to a popular song while reading its lyrics. As a whole class, they brainstorm ways in which it reflects the perceptions of the popular culture. Any idiomatic, regional, or nonstandard dialects are discussed and listed. Each student then chooses his/her own favorite song, studies the lyrics, and writes his/her interpretation in a response journal, including items discussed in class. Each student then shares his/her song with the whole class and leads a discussion on its meaning and cultural implications. Idiomatic expressions from the songs are recorded and compiled as each student presents. Finally, in pairs, students create posters of the idiomatic expressions, including their meaning, appropriate context and usage to display in class.</p> <p><i>Performance indicators: 1, 4</i></p>	<p>Students read three short stories or literary excerpts from different regions of the world on a related theme or topic. In whole class discussion, students brainstorm the ways in which cultural and social conditions influenced the three authors. As a follow-up, each student chooses an author, researches his/her life, and writes an extended essay indicating how society and culture may have influenced the author's perspective.</p> <p><i>Performance indicators: 1, 4, 5</i></p>
<p>TASK 2</p> <p>Students listen to a recording and read the lyrics of the national anthem of the United States. With the class, the teacher brainstorms the major themes in the song and the values that are embedded in it. Students compare this song to the national anthems of their native countries. They individually complete a Venn diagram to compare and contrast the major themes and values of the two anthems.</p> <p><i>Performance indicators: 2, 5</i></p>	<p>With teacher support, students plan a field trip to a local memorial, monument, or museum. They create a KWL chart and prepare a list of questions they want to answer as a result of the trip. Working in pairs, they investigate and take notes on at least three questions during the field trip. The student pairs write up the results of the questions and present their report to the class in the form of an interview, with one of them posing as a reporter and the other as an official spokesperson for the monuments. The report is evaluated through a rubric created by the teacher for their written work and oral presentation.</p> <p><i>Performance indicators: 2, 3, 5, 6</i></p>	<p>The teacher leads the class in a discussion of national monuments as cultural symbols and students share examples of important monuments from their own countries, pointing out the meaning and historical context for each. Then working in pairs, students choose one national monument in the U.S. and one national monument in another country of their interest. They research the history and meaning of the monuments, including the designers, the locations chosen, and the events they commemorate. The results of the investigation are displayed on a poster with an accompanying two-page report that is presented orally.</p> <p><i>Performance indicators: 2, 5</i></p>

Commencement

Sample Classroom Tasks in ESL by English Proficiency Level

Beginning	Intermediate	Advanced
<p>TASK 3</p> <p>Teacher and students bring in photos of an important event in their lives or in the lives of their families. Teacher models and students later give an oral presentation about the photo to the whole class. With teacher support, students create categories for the photos, using a list-group-label method. Students write a brief description of their photo, and categorize it according to the labels created in class.</p> <p><i>Performance indicator: 3</i></p>	<p>Teacher and students brainstorm and list customs about dating and marriage in the U.S. and in their native countries, including ages, range of choices, weddings, etc. Teacher provides additional information on U.S. customs. Using the items listed, students work in small groups to discuss at least two of these customs. Students then investigate the history of the selected dating and marriage customs in the U.S., ways in which the customs have changed over time, and some cultural variations within the United States regarding these customs. They prepare an oral presentation in which they present their findings.</p> <p><i>Performance indicators: 2, 3, 5</i></p>	<p>Working in small groups, students select one ritual or tradition involving such events as birth, coming of age, dating, marriage, and death in the U.S. and in one other country of their choice. They research the history of the rituals or traditions, and create a short dramatic presentation on the changes and development of these two rituals or traditions for the class. The presentation is evaluated on the basis of a teacher-created rubric.</p> <p><i>Performance indicators: 2, 3, 5, 6</i></p>
<p>TASK 4</p> <p>Students bring a photo or childhood memento from their culture to share. They talk about the object in a sharing circle. Then they write descriptions of objects, including details to add interest (e.g., age, event, place, significance). Next, they read a short story (e.g., “The Whispering Cloth,” “Annie and the Old One”) that depicts childhood in other cultures and write something about the main character’s experience in each story (e.g., whether it was sad, honest, frightening, or difficult).</p> <p><i>Performance indicators: 3, 5</i></p>	<p>Students write a brief story about a significant childhood experience in their own lives, including culturally relevant details. Next, the class reads Tomie di Paola’s memoir and makes a list of details that add interest to memoirs. Students read aloud their personal stories, and classmates ask questions about them. Students rewrite their personal stories, addressing these questions and incorporating unique cultural details and a better understanding of the memoir genre.</p> <p><i>Performance indicators: 3, 5, 6</i></p>	<p>Students complete Intermediate task. To enhance their understanding of genre and enrich their writing, they read Cynthia Rylant’s memoir (<i>When I Was Young in the Mountains</i>). Students develop their personal story into a memoir.</p> <p><i>Performance indicators: 3, 5, 6</i></p>



Commencement
Sample Classroom Tasks in ESL by English Proficiency Level

Beginning	Intermediate	Advanced
<p>TASK 5</p> <p>The teacher obtains two well-illustrated copies of variations of ancient flood myths, using students' native cultures as a source if possible, and reads them to students. In pairs, students discuss the stories and as a class compare them in a Venn diagram. Students discuss the similarities in the myths. They reflect on whether the lessons the myths were intended to teach are relevant in modern-day American culture or in their native cultures.</p> <p><i>Performance indicators: 3, 5</i></p>	<p>Students complete the Beginning task. In pairs, they create a chart listing the reasons that the gods in the myths chose to flood the Earth, the consequences of each flood, and the lessons learned. Groups of students brainstorm modern-day problems that correspond to the ancient problems, and choose one. Together, they create a modern-day flood myth skit that teaches a lesson, and present it to the class, with each student taking a part (narrator, angry god, person, etc.). Students respond to each other's skits, and discuss issues common to all the skits.</p> <p><i>Performance indicators: 3, 5, 6</i></p>	<p>The teacher obtains several copies of variations of flood myths. Students choose three or more stories to read independently, and complete a matrix listing the story, culture of origin, reasons for flood, consequences, and lessons learned. In groups, they discuss the similarities and differences, and compare views of ancient cultures with modern-day views. After brainstorming modern-day problems, students independently write a flood myth that teaches a modern-day lesson. They read and respond to each other's myths and discuss common problems for all cultures, ancient and modern.</p> <p><i>Performance indicators: 3, 5, 6</i></p>
<p>TASK 6</p> <p>The teacher tells students they will be learning how to disagree politely, and announces a ridiculous new rule to the class to spark protests and questions from the students (e.g., students will only be allowed to complete homework assignments using crayons). The teacher coaches students on how to use the appropriate register to phrase their concerns, and responds to their concerns with more ridiculous responses (...because the teacher thinks crayons are prettier than pens) to draw out the experience. At the end of the activity, students discuss how comfortable they felt while disagreeing, and compare strategies for disagreeing in the native cultures with the strategies they learned through the activity.</p> <p><i>Performance indicators: 1, 4</i></p>	<p>Students complete the Beginning task, and then take turns role-playing other nonsense situations in which students must disagree, using characters such as grandfather and grandson, husband and wife, principal and teacher, etc. to focus on levels of formality and rhetorical patterns in disagreements. The teacher coaches students on responses considered appropriate in American culture. After the activity, students discuss similarities and differences between their own culture and American culture and create a chart of relationships (old-young, boss-employee, parent-child) with notes on how each person would appropriately respond in a disagreement in both cultures.</p> <p><i>Performance indicators: 1, 4</i></p>	<p>The teacher creates a nonsense issue and assigns groups of students to two sides of the issue (see Beginning task). Students meet in their groups to prepare their arguments, and then stage a mock debate. The teacher coaches students on appropriate ways to disagree and defend their point of view. After the debate, students reflect on strategies for discussing controversial issues, and discuss whether or not strategies would work in their own culture. They follow it up by researching real, controversial issues relevant to a school context, and choosing an issue to debate. The teacher assigns sides, and facilitates the debates. Students apply the insights they learned in the previous task during the debate, and follow up by discussing how culture affects interactions during conflict.</p> <p><i>Performance indicators: 1, 4</i></p>

LEARNING EXPERIENCE

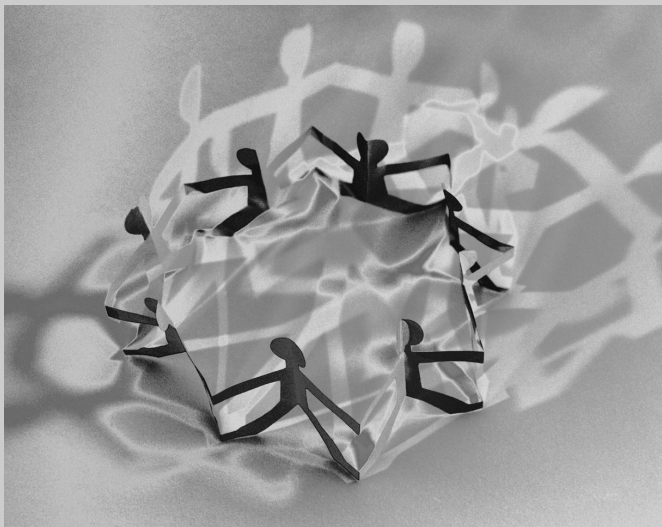
“who are you, little i?”

Submitted by
Adolfo Calovini
Park West High School
New York, New York

Proficiency Level:
Intermediate–Advanced ESL

LEARNING CONTEXT

This learning experience was designed to assist eleventh-grade intermediate to advanced ESL students acquire a better knowledge of themselves and consequently perform more effectively in a job interview and make wiser career and educational choices. Students developed autobiographies, poems, reviews of literature and reports all based on the “Human Organization Theory (HOT). The essence of this learning experience was to allow students to explore the many elements that make each of us who we are, elements that include family, health, leisure, education, celebrations, and rights and responsibilities, to name a few. Moreover, this activity was designed to help students meet the ESL learning standards and in practicing all the skills they need to develop for the rigorous ELA Regents exam.



STANDARDS & PERFORMANCE INDICATORS

ESL STANDARD 1: Students will listen, speak, read, and write in English for information and understanding.

Performance Indicators:

2. Students read, gather, view, listen to, organize, discuss, interpret, and analyze information related to academic content areas from various sources.
3. Students select information appropriate to the purpose of the investigation with suitable supporting material.
4. Students compare, contrast, categorize, and synthesize information and objects, and identify complexities and discrepancies in the information.
13. Students engage in collaborative activities through a variety of student groupings.

ESL STANDARD 2: Students will listen, speak, read, and write in English for literary response, enjoyment, and expression.

Performance Indicators:

1. Students read, listen to, view, and discuss a variety of texts from a wide range of authors, subjects, genres, cultures, and historical periods.
7. Students compose and present personal and formal responses to and interpretations of published literary works and the work of peers, referring to details and features of text.
8. Students create stories, poems, sketches, songs, and plays, including those that reflect traditional and popular American culture, using typical features of a given genre; create an effective voice, using a variety of writing styles appropriate to different audiences, purposes, and settings.

ESL STANDARD 3: Students will listen, speak, read, and write in English for critical analysis and evaluation.

Performance Indicators:

4. Students evaluate their own and others' work, individually and collaboratively, on the basis of a variety of criteria, and recognize how chosen criteria affect evaluation.

ESL STANDARD 4: Students will listen, speak, read, and write in English for classroom and social interaction.

Performance Indicators:

4. Students listen attentively, take turns speaking, and build on others' ideas when engaged in pair, group, or full class discussions on personal, social, community, and academic topics.

TEACHER REFLECTIONS:

In the past, most of these students showed some resistance in working cooperatively and in sharing the amazing richness of their cultural background. I could help students overcome cultural barriers by involving them in a meaningful project. I believe this learning experience has been particularly successful because of its primary purpose: to help students achieve a clearer understanding of their past, their qualities, their needs, and their dreams.

The learning experience has provided me with the structure on which I could effectively plan my students' work and final project. Throughout this activity I maintained the role of facilitator by asking my students to be involved in developing assessment criteria to evaluate individual and group work. This procedure did not intimidate them, but helped them revise their writing. One of the most rewarding developments from this project was the turn-around made by a small group of disaffected students. For the first two weeks most of these students were late or were doing very little work as usual, but by the third week, I noticed a sudden positive change in their behavior. By the end of the project they surprised the class with poems, reports, and autobiographies which the class evaluated as the most meaningful.

This learning experience has been one of my most successful teaching activities. I think that its structure and the quality of orientation and support I have received have made a great difference.

PROCEDURE

TEACHER ACTIVITIES

- Leads brainstorming of “Who am I?”
- Introduces the poems “Me” and “who are you, little i?”
- Introduces, explains, and analyzes Human Organization Theory (HOT)
- Creates groupings, selects leaders, and elicits criteria for group interaction
- Elicits criteria of a good poem and effective posters
- Reads to students description of own life
- Introduces the text *The Miracle Worker* and shows the film *The Miracle Worker* and provides comprehension questions and analysis grid
- Elicits steps of the writing process and provides starters for introduction, body, conclusion for final project
- Assigns final project: writing an autobiography
- Monitors revising and editing process

STUDENT ACTIVITIES

- Complete a free writing activity regarding “Who am I?”
- Read and paraphrase the poems “Me” by Walter de la Mare and “who are you, little i?” by e. e. cummings
- Write a poem about self
- Create criteria for poems and revise poems on the basis of the criteria
- Share personal experiences related to all 14 categories of the HOT
- Create posters related to the 14 categories of HOT by cutting pictures from publications
- Write a report on the teacher's life
- Work with other students in groups to create, review, test, revise, and answer questions regarding the HOT
- Write report on own life
- Brainstorm personal feelings regarding Helen Keller's disabilities and research the lives of Helen Keller and Anne Sullivan
- Read *The Miracle Worker* by William Gibson and watch the movie *The Miracle Worker* and compare the two
- Write an autobiography, following a model
- Create criteria of a good autobiography
- Use writing process to revise autobiography according to criteria



RESOURCES AND MATERIALS

1. The poems “Me” by Walter de la Mare and “who are you, little i?” by e. e. cummings
2. The play *The Miracle Worker* by William Gibson
3. The film *The Miracle Worker* by Arthur Penn
4. Chart paper
5. Markers
6. Various print media
7. Access to computers/online resources
8. Access to library resources



TIME REQUIRED

Planning: Eight hours to determine procedures and gather materials

Implementation: 30 days of 45-minute lessons

Assessments: Ongoing throughout implementation



ASSESSMENT TOOLS AND TECHNIQUES

Assessment of student work was ongoing and included evaluations by the teacher and by the students themselves, based on teacher-made criteria and collaboratively generated criteria. Through observations, rubrics, and checklists, students were assessed on the following:

- Oral reports, poems, creation of posters, development of questions, written reports, autobiography
- Reading log indicating the literary elements and techniques used by authors
- Group collaboration
- Analysis of peers' written suggestions for improvement in clarity and logic of writing
- Use of language






INSTRUCTIONAL/ENVIRONMENTAL MODIFICATIONS

- ✓ Pair/group less proficient students with more proficient students
- ✓ Frequently change the position of student desks to facilitate intra-group communication, pair work, and individual activities
- ✓ To help all students concentrate on different tasks, to facilitate understanding for those who are more visual, and to inform those who were absent, big colorful charts were created and displayed in the classroom

STUDENT WORK/PRODUCTS

- Poem about self
- Questionnaire about the Human Organization Theory (HOT) chart
- Report on teacher's life
- A personalized Human Organization Theory chart
- Posters illustrating the components of human life (HOT)
- A report about student's own life
- Answers to comprehension questions about the play *The Miracle Worker*
- A T-chart describing characters in the play
- Autobiography (past, goals, plans)

student work samples

-    
When the Day comes
- Looking up at the sky, and 
Watching all the stars, I feel that one day
One of them will be I
- Even though I don't know
When that day will be.
I gotta live life and
Try to be the best I can be,
So when the day comes
Ready I'll be
To shine and shine
- Just like this

Autobiography Using Human Organization Theory

Teacher's comments

This student wrote two versions of her autobiography. In both she has established and maintained a clear focus. She has developed each HOT component with original, logical, and vivid supporting facts, anecdotes, and examples. The second draft was better organized in an essay format, but the first draft was more emotionally powerful. The student has accepted my suggestion to write a third version blending the emotional grip of the first with the organization features of the second..

she has skillfully used the writing process, drafting, revising and editing in order to improve the essay content, organization and conventions. she still has some work to do on mechanics.

Autobiography using Human Organization Theory

I was born in Haiti on November 1, 1983, in a place called Port au-Prince. I passed most of my days in what they called "dormitory" because my mother died when I was three, so I didn't have any other place to go with my two little brothers who are dead now. I don't remember when the first one died, but I know that the second died in 1996; I remember because I was old enough to understand and cry. I don't remember my mother's face, but I know that she was pretty because every time my father talks to me about her, he always starts by saying how beautiful she was. I do not know what it means to live with a family, because I have never got the chance. I always consider my friends to be my family. It was very hard to live in a dormitory. Sometimes I got bit up by the older ones. I cried almost every night, because I wanted to see my mother and father. My father was in the U.S. where he had a good job that could provide for him and me. As little as I was I knew that it was not his fault if he left me in Haiti. I knew that my father wanted the best for me.

Through the 14 components of the Human Organization Theory, I had the possibility to know deeply who I am and which part of my life needs some work. To be sincere, sometimes I do things that can badly affect my health. But I feel well and strong. I went to my doctors many times and they always told me that if children who grow up without their mother or father, they develop bad habits, which was my case. Now I'm trying to do what's good for my health. Not long ago, something very bad happened to me, where one of my friends invited me to dinner and I accepted with the big smile on my face. At the dinner the food was so delicious that I savor every peace and after that I discover that there was pork in the rice. I was so mad that I cried and it took me days to get over it. Since that day I have never gone to another dinner because I know who I am and what is important to avoid anything that may affect me or my belief. Sometimes it's only a grass fire, it flares up but only live ashes and the heat goes away. Food means a lot to me because I believe that you are what you eat, so I make sure that I eat in a restaurant that is clean and I don't eat pork and many other things that I believe are bad for your health.

I'm not good at making friends, but I always want to get a lot of them because I like to be around people who care about each other. I really like to talk. Sometimes I do not know what I am saying, but I like to talk anyway. People who keep silent are mostly sad. I care a lot about the way I dress and the food that I eat. I like to look cute even if I feel uncomfortable with the dress I wear. I can say that I am an educated person because I am in 12th grade. I like to read books and to do research. School is very important to me, because it gives me hope. I am not homeless but I am not rich. I never had a real job, but I hope that some day I will get a good job that pays off.

I never feel really safe maybe because I never got my mother and I got my father around only lately. The only people I used to see around me were different from me; they had come from different places. I had never felt protected by my parents. But now I have my father. I know he will never let anyone hurt me.

I know myself better than anyone else. I know where I need to improve and where I am good so I don't feel inferior. I am aware of my rights so much that sometimes I become arrogant. But I know other people's rights as well. I am proud of my name, the same as my great-grandmother. I believe in myself and I'm happy to be alive. I will always remember what my friend told me one day: "You have to smile at life, my angel, because if you don't, you will shrivel up like an old goat skin in the sun." I know all my dreams will come true. I can feel it.

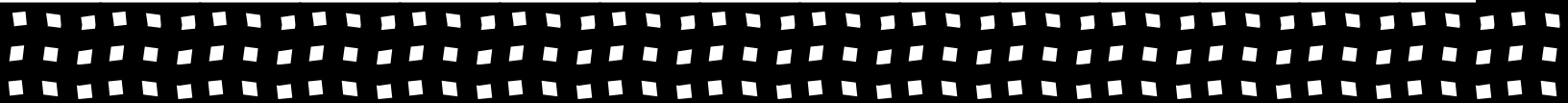


English as a Second Language

New York State

ESL Learning Standards

Performance Indicators by Grade Level



STANDARD 1: Students will listen, speak, read, and write in English for information and understanding.

Performance indicators by grade level:

Early Childhood Grades Pre-K – 1	Elementary Grades 2 – 4
<p>1. Identify and use basic reading and listening strategies to make text comprehensible and meaningful. Such strategies include predicting; previewing; reviewing; recognizing sight words; listening selectively; listening for a specific purpose; listening for main ideas and details; using context clues, cognates, and an understanding of letter-sound relationships. (L, R)</p>	<p>1. Identify and use reading and listening strategies to make text comprehensible and meaningful. Such strategies include skimming; scanning; previewing; reviewing; discussing; listening selectively; listening for a specific purpose; listening for main ideas and details; using structural and context clues, cognates, format, sequence, and an understanding of letter-sound relationships to decode difficult words. (L, R)</p>
<p>2. View, listen to, read, gather, organize, and discuss information from various sources. Such sources include story and picture books, audio and media presentations, and oral interviews. (L, S, R, W)</p>	<p>2. Read, gather, view, listen to, organize, discuss, and interpret information related to academic content areas from various sources. Such sources include reference books, magazines, textbooks, the Internet, audio and media presentations, oral interviews, charts, graphs, maps, and diagrams. (L, S, R, W)</p>
<p>3. Select information appropriate to the purpose of the investigation. (L, R)</p>	<p>3. Select information appropriate to the purpose of the investigation, and relate ideas from one written or spoken source to another. (L, S, R, W)</p>
<p>4. Compare, contrast, and categorize to gain a deeper understanding of information and objects. (L, S, R, W)</p>	<p>4. Compare, contrast, and categorize, to gain a deeper understanding of information and objects. (L, S, R, W)</p>
<p>5. Formulate, ask, and respond to questions to obtain and provide information and meaning. (L, S, R, W)</p>	<p>5. Formulate, ask, and respond to questions to obtain, clarify, and extend information and meaning. (L, S, R, W)</p>
<p>6. Formulate and share opinions about information and ideas with reference to features in oral and written text such as details and facts. (L, S, R, W)</p>	<p>6. Make and support inferences about information and ideas with reference to features in oral and written text. Such features include vocabulary, facts, sequence, and details. (L, S, R, W)</p>
<p>7. Present information clearly in oral and graphic forms. Such forms include retelling, paraphrases, stories, letters, posters, picture summaries, and other graphics. (S, W)</p>	<p>7. Present information clearly in a variety of oral and written forms for different audiences and purposes related to all academic content areas. Such forms include retelling, paraphrases, summaries, stories, brief reports, posters, picture summaries, charts, and other graphics. (S, W)</p>
<p>8. Present ideas clearly in written form. (W)</p>	<p>8. Select a focus, organization, and point of view for oral and written presentations. (S, W)</p>

Listening (L) Speaking (S) Reading (R) Writing (W)

Students learning English as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.

Intermediate Grades 5 – 8	Commencement Grades 9 – 12
<p>1. Identify and use reading and listening strategies to make text comprehensible and meaningful. Such strategies include skimming; scanning; previewing; reviewing; discussing; listening selectively; listening for a specific purpose; listening for main ideas and details; note taking; using structural and context clues, cognates, format, sequence, and an understanding of letter-sound relationships to decode difficult words. (L, R)</p>	<p>1. Identify and use reading and listening strategies to make text comprehensible and meaningful. Such strategies include skimming; scanning; previewing; reviewing; discussing; listening selectively; listening for a specific purpose; listening for main ideas and details; note taking; using structural and context clues, cognates, format, sequence, and an understanding of letter-sound relationships to decode difficult words. (L, R)</p>
<p>2. Read, gather, view, listen to, organize, discuss, interpret, and analyze information related to academic content areas from various sources. Such sources include nonfiction books for young adults, reference books, magazines, textbooks, the Internet, databases, audio and media presentations, oral interviews, charts, graphs, maps, and diagrams. (L, S, R, W)</p>	<p>2. Read, gather, view, listen to, organize, discuss, interpret, and analyze information related to academic content areas from various sources. Such sources include nonfiction books for young adults, reference books, magazines, textbooks, the Internet, databases, audio and media presentations, oral interviews, charts, graphs, maps, and diagrams. (L, S, R, W)</p>
<p>3. Select information appropriate to the purpose of the investigation, relate ideas from one written or spoken source to another, and exclude nonessential information. (L, S, R, W)</p>	<p>3. Select information appropriate to the purpose of the investigation with suitable supporting material. Such material includes facts, details, illustrative examples, anecdotes, and personal experiences. (L, S, R, W)</p>
<p>4. Compare, contrast, categorize, and synthesize to gain a deeper understanding of information and objects. (L, S, R, W)</p>	<p>4. Compare, contrast, categorize, and synthesize information and objects, and identify complexities and discrepancies in the information. (L, S, R, W)</p>
<p>5. Formulate, ask, and respond to various question forms to obtain, clarify, and extend information and meaning. (L, S, R, W)</p>	<p>5. Formulate, ask, and respond to various questions forms to obtain, clarify, and extend information and meaning. (L, S, R, W)</p>
<p>6. Make and support inferences about information and ideas with reference to features in oral and written text. Such features include vocabulary, format, facts, sequence, and relevance of details. (L, S, R, W)</p>	<p>6. Make and support inferences about information and ideas with reference to features in oral and written text. Such features include vocabulary, format, facts, sequence, register, and relevance of details. (L, S, R, W)</p>
<p>7. Present information clearly in a variety of oral and written forms for different audiences and purposes related to all academic content areas. Such forms include paraphrases, summaries, stories, reports, essays, posters, charts, and other graphics. (S, W)</p>	<p>7. Present information clearly in a variety of oral and written forms for different audiences and purposes related to all academic content areas. Such forms include paraphrases, summaries, stories, research reports, essays, articles, posters, charts, and other graphics. (S, W)</p>
<p>8. Select a focus, organization, and point of view for oral and written presentations, and justify this selection. (S, W)</p>	<p>8. Select a focus, organization, and point of view for oral and written presentations, and justify this selection. (S, W)</p>

Continued on the next page

STANDARD 1: *Continued*

Performance indicators by grade level:

Early Childhood Grades Pre-K – 1	Elementary Grades 2 – 4
<p>9. Convey information, using some organizational patterns and structures. Such patterns and structures include chronological order, rhyming patterns, and similarities and differences. (S, W)</p>	<p>9. Convey information, using a variety of organizational patterns and structures. Such patterns and structures include chronological order, cause and effect, similarities and differences, and general-to-specific presentation. (S, W)</p>
<p>10. Demonstrate a basic understanding of facts. (S, W)</p>	<p>10. Distinguish between fact and opinion, and relevant and irrelevant information. (L, S, R, W)</p>
<p>11. Express and develop ideas and understanding, using some elements of the “writing process.” Such as word mapping, brainstorming, drawing, and writing letters, words, and simple sentences. (L, S, R, W)</p>	<p>11. Use the process of prewriting, drafting, revising, and proofreading (the “writing process”) to produce well-constructed informational texts. (L, S, R, W)</p>
<p>12. Become familiar with some conventions of American English. Such conventions include grammar, pronunciation, spelling, punctuation, and capitalization. (L, S, R, W)</p>	<p>12. Convey information and ideas through spoken and written language, using conventions and features of American English. Such spoken language features include appropriate grammar, vocabulary, pronunciation, and intonation. Such written language features include appropriate grammar, vocabulary, correct spelling, punctuation, and capitalization, and paragraphing. (L, S, R, W)</p>
<p>13. Engage in collaborative activities through a variety of student groupings to gather, share, discuss, and present information. (L, S, R, W)</p>	<p>13. Engage in collaborative activities through a variety of student groupings to read, gather, share, discuss, interpret, organize, and present information. Such groupings include small groups, cooperative learning groups, process writing groups, research groups, and interest groups. (L, S, R, W)</p>
<p>14. Consult print and nonprint resources (e.g., audio/visual media, family) in the native language when needed. (L, S, R)</p>	<p>14. Consult print and nonprint resources (e.g., audio/visual media, family) in the native language when needed. (L, S, R)</p>
<p>15. Apply self-monitoring and self-correcting strategies for language production. Such strategies include referring to illustrations, asking questions, starting over, rephrasing, and exploring alternative ways of saying things. (L, S, R, W)</p>	<p>15. Apply self-monitoring and self-correcting strategies for accurate language production and oral and written presentation, using established criteria for effective presentation of information. Such strategies include referring to illustrations, asking questions, starting over, rephrasing, and exploring alternative ways of saying things. (L, S, R, W)</p>
<p>16. Apply learning strategies to acquire information and make oral and written texts comprehensible and meaningful. Such strategies include asking questions and using prior knowledge, using graphic organizers, context clues and cognates. (L, S, R, W)</p>	<p>16. Apply learning strategies to acquire information and make oral and written texts comprehensible and meaningful. Such strategies include asking questions; using prior knowledge, graphic organizers, and context cues; planning; note taking; questioning; exploring cognates and root words; and applying ideas to new settings or experiences. (L, S, R, W)</p>

Listening (L) Speaking (S) Reading (R) Writing (W)

Intermediate Grades 5 – 8	Commencement Grades 9 – 12
<p>9. Convey and organize information, using facts, details, illustrative examples, and a variety of patterns and structures. Such patterns and structures include chronological order, cause and effect, problem and solution, and general-to-specific presentation. (S, W)</p>	<p>9. Convey and organize information, using facts, details, illustrative examples, and a variety of patterns and structures. Such patterns and structures include chronological order, cause and effect, problem and solution, and general-to-specific presentation. (S, W)</p>
<p>10. Distinguish between fact and opinion, and relevant and irrelevant information, and exclude nonessential information in oral and written presentations. (L, S, R, W)</p>	<p>10. Distinguish between fact and opinion, and relevant and irrelevant information, and exclude nonessential information in oral and written presentations. (L, S, R, W)</p>
<p>11. Use the process of prewriting, drafting, revising, peer editing, and proofreading (the “writing process”) to produce well-constructed informational texts. (L, S, R, W)</p>	<p>11. Use the process of prewriting, drafting, revising, peer editing, and proofreading (the “writing process”) to produce well-constructed informational texts. (L, S, R, W)</p>
<p>12. Convey information and ideas through spoken and written language, using conventions and features of American English appropriate to audience and purpose. Such spoken language features include appropriate grammar, vocabulary, pronunciation, intonation, and a wide variety of sentence structures. Such written language features include appropriate grammar, vocabulary, correct spelling, punctuation, capitalization, paragraphing, and a wide variety of sentence structures. (L, S, R, W)</p>	<p>12. Convey information and ideas through spoken and written language, using conventions and features of American English appropriate to audience and purpose. Such spoken language features include appropriate grammar, vocabulary, pronunciation, and intonation. Such written language features include appropriate grammar, vocabulary, correct spelling, punctuation, capitalization, paragraphing, and a wide variety of sentence structures. (L, S, R, W)</p>
<p>13. Engage in collaborative activities through a variety of student groupings to read, gather, share, discuss, interpret, organize, analyze, and present information. Such groupings include small groups, cooperative learning groups, process writing groups, cross-age groups, research groups, and interest groups. (L, S, R, W)</p>	<p>13. Engage in collaborative activities through a variety of student groupings to read, gather, share, discuss, interpret, organize, analyze, synthesize, and present information. Such groupings include small groups, cooperative learning groups, process writing groups, cross-age groups, research groups, and interest groups. (L, S, R, W)</p>
<p>14. Consult print and nonprint resources (e.g., audio/visual media, family) in the native language when needed. (L, S, R)</p>	<p>14. Consult print and nonprint resources (e.g., audio/visual media, family) in the native language when needed. (L, S, R)</p>
<p>15. Apply self-monitoring and self-correcting strategies for accurate language production and oral and written presentation, using established criteria for effective presentation of information. Such strategies include referring to illustrations, asking questions, starting over, rephrasing, and exploring alternative ways of saying things. (L, S, R, W)</p>	<p>15. Apply self-monitoring and self-correcting strategies for accurate language production and oral and written presentation, using established criteria for effective presentation of information. (L, S, R, W)</p>
<p>16. Apply learning strategies to acquire information and make texts comprehensible and meaningful. Such strategies include using prior knowledge, graphic organizers, and context clues; planning; note taking; inferencing; questioning; exploring cognates and root words; and applying ideas to new settings or experiences. (L, S, R, W)</p>	<p>16. Apply learning strategies to acquire information and make texts comprehensible and meaningful. Such strategies include using prior knowledge, graphic organizers, reference materials, and context cues; planning; note taking; questioning; exploring cognates and root words; and applying ideas to new settings or experiences. (L, S, R, W)</p>

STANDARD 2: Students will listen, speak, read, and write in English for literary response, enjoyment, and expression.

Performance indicators by grade level:

Early Childhood Grades Pre-K – 1	Elementary Grades 2 – 4
<p>1. View, listen to, read, and discuss literature of different genres. Such genres include picture books, fables, poems, myths, songs, and media productions. (L, S, R)</p>	<p>1. Read, listen to, view, write about, and discuss a variety of literature of different genres. Such genres include picture books, poems, articles and stories from children’s magazines, fables, myths and legends, songs, plays and media productions, and works of fiction and nonfiction intended for young readers, including works of American popular culture. (L, S, R, W)</p>
<p>2. Use basic reading and listening strategies to make literary text comprehensible and meaningful. Such strategies include previewing, reviewing, listening selectively, listening for a specific purpose, and listening for main ideas and details. (L, R)</p>	<p>2. Identify and use reading and listening strategies to make literary text comprehensible and meaningful. Such strategies include skimming, scanning, previewing, reviewing, listening selectively or for a specific purpose, and listening for main ideas and details. (L, R)</p>
<p>3. Recognize some features that distinguish some genres and use those features to aid comprehension. (L, S, R)</p>	<p>3. Recognize some features that distinguish some genres and use those features to aid comprehension. (L, R)</p>
<p>4. Identify key literary elements in texts and relate those features to students’ own experiences. Such elements include setting, character, plot, and point of view. (S, R)</p>	<p>4. Locate and identify key literary elements in texts and relate those elements to those in other works and to students’ own experiences. Such elements include setting, character, plot, theme, repetition, and point of view. (L, S, R, W)</p>
<p>5. Make predictions and inferences, and discuss the meaning of literary works to understand text presented orally and in written form. (L, S, R)</p>	<p>5. Make predictions, inferences, and deductions, and discuss the meaning of literary works with some attention to meaning beyond the literal level, to understand and interpret text presented orally and in written form. (L, S, R)</p>
<p>6. Develop comprehension of text to prepare to read aloud. (S, R)</p>	<p>6. Read aloud with confidence, accuracy, and fluency. (S, R)</p>
<p>7. Present personal responses to published literature through words or pictures, referring to features of the text. Such features include characters, setting, plot, ideas, events, and vocabulary. (L, S, R, W)</p>	<p>7. Compose and present personal and formal responses to published literature and the work of peers, referring to details and features of text. Such features include characters, setting, plot, ideas, events, vocabulary, and text structure. (L, S, R, W)</p>

Listening (L) Speaking (S) Reading (R) Writing (W)

Students learning English as a second language will use English for self-expression, artistic creation, and participation in popular culture. They will develop and use skills and strategies appropriate to their level of English proficiency to listen to, read, and respond to oral, written, and electronically produced texts and performances, relate texts and performances to their own lives and other works, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent.

Intermediate Grades 5 – 8	Commencement Grades 9 – 12
<p>1. Read, listen to, view, write about, and discuss texts and performances from a wide range of authors, subjects, and genres. Such sources include picture books, myths, fables, poems, stories, plays, novels, and other fiction and nonfiction texts in authentic and modified forms, including works of American popular culture. (L, S, R, W)</p>	<p>1. Read, listen to, view, write about, and discuss a variety of texts from a wide range of authors, subjects, genres, cultures, and historical periods. Such sources include poems, stories, myths, fables, plays, novels, and other fiction and nonfiction texts, in authentic and modified forms, including works of American popular culture. (L, S, R, W)</p>
<p>2. Identify and use reading and listening strategies to make literary text comprehensible and meaningful. Such strategies include skimming, scanning, previewing, reviewing, listening selectively, listening for a specific purpose, and listening for main ideas and details. (L, R)</p>	<p>2. Apply reading and listening strategies to make literary text comprehensible and meaningful. Such strategies include skimming, scanning, previewing, reviewing, listening selectively, listening for a specific purpose, and listening for main ideas and details. (L, R)</p>
<p>3. Identify and explain the distinguishing features of the major genres, and use those features to aid comprehension, interpretation, and discussion of literature. (L, S, R, W)</p>	<p>3. Identify and explain the distinguishing features of different literary genres, periods, and traditions, and use those features to aid comprehension, interpretation, and discussion of literature. (L, S, R, W)</p>
<p>4. Locate and identify selected literary elements and techniques in texts and relate those elements to those in other works and to students' own experiences. Such elements include setting, character, plot, theme, point of view, repetition, characterization, imagery, foreshadowing, and climax. (L, S, R, W)</p>	<p>4. Locate and identify a wide range of significant literary elements and techniques in texts and use those elements to interpret the work, comparing and contrasting the work to other works and to students' own experiences. Such elements include setting, character, plot, theme, point of view, figurative language, text structure, repetition, characterization, imagery, foreshadowing, and climax. (L, S, R, W)</p>
<p>5. Make predictions, inferences, and deductions, and describe different levels of meaning of literary works presented orally and in written form, including literal and implied meanings. Strategies include summarizing; explaining; and identifying word choice, point of view, and symbols. (L, S, R, W)</p>	<p>5. Make predictions, inferences, and deductions, and describe different levels of meaning of literary works presented orally and in written form, including literal and implied meanings. Strategies include summarizing; explaining; and identifying word choice, point of view, and symbols. (L, S, R, W)</p>
<p>6. Read aloud with confidence, accuracy, and fluency. (S, R)</p>	<p>6. Read aloud with confidence, accuracy, fluency, and expression to demonstrate understanding and to convey an interpretation of meaning. (S, R)</p>
<p>7. Compose and present personal and formal responses to and interpretations of published literary works and the work of peers, referring to details and features of text. Such features include characters, setting, plot, ideas, events, vocabulary, and text structure. (L, S, R, W)</p>	<p>7. Compose and present personal and formal responses to and interpretations of published literary works and the work of peers, referring to details and features of text. Such features include characters, setting, plot, ideas, events, vocabulary, and text structure. (L, S, R, W)</p>

Continued on the next page

STANDARD 2: *Continued*

Performance indicators by grade level:

Early Childhood Grades Pre-K – 1	Elementary Grades 2 – 4
<p>8. Create personal stories, using appropriate vocabulary and elements of the literature students have read or heard. (S, W)</p>	<p>8. Create personal stories, poems, and songs, including those that reflect traditional and popular American culture; use appropriate vocabulary and elements of the literature students have read or heard. (S, W)</p>
<p>9. Engage in collaborative activities through a variety of student groupings to create and respond to literature. Such groupings include small groups and interest groups. (L, S, R, W)</p>	<p>9. Engage in collaborative activities through a variety of student groupings to create and respond to literature. Such groupings include small groups, cooperative learning groups, literature circles, and process writing groups. (L, S, R, W)</p>
<p>10. Create, discuss, and respond to literary works with attention to appropriate vocabulary, grammar, spelling, and punctuation. (L, S, R, W)</p>	<p>10. Create, discuss, interpret, and respond to literary works, using appropriate and effective vocabulary, grammar, spelling, and punctuation in writing, and using appropriate vocabulary, grammar, and pronunciation in speaking. (L, S, R, W)</p>
<p>11. Apply self-monitoring and self-correcting strategies while reading, viewing, discussing, listening to, or producing literary texts. Such strategies include referring to illustrations, asking questions, and exploring alternative pronunciations or ways of saying things. (L, S, R, W)</p>	<p>11. Apply self-monitoring and self-correcting strategies while reading, viewing, discussing, listening to, or producing literary texts and essays. Such strategies include asking questions, starting over, rephrasing, and exploring alternative ways of saying things. (L, S, R, W)</p>
<p>12. Apply learning strategies to comprehend literature and produce literary responses. Such strategies include asking questions and using prior knowledge, graphic organizers, context clues, and cognates. (L, S, R, W)</p>	<p>12. Apply learning strategies to comprehend and make inferences about literature and produce literary responses. Such strategies include asking questions, using prior knowledge, graphic organizers, and context clues; planning; note taking; and exploring cognates and root words. (L, S, R, W)</p>

Listening (L) Speaking (S) Reading (R) Writing (W)

Intermediate Grades 5 – 8	Commencement Grades 9 – 12
<p>8. Create stories, poems, songs, and plays, including those that reflect traditional and popular American culture, observing the conventions of the genre; create an effective voice, using a variety of writing styles appropriate to different audiences, purposes, and settings. (S, W)</p>	<p>8. Create stories, poems, sketches, songs, and plays, including those that reflect traditional and popular American culture, using typical features of a given genre; create an effective voice, using a variety of writing styles appropriate to different audiences, purposes, and settings. (S, W)</p>
<p>9. Engage in collaborative activities through a variety of student groupings to create and respond to literature. Such groupings include small groups, cooperative learning groups, literature circles, and process writing groups. (L, S, R, W)</p>	<p>9. Engage in collaborative activities through a variety of student groupings to create and respond to literature. Such groupings include small groups, cooperative learning groups, literature circles, and process writing groups. (L, S, R, W)</p>
<p>10. Create, discuss, interpret, and respond to literary works, using appropriate and effective vocabulary, grammar, spelling, and punctuation in writing, and using appropriate vocabulary, grammar, and pronunciation in speaking. (L, S, R, W)</p>	<p>10. Create, discuss, interpret, and respond to literary works, using appropriate and effective vocabulary, grammar, spelling, and punctuation in writing, and using appropriate vocabulary, grammar, and pronunciation in speaking. (L, S, R, W)</p>
<p>11. Apply self-monitoring and self-correcting strategies while reading, viewing, discussing, listening to, or producing literary texts and essays. Such strategies include asking questions, starting over, rephrasing, and exploring alternative ways of saying things. (L, S, R, W)</p>	<p>11. Apply self-monitoring and self-correcting strategies while reading, viewing, discussing, listening to, or producing literary texts and essays. Such strategies include asking questions, starting over, rephrasing, and exploring alternative ways of saying things. (L, S, R, W)</p>
<p>12. Apply learning strategies to comprehend and make inferences about literature and produce literary responses. Such strategies include asking questions, using prior knowledge, graphic organizers, and context clues; planning; note taking; and exploring cognates and root words. (L, S, R, W)</p>	<p>12. Apply learning strategies to comprehend, make inferences about, and analyze literature, and to produce literary responses. Such strategies include asking questions; using prior knowledge, graphic organizers, and context cues; planning; note taking; and exploring cognates and root words. (L, S, R, W)</p>

STANDARD 3: Students will listen, speak, read, and write in English for critical analysis and evaluation.

Performance indicators by grade level:

Early Childhood Grades Pre-K – 1	Elementary Grades 2 – 4
<p>1. Form and express responses to ideas through reading, listening, viewing, discussing, and writing. (L, S, R, W)</p>	<p>1. Form and express responses to a variety of literary, informational, and persuasive material through reading, listening, viewing, discussing, and writing; use details and evidence as support. (L, S, R, W)</p>
<p>2. Evaluate the quality of written or spoken texts, visual presentations, and experiences, on the basis of criteria such as attractiveness of illustrations, appeal of characters, and believability of story. (L, S, R)</p>	<p>2. Evaluate the quality and dependability of written or spoken texts and visual presentations, on the basis of established criteria; and evaluate the logic and believability of claims made in persuasive material. (L, S, R, W)</p>
<p>3. Recognize personal point of view in self and others in discussing information. (L, S)</p>	<p>3. Recognize personal point of view in self and others in discussing, interpreting, and evaluating information. (L, S, R, W)</p>
<p>4. Evaluate students' own and others' work individually and collaboratively, on the basis of established criteria. Criteria include visual presentation and clarity of ideas. (L, S, R, W)</p>	<p>4. Evaluate students' own and others' work, individually and collaboratively, on the basis of a variety of criteria. Criteria include visual presentation, clarity of ideas, logic, originality, comprehensiveness, and use of English vocabulary, grammar, and register. (L, S, R, W)</p>
<p>5. Recognize how structural features affect readers' and listeners' understanding and appreciation of text. Such features include repetition of words or ideas, vocabulary, and visuals. (L, S, R, W)</p>	<p>5. Recognize and explain how structural features affect readers' and listeners' understanding and appreciation of text. Such features include organization, syntax, repetition of words or ideas, vocabulary, and visuals. (L, S, R, W)</p>
<p>6. Speak persuasively and clearly with attention to appropriate grammar, vocabulary, and pronunciation. (S)</p>	<p>6. Speak and write, using the conventions and features of American English, to effectively influence an audience (e.g., to persuade, negotiate, argue). Such spoken language features include appropriate grammar, vocabulary, pronunciation, and intonation. Such written language features include appropriate grammar, vocabulary, correct spelling, punctuation, and capitalization. (S, W)</p>

Listening (L) Speaking (S) Reading (R) Writing (W)

Students learning English as a second language will use English to express their opinions and judgments on experiences, messages, ideas, information, and issues from a variety of perspectives. They will develop and use skills and strategies appropriate to their level of English proficiency to reflect on and analyze experiences, messages, ideas, information, and issues presented by others using a variety of established criteria.

Intermediate Grades 5 – 8	Commencement Grades 9 – 12
<p>1. Develop and present clear interpretations, analyses, and evaluations of issues, ideas, texts, and experiences, supporting positions with well-developed arguments. Forms of such presentations include oral (class presentations, speeches, and debates), visual (posters, graphs, charts, and illustrations), and written (essays, position papers, brochures). (L, S, R, W)</p>	<p>1. Develop and present clear interpretations, analyses, and evaluations of issues, ideas, texts, and experiences; justify and explain the rationale for positions, using persuasive language, tone, evidence, and well-developed arguments. Forms of such presentations include oral (class presentations, speeches, and debates), visual (posters, graphs, charts, political cartoons, and illustrations), and written (essays, editorials, movie/textbook/book reviews, position papers, and brochures). (L, S, R, W)</p>
<p>2. Assess, compare, and evaluate the quality of spoken or written texts and visual presentations, using different criteria related to the organization, subject area, and purpose of text. Text types include editorials, letters to the editor, political speeches, illustrations, charts, and advertisements. (L, S, R, W)</p>	<p>2. Assess, compare, and evaluate the quality of spoken or written texts and visual presentations, using different criteria related to the organization, subject area, and purpose of text. Text types include editorials, letters to the editor, political speeches, illustrations, charts, movie/textbook/book reviews, and advertisements. (L, S, R, W)</p>
<p>3. Recognize and communicate personal and multiple points of view within and among groups, in discussing, interpreting, and evaluating information in texts and presentations. (L, S, R, W)</p>	<p>3. Recognize and communicate personal and multiple points of view within and among groups, in discussing, interpreting, and evaluating information; make inferences about a writer’s or speaker’s point of view. (L, S, R, W)</p>
<p>4. Evaluate students’ own and others’ work, individually and collaboratively, on the basis of a variety of criteria. Criteria include visual presentation, clarity of ideas, logic, originality, comprehensiveness, and use of English vocabulary, grammar, and register. (L, S, R, W)</p>	<p>4. Evaluate students’ own and others’ work, individually and collaboratively, on the basis of a variety of criteria, and recognize how chosen criteria affect evaluation. Criteria include visual presentation; clarity of ideas; logic; originality; comprehensiveness; and use of English vocabulary, grammar, and register. (L, S, R, W)</p>
<p>5. Recognize, explain, and evaluate how structural features affect readers’ and listeners’ understanding and appreciation of text. Such features include organization, syntax, repetition of words or ideas, vocabulary, and visuals. (L, S, R, W)</p>	<p>5. Recognize, explain, evaluate, and analyze how structural features affect readers’ and listeners’ understanding and appreciation of text. Such features include organization, syntax, repetition of words or ideas, vocabulary, and visuals. (L, S, R, W)</p>
<p>6. Speak and write, using the conventions and features of American English, to effectively influence an audience (e.g., to persuade, negotiate, argue). Such spoken language features include appropriate grammar, vocabulary, pronunciation, and intonation. Such written language features include appropriate grammar, vocabulary, correct spelling, punctuation, and capitalization. (S, W)</p>	<p>6. Speak and write, using the conventions and features of American English, to effectively influence an audience (e.g., to persuade, negotiate, argue). Such spoken language features include appropriate grammar, precise vocabulary, pronunciation, intonation, and presentation strategies. Such written language features include appropriate grammar, vocabulary, correct spelling, punctuation, and capitalization. (S, W)</p>

Continued on the next page

STANDARD 3: *Continued*

Performance indicators by grade level:

Early Childhood Grades Pre-K – 1	Elementary Grades 2 – 4
<p>7. Engage in collaborative activities through a variety of student groupings to discuss and share experiences, ideas, information, and opinions. (L, S, R, W)</p>	<p>7. Engage in collaborative activities through a variety of groupings to discuss, share, reflect on, develop, and express, and to interpret opinions and evaluations about a variety of experiences, ideas, and information. Such groupings include small groups, discussion groups, process writing groups, and cooperative learning groups. (L, S, R, W)</p>
<p>8 Apply self-monitoring and self-correcting strategies to adjust language production to effectively express ideas and opinions. Such strategies include asking questions, starting over, rephrasing, and exploring alternative ways of saying things. (L, S, R, W)</p>	<p>8. Apply self-monitoring and self-correcting strategies, using established criteria for effective oral and written presentation and standards for a particular genre (e.g., debate, speech, argument), to adjust presentation and language production to effectively express opinions and evaluations. Such strategies include asking questions, starting over, rephrasing, and exploring alternative ways of saying things. (L, S, R, W)</p>
<p>9. Apply learning strategies to explore a variety of materials. Such strategies include asking questions and using prior knowledge, graphic organizers, context clues, and cognates. (L, S, R, W)</p>	<p>9. Apply learning strategies to examine, interpret, and evaluate a variety of materials. Such strategies include using prior knowledge, graphic organizers, and context clues, planning, note taking, and exploring cognates and root words. (L, S, R, W)</p>

Listening (L) Speaking (S) Reading (R) Writing (W)

Intermediate Grades 5 – 8	Commencement Grades 9 – 12
<p>7. Engage in collaborative activities through a variety of groupings to discuss, share, reflect on, develop, and express opinions and evaluations about a variety of experiences, ideas, and information. Such groupings include small groups, discussion groups, process writing groups, and cooperative learning groups. (L, S, R, W)</p>	<p>7. Engage in collaborative activities through a variety of groupings to discuss, share, reflect on, develop, and express, and to interpret opinions and evaluations about a variety of experiences, ideas, and information. Such groupings include small groups, discussion groups, process writing groups, and cooperative learning groups. (L, S, R, W)</p>
<p>8. Apply self-monitoring and self-correcting strategies, using established criteria for effective oral and written presentation, to adjust presentation and language production to effectively express opinions and evaluations. Such strategies include asking questions, starting over, rephrasing, and exploring alternative ways of saying things. (L, S, R, W)</p>	<p>8. Apply self-monitoring and self-correcting strategies, using established criteria for effective oral and written presentation and standards for a particular genre (e.g., debate, speech, argument), to adjust presentation and language production to effectively express opinions and evaluations. Such strategies include asking questions, starting over, rephrasing, and exploring alternative ways of saying things. (L, S, R, W)</p>
<p>9. Apply learning strategies to examine and interpret a variety of materials. Such strategies include using prior knowledge, graphic organizers, and context clues; planning; note taking; and exploring cognates and root words. (L, S, R, W)</p>	<p>9. Apply learning strategies to examine, interpret, analyze, synthesize, and evaluate a variety of materials. Such strategies include using prior knowledge, graphic organizers, context cues; planning; note taking; and exploring cognates and root words. (L, S, R, W)</p>

STANDARD 4: Students will listen, speak, read, and write in English for classroom and social interaction.

Performance indicators by grade level:

Early Childhood Grades Pre-K – 1	Elementary Grades 2 – 4
<p>1. Use a variety of oral, print, and electronic forms for social communication. Such forms include friendly notes, invitations, and electronic messages. (L, S, R, W)</p>	<p>1. Use a variety of oral, print, and electronic forms for social communication and for writing to or for self, applying the conventions of social writing. Such forms include friendly notes, invitations, and electronic messages, diary entries, and notes to self. (L, S, R, W)</p>
<p>2. Describe, read about, participate in, or recommend a favorite activity, book, song, or other interest to various audiences. Such audiences include peers, classes, teachers, and other adults. (L, S, R, W)</p>	<p>2. Describe, read about, participate in, or recommend a favorite activity, book, song, or other interest to various audiences. Such audiences include peers, classes, teachers, and other adults. (L, S, R, W)</p>
<p>3. Request and provide information and assistance, orally or in writing, for personal, social, and academic purposes. (L, S, R, W)</p>	<p>3. Request and provide information and assistance, orally or in writing, for personal, social, and academic purposes. (L, S, R, W)</p>
<p>4. Listen attentively and take turns speaking when engaged in pair, group, or full-class discussions on personal, social, and academic topics. (L, S)</p>	<p>4. Listen attentively and take turns speaking when engaged in pair, group, or full-class discussions on personal, social, and academic topics. (L, S)</p>
<p>5. Explain actions, choices, and decisions in social and classroom situations. (S)</p>	<p>5. Explain actions, choices, and decisions in social and academic situations. (S, W)</p>
<p>6. Understand and use some basic oral communication strategies in American English. Such strategies include indicating lack of understanding, restating or asking for restatement, requesting clarification, and asking how to say something new. (L, S)</p>	<p>6. Understand and use a variety of oral communication strategies in American English for various social and academic purposes. Such strategies include indicating lack of understanding, clarifying or requesting clarification, restatement, and checking listeners' understanding. (L, S, W)</p>
<p>7. Follow oral and written directions to participate in classroom and social activities. (L, R)</p>	<p>7. Follow oral and written directions to participate in classroom and social activities. (L, R)</p>
<p>8. Negotiate and manage interactions to accomplish social and classroom tasks. (L, S)</p>	<p>8. Negotiate and manage interactions to accomplish social and classroom tasks. (L, S)</p>

Listening (L) Speaking (S) Reading (R) Writing (W)

Students learning English as a second language will use English to interact with others in social and classroom situations. They will develop and use skills and strategies appropriate to their level of English proficiency to communicate effectively with regard to audience, purpose, and setting.

Intermediate Grades 5 – 8	Commencement Grades 9 – 12
<p>1. Use a variety of oral, print, and electronic forms for social communication and for writing to or for self, applying the conventions of social writing. Such forms include friendly notes, invitations, and electronic messages, diary entries, and notes to self. (L, S, R, W)</p>	<p>1. Use a variety of oral, print, and electronic forms for social communication and for writing to or for self, applying the conventions of social writing. Such forms include friendly notes, invitations, and electronic messages, diary entries, and notes to self. (L, S, R, W)</p>
<p>2. Describe, read about, participate in, or recommend a favorite activity, book, song, or other interest to various audiences. Such audiences include peers, classes, teachers, and other adults. (L, S, R, W)</p>	<p>2. Describe, read about, participate in, or recommend a favorite activity, book, song, or other interest to various audiences. Such audiences include peers, classes, teachers, and other adults. (L, S, R, W)</p>
<p>3. Request and provide information and assistance, orally or in writing, for personal, social, and academic purposes. (L, S, R, W)</p>	<p>3. Request and provide information and assistance, orally or in writing, for personal, social, and academic purposes. (L, S, R, W)</p>
<p>4. Listen attentively, take turns speaking, and build on others' ideas when engaged in pair, group, or full-class discussions on personal, social, community, and academic topics. (L, S)</p>	<p>4. Listen attentively, take turns speaking, and build on others' ideas when engaged in pair, group, or full-class discussions on personal, social, community, and academic topics. (L, S)</p>
<p>5. Explain actions, choices, and decisions in social and academic situations. (S, W)</p>	<p>5. Explain actions, choices, and decisions in social and academic situations. (S, W)</p>
<p>6. Understand and use a variety of oral communication strategies in American English for various social and academic purposes. Such strategies include making confirmation checks, clarifying or requesting clarification, paraphrasing, and repairing miscommunication. (L, S)</p>	<p>6. Understand and use a variety of context-specific oral communication strategies in American English for a range of personal and academic purposes. Such strategies include making confirmation checks, clarifying or requesting clarification, paraphrasing, and repairing miscommunication. (L, S)</p>
<p>7. Follow oral and written directions to participate in classroom and social activities, and provide directions to peers in selected interactions. (L, S, R, W)</p>	<p>7. Follow oral and written directions to participate in classroom activities, and provide directions to peers in selected interactions. (L, S, R, W)</p>
<p>8. Negotiate and manage interactions to accomplish social and classroom tasks. (L, S)</p>	<p>8. Negotiate and manage interactions to accomplish social and classroom tasks. (L, S)</p>

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STANDARD 4: *Continued*

Performance indicators by grade level:

Early Childhood Grades Pre-K – 1	Elementary Grades 2 – 4
<p>9. Use appropriate vocabulary, language, and interaction styles for various audiences and social or school situations. Such expressions and routines include asking permission, making and responding to requests, greeting, closing, and thanking, orally or in writing. Such situations include chatting with friends, participating in group discussions, and greeting a principal or other adult. (L, S, R, W)</p>	<p>9. Use appropriate vocabulary, expressions, language, routines, and interaction styles for various audiences and formal and informal social or school situations. Such expressions and routines include asking permission, making and responding to requests, greeting, making promises, thanking, and apologizing. Such situations include chatting with friends, participating in group discussions, greeting a principal or other adult, and making purchases. (L, S, R, W)</p>
<p>10. Demonstrate appropriate classroom behaviors. Such behaviors include participating in small group and whole class discussions, being courteous, and respecting the person and property of others. (L, S, R, W)</p>	<p>10. Demonstrate appropriate classroom behaviors (e.g., participating in small group and whole class discussions, being courteous, respecting the person and property of others). (L, S, R, W)</p>
<p>11. Discover alternative ways of saying things in social and classroom interactions. (L, S, R, W)</p>	<p>11. Discover alternative ways of saying things in social and classroom interactions. (L, S, R, W)</p>
<p>12. Apply self-monitoring and self-correcting strategies in social and classroom interactions. Such strategies include asking questions, starting over, rephrasing, and exploring alternative ways of saying things. (L, S, R, W)</p>	<p>12. Apply self-monitoring and self-correcting strategies in social and classroom interactions. Such strategies include asking questions, starting over, rephrasing, and exploring alternative ways of saying things. (L, S, R, W)</p>

Listening (L) Speaking (S) Reading (R) Writing (W)

Intermediate Grades 5 – 8	Commencement Grades 9 – 12
<p>9. Use appropriate vocabulary, expressions, language, routines, and interaction styles for various audiences and formal and informal social or school situations, noticing how intention is realized through language. Such expressions and routines include asking permission, making and responding to requests, greeting, making promises, thanking, and apologizing. Such situations include chatting with friends, participating in group discussions, greeting a principal or other adult, making purchases. (L, S, R, W)</p>	<p>9. Use appropriate vocabulary, expressions, language, routines, and interaction styles for various audiences and formal and informal social or school situations, noticing how intention is communicated in different ways through language in various contexts. Such expressions and routines include asking permission, making and responding to requests, greeting, making promises, thanking, apologizing. Such situations include chatting with friends, participating in group discussions, greeting a principal or other adult, making purchases, interviewing for a job, and applying to college. (L, S, R, W)</p>
<p>10. Demonstrate appropriate classroom behaviors (e.g., participating in small group and whole class discussions, being courteous, respecting the person and property of others). (L, S, R, W)</p>	<p>10. Demonstrate appropriate classroom behaviors (e.g., participating in small group and whole class discussions, being courteous, respecting the person and property of others). (L, S, R, W)</p>
<p>11. Discover alternative ways of saying things in social and classroom interactions. (L, S, R, W)</p>	<p>11. Discover alternative ways of saying things in social and classroom interactions. (L, S, R, W)</p>
<p>12. Apply self-monitoring and self-correcting strategies in social and classroom interactions. Such strategies include asking questions, starting over, rephrasing, and exploring alternative pronunciations or wording. (L, S, R, W)</p>	<p>12. Apply self-monitoring and self-correcting strategies in social and classroom interactions. Such strategies include asking questions, starting over, rephrasing, and exploring alternative pronunciations or wording. (L, S, R, W)</p>

STANDARD 5: Students will demonstrate cross-cultural knowledge and understanding.

Performance indicators by grade level:

Early Childhood Grades Pre-K – 1	Elementary Grades 2 – 4
<p>1. Demonstrate familiarity with some cultural and language patterns and norms in American English. Such pattern and norms include levels of formality, idioms, and humor. (L, S, R, W)</p>	<p>1. Demonstrate familiarity with cultural and language patterns and norms in American English. Such patterns and norms include levels of formality, slang, humor, idioms, and rhetorical patterns. (L, S, R, W)</p>
<p>2. Demonstrate familiarity with some U.S. cultural referents at the local and national levels. Such cultural referents include holidays, symbols, traditions, and customs. (L, S, R)</p>	<p>2. Demonstrate familiarity with a broad range of U.S. cultural and political referents through institutions, functions, and processes at the local and national levels. Such cultural referents include holidays, symbols, traditions, customs, governance systems, and schooling. (L, S, R, W)</p>
<p>3. Share cross-cultural experiences and ideas with others. (L, S, R, W)</p>	<p>3. Recognize and share cross-cultural experiences, and ideas, and connect with those of others. (L, S, R, W)</p>
<p>4. Interpret and demonstrate knowledge of nonverbal communication, and understand the contexts in which they are used appropriately. Such means of nonverbal communication include gestures, body language, volume, and stress. (L, S,)</p>	<p>4. Interpret and demonstrate knowledge of nonverbal and oral communication features, and understand the contexts in which they are used appropriately. Such means of nonverbal communication include gestures, body language, volume, stress, and intonation. (L, S)</p>
<p>5. Listen to, read, and respond to myths, folktales, and literature from the United States and international regions and cultures, including the students' own. (L, S, R, W)</p>	<p>5. Read, listen to, and discuss myths, folktales, and literature from the United States and international regions and cultures, including the students' own, and identify similarities and differences among them. (L, S, R, W)</p>
<p>6. Learn about and demonstrate an appreciation of some commonalities and distinctions across cultures and generations, including the students' own. (L, S, R, W)</p>	<p>6. Recognize and demonstrate an appreciation of some commonalities and distinctions across cultures and groups (differentiated by gender, ability, generations, etc.) including the students' own. (L, S, R, W)</p>

Listening (L) Speaking (S) Reading (R) Writing (W)

Students will demonstrate cross-cultural knowledge and sensitivity in communicating with others of varied social, cultural, and linguistic backgrounds. They will develop and use culturally appropriate behaviors, and a knowledge of local and U.S. cultures and practices, in their interactions with others in their new cultural environment.

Intermediate Grades 5 – 8	Commencement Grades 9 – 12
<p>1. Demonstrate an understanding of cultural and language patterns and norms in American English, including different regional and social varieties of English. Such patterns and norms include levels of formality, slang, humor, idioms, rhetorical patterns, and standard versus nonstandard dialects. (L, S, R, W)</p>	<p>1. Demonstrate an understanding of cultural and language patterns and norms in American English, including different regional and social varieties of English, and identify and interpret how these patterns and norms are used. Such patterns and norms include levels of formality, slang, humor, idioms, rhetorical patterns, and standard versus nonstandard dialects (L, S, R, W)</p>
<p>2. Demonstrate an understanding of a broad range of U.S. cultural and political referents through institutions, functions, and processes at the local and national levels, and compare/contrast these with parallels in the students' native community. Such cultural and political referents include holidays, symbols, traditions, customs, governance systems, and schooling. (L, S, R, W)</p>	<p>2. Demonstrate an understanding of a broad range of U.S. cultural and political referents through institutions, functions, and processes at the local and national levels, and compare/contrast these with parallels in the students' native community. Such cultural and political referents include holidays, symbols, traditions, customs, governance systems, and schooling. (L, S, R, W)</p>
<p>3. Recognize and share cross-cultural experiences and ideas, and connect with those of others. (L, S, R, W)</p>	<p>3. Recognize and share cross-cultural experiences and idea, and connect with those of others. (L, S, R, W)</p>
<p>4. Interpret and demonstrate knowledge of nonverbal and oral communication features, and understand the contexts in which they are used appropriately. Such means of nonverbal communication include gestures, body language, volume, stress, intonation, and pace. (L, S)</p>	<p>4. Interpret and demonstrate knowledge of nonverbal and oral communication features, and understand the contexts in which they are used appropriately. Such means of nonverbal communication include gestures, body language, volume, stress, intonation, pace, rhythm, and pauses. (L, S)</p>
<p>5. Compare and contrast oral traditions, myths, folktales, and literature from the United States and international regions and cultures, including the students' own, and identify similarities and differences and universal cultural themes. (L, S, R, W)</p>	<p>5. Compare and contrast oral traditions, myths, folktales, and literature from different national and international regions and cultures, including the students' own, identifying similarities and differences and universal cultural themes, and exploring how language and literature transmit culture. (L, S, R, W)</p>
<p>6. Recognize and demonstrate an appreciation of some commonalities and distinctions across cultures and groups (differentiated by gender, ability, generations, etc.), including the students' own. (L, S, R, W)</p>	<p>6. Recognize and demonstrate an appreciation of some commonalities and distinctions across cultures and groups (differentiated by gender, ability, generations, etc.), including the students' own. (L, S, R, W)</p>

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