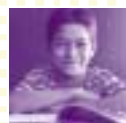
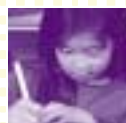




New Jersey English Language Proficiency Standards





THE NEW JERSEY ENGLISH LANGUAGE PROFICIENCY STANDARDS

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Marilyn Savarese-Muirhead, *Consultant*

The George Washington University Center for Equity and Excellence in Education
Arlington, VA

Alicja Banning	Clifton School District
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New Jersey State Department of Education Team

- Raquel Sinai, Bilingual/ESL Education Coordinator
- Lori Ramella, Bilingual/ESL Education Program Development Specialist
- Marcia Ashhurst-Whiting, Ed.D., Language Arts/Literacy Coordinator
- Patricia DeMarco-Rowe, Early Childhood Specialist
- Barbara Gantwerk, Director, Office of Special Education
- Brian Robinson, Ed.D., Director, Office of Evaluation and Assessment

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INTRODUCTION

Background

During the summer of 2003, the New Jersey Department of Education's Office of Specialized Populations, Bureau of Bilingual and English as a Second Language (ESL) Education revised the NJ ESL Standards in order to align them to the newly revised New Jersey Language Arts Literacy Core Curriculum Content Standards and to meet federal requirements of the *No Child Left Behind Act (NCLB)*. The revised document, the New Jersey English Language Proficiency Standards, establishes a linkage between New Jersey's Core Curriculum Content Standards for language arts literacy and five levels of English language proficiency.

Prior to this revision, New Jersey's ESL Standards stemmed from the *ESL Standards for Pre-K-12 Students* developed by Teachers of English to Speakers of Other Languages (TESOL). The TESOL standards are based on three broad goals for English language learners at all grade levels, which encompass the social, academic, and culturally appropriate uses of English. In order to help districts to focus their ESL curriculum on the English language competencies students must acquire in order to meaningfully participate in content area classrooms, the newly revised document concentrates on Goal 2 of the TESOL standards. Goal 2 is to use English to achieve academically in all content areas. Goal 2 was selected as the overarching goal of the New Jersey Department of Education's *English Language Proficiency Standards*.

Rationale

Title III of the *No Child Left Behind Act* states: "Children who are limited English proficient [must] attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging State academic content and student academic achievement standards as all children are expected to meet."

By linking the use of language skills to the mastery of academic disciplines, the New Jersey English Language Proficiency Standards establish the purpose of English language teaching as that of enabling students to understand and use English for academic purposes. The relationship between language arts literacy cumulative progress indicators and English language proficiency levels demonstrates the point in the second language acquisition process at which an English language learner can meet the language arts literacy cumulative progress indicators associated with listening, speaking, reading, writing and viewing and media literacy standards.

Although the New Jersey Language Arts Literacy Standards begin with reading, the English Language Proficiency Standards are arranged in an order that reflects the language acquisition process (i.e., listening, speaking, reading, writing, and viewing and media literacy). English language proficiency standards are not different from language arts literacy standards. However, the language arts literacy standards are based on an assumption that students are native speakers of English. Since English language learners are not native speakers, it is pedagogically necessary to examine language arts literacy standards from the perspective of second language acquisition stages or language proficiency levels, thereby facilitating the differentiation of curriculum and instruction to meet the needs of these students.

Purpose

This document is intended to assist curriculum developers in the review and revision of ESL curricula to ensure alignment to the overarching goal of teaching English language learners to use English to achieve academically in all content areas. Thus, any newly developed or revised ESL curriculum should focus on integrating academic language into the curriculum. Academic language includes the following elements: lexical (vocabulary – specialized and nonspecialized); syntactic (grammar); discourse levels (rhetoric); and functions (explain, describe, contrast, classify etc.)

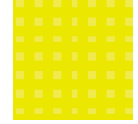
Process

This original alignment of New Jersey Language Arts literacy standards and TESOL standards was developed in 1999. This 2004 curriculum alignment guide revision project was initiated by the Office of Specialized Populations, Bureau of Bilingual and ESL Education. The purpose of the project was to provide support for districts' efforts to align their ESL curricula to the standards and to ensure that ESL students are meeting the same academic standards that all students are expected to meet.

A team of eleven bilingual and ESL teachers, representing diverse student populations and programs at the elementary, middle, and high school grades, met during the summer of 2003 to develop this document. A consultant from the George Washington University, Center for Equity and Excellence in Education, Region III Comprehensive Center, provided initial guidance and ongoing support. A language arts literacy specialist from the New Jersey Department of Education's Office of Standards and Assessment also provided guidance to the project. Finally, a Bilingual/ESL education program specialist from the Office of Specialized Populations worked along with the team of teachers to develop the standards, and edited and finalized the document for publication.

Organization and Content of the English Language Proficiency Standards

This document is organized around the goals and standards of the *New Jersey* language arts literacy standards and Goal Two of the *ESL Standards for Pre-K-12 Students* in grade clusters Pre-K-2, 3-5, 6-8, and 9-12. The overarching goal of the English Language Proficiency Standards is that students acquire academic English (Goal two of the TESOL standards). Within the *English Language Proficiency Standards*, the **cumulative progress indicators (CPI)** reflect the areas in which students need to develop competence in English language arts. The **English language proficiency (ELP) levels** represent a proficiency level and/or range of proficiency levels at which competency would be expected for the particular cumulative progress indicator (CPI). The **classroom tasks** reflect the behavior students exhibit when they have reached a certain level of language development. The **classroom tasks** provide a **sampling** of academic activities for one CPI of expected academic behaviors for students at each level of English language proficiency. The goals reflect the areas in which students need to develop competence in English – social, academic and cultural. The standards indicate what students should know and be able to do as a result of instruction.



The English Language Proficiency Levels (1-5) reflect students' academic and language proficiencies at each of the five domains – listening, speaking, reading, writing, and viewing and media literacy and students' mastery of the respective levels. The **Language Arts Literacy/CPI** column will allow teachers and curriculum writers to identify the relevant NJ language arts literacy standards.

The **sample classroom tasks** list examples of assessable activities at four grade-level clusters (Pre-K-2, 3-5, 6-8, 9-12) that ESL students may perform to demonstrate progress toward meeting a particular standard at the end of that particular grade cluster. These tasks are specific to content area instruction and are merely samples that can be adapted and modified according to language levels and district curricula.

The organization of this guide is intended to assist curriculum writers and teachers in identifying curriculum objectives, as well as providing practice, follow-up and assessment activities that will lead English language learners to develop native-like levels of English proficiency, and to begin to develop, in English, the content area abilities that students will need to become literate English-proficient adults.

Language Arts Literacy Standards

▶ **STANDARD 3.1 (READING)**

All students will understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers, and will read a variety of materials and texts with fluency and comprehension.

▶ **STANDARD 3.2 (WRITING)**

All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.

▶ **STANDARD 3.3 (SPEAKING)**

All students will speak in clear, concise, organized language that varies in content and form for different audiences and purposes.

▶ **STANDARD 3.4 (LISTENING)**

All students will listen actively to information from a variety of sources in a variety of situations.

▶ **STANDARD 3.5 (VIEWING AND MEDIA LITERACY)**

All students will access, view, evaluate, and respond to print, nonprint, and electronic texts and resources.

English Language Proficiency Standards

▶ **READING**

Students will be able to read (decode and comprehend) text for recreational and academic purposes.

▶ **WRITING**

Students will be able to write for personal and academic purposes.

▶ **SPEAKING**

Students will be able to speak English in both a social and school setting.

▶ **LISTENING**

Students will be able to aurally comprehend spoken English in both a social and school setting.

▶ **VIEWING and MEDIA LITERACY**

Students will be able to view for personal and academic purposes.

TESOL ESL Standards**► GOAL 1: To use English to communicate in social settings.**

Standard 1: Students will use English to participate in social interactions.

Standard 2: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.

Standard 3: Students will use learning strategies to extend their communicative competence.

► GOAL 2: To use English to achieve academically in all content areas.

Standard 1: Students will use English to interact in the classroom.

Standard 2: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.

Standard 3: Students will use appropriate learning strategies to construct and apply academic knowledge.

► GOAL 3: To use English in socially and culturally appropriate ways.

Standard 1: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.

Standard 2: Students will use nonverbal communication appropriate to audience, purpose, and setting.

Standard 3: Students will use appropriate learning strategies to extend their sociolinguistic and sociocultural competence.

The language acquisition process comprises four stages: **pre-production**, **early production**, **speech emergence**, and **nearly fluent**. All English language learners go through each stage, but may spend varying amounts of time at each particular stage.

During the **pre-production** stage, students do not usually speak and are going through a “silent period.” The silent period could last for one day or as much as one year. Students should not be forced to speak and activities need to be visual and supported by graphic and visual clues. Although students cannot speak during this stage, they can respond by pointing, nodding, demonstrating, or drawing. The main characteristics of the **early production stage** are that students have a limited vocabulary and may be able to speak with one- or two-word phrases. They can demonstrate comprehension by answering yes/no questions, either/or questions, or who/what/where questions. When students are in the **speech emergence stage**, they are able to use more listening comprehension and may be able to speak in short phrases, ask and answer simple questions, and produce longer sentences. Students who are **nearly fluent** begin to make complex statements, can express their ideas and opinions both orally and in writing, and will be able to read most grade-level material. The following chart shows the relationship between the language acquisition stages and the English Language Proficiency Levels:

Language Acquisition Stages	English Language Proficiency Levels
Pre-production	Level 1
Early Production	Level 2
Speech Emergence	Level 3
Nearly Fluent	Levels 4 & 5

PROFICIENCY LEVELS
1–Beginners
2–Lower Intermediate
3–Upper Intermediate
4–Advanced
5–Full English Proficient

PROFICIENCY LEVELS

1 Beginners

READING	WRITING	LISTENING	SPEAKING
<p>Students can occasionally identify isolated words and/or major phrases when strongly supported by context. As students develop skills, they may be able to recognize and say the alphabet. They can identify an increasing number of highly contextualized words and/or phrases including cognates. Material understood rarely exceeds a single phrase at a time and rereading may be required.</p> <ul style="list-style-type: none"> ▶ <i>Can recognize and name alphabet letters and some words and sounds in isolation.</i> ▶ <i>Can recognize numbers.</i> ▶ <i>Can recognize left-to-right reading conventions.</i> ▶ <i>At the upper elementary and middle school level, students know that</i> 	<p>Students can form some letters in the alphabet system. They may be able to copy or transcribe familiar words or phrases and reproduce some from memory. There are no practical communicative writing skills. As students develop skills, they may become able to write simple fixed expressions and limited memorized material and some recombination thereof. They may be able to write names, numbers, dates, nationality and other simple autobiographical information, as well as some short phrases and simple lists.</p> <ul style="list-style-type: none"> ▶ <i>Can write name, copy words, letters, and numbers, and use left-to-right progression.</i> ▶ <i>Understand basic spatial relationship between lines and words.</i> 	<p>Students have a very limited understanding and rely almost entirely on visual cues for understanding. Understanding is limited to occasional isolated words such as cognates, borrowed words, and high frequency social conventions and essentially no ability to comprehend even short utterances.</p> <ul style="list-style-type: none"> ▶ <i>Can understand some short, learned utterances, particularly where context strongly supports understanding and speech is clearly audible.</i> ▶ <i>Can comprehend some words or phrases from simple questions, statements, high frequency words, commands and courtesy expressions (i.e. basic social greetings) about topics that refer to basic</i> 	<p>Speakers at the beginner level may have no real functional ability and, because of their pronunciation, they may be unintelligible. Given time and familiar cues, they may be able to exchange greetings, give their names, and name a number of familiar objects from their immediate environment. They can, in time, imitate others' English and rely on formulaic phrases. Students at the beginner level can use strategies to respond to and/or initiate simple statements or requests.</p> <ul style="list-style-type: none"> ▶ <i>Can communicate minimally and with difficulty by using a number of isolated words and memorized phrases;</i> ▶ <i>Can respond to direct questions by uttering only two or three words</i>

READING	WRITING	LISTENING	SPEAKING
<p><i>pictures help provide context clues. They understand the message-bearing properties of sentences.</i></p> <p>▶ <i>At the high school level, they know survival vocabulary and can read simple sentences.</i></p>	<p>▶ <i>At the high school level, students may be able to write simple sentences or a guided paragraph.</i></p>	<p><i>personal information in the immediate physical setting.</i></p> <p>▶ <i>Can use long pauses for assimilation and periodically request repetition and/or a slower rate of speech.</i></p>	<p><i>at a time or an occasional stock answer;</i></p> <p>▶ <i>Can frequently search for simple vocabulary or attempt to recycle their own or others' words.</i></p> <p>▶ <i>Can speak to clarify ideas and concepts, distinguish, and summarize in a concrete and familiar context on familiar topics.</i></p> <p>▶ <i>Retell with more details.</i></p> <p>▶ <i>Prepare and deliver short oral presentations.</i></p> <p>▶ <i>Use some idiomatic phrases appropriately.</i></p> <p>▶ <i>Use pronunciation patterns that show moderate evidence of another language in effective communication. Has a distinct accent.</i></p> <p>▶ <i>Can give instructions on concrete day-to-day tasks with appropriate sequencing.</i></p>

Lower Intermediate

READING	WRITING	LISTENING	SPEAKING
<p>Students can understand simple material for informative or social purposes. They can understand the essential content of short, general public statements, life skills texts, and formulaic messages. They can comprehend the main ideas of simple informative and simple narrative materials written for native English speakers, especially when these materials contain simple language structures and syntax, and rely heavily on visual cues and some prior knowledge or experience with the topic. Understanding is limited to simple language containing mostly high-frequency vocabulary items and grammatical patterns. Students can often guess the meaning of unfamiliar words through use of cognates and context. They may have to read the material several times in</p>	<p>Students can express basic personal needs and compose short informal passages and texts on very familiar topics based on personal experience. Writing consists of a limited set of vocabulary and structures in simple sentences and phrases. Errors in spelling, grammar, and mechanics are frequent and characteristic and expected of language production at this stage.</p> <ul style="list-style-type: none"> ▶ <i>Has limited use of conventional organizational structures, cohesive devices, and protocols.</i> ▶ <i>Can use simple present tense.</i> ▶ <i>Can use some words and verbs (high school).</i> ▶ <i>Can begin to use dictionaries (high school).</i> 	<p>Students can comprehend simple statements, directions, and questions. They usually understand the main idea of extended but simple messages and conversations with some unfamiliar vocabulary and structures, as well as cognates from their native language. Limited vocabulary range necessitates repetition and/or circumlocutions for understanding.</p> <ul style="list-style-type: none"> ▶ <i>Can comprehend language consisting of simple vocabulary, narratives, and structures, in short face-to-face interactions with peers and familiar adults.</i> ▶ <i>Can perform auditory discrimination of some major phonological elements in English.</i> ▶ <i>Can understand basic everyday vocabulary of the school environment</i> 	<p>Students can use level-appropriate strategies to initiate and respond to simple statements and engage in simple face-to-face conversations with more fluent speakers of the same age group. Students frequently make themselves understood by using repetition and circumlocution.</p> <ul style="list-style-type: none"> ▶ <i>Rely on gestures and other nonverbal cues.</i> ▶ <i>Start to explore stress and intonation.</i> ▶ <i>Rely on survival vocabulary of basic needs and wants.</i> ▶ <i>Show predominant use of formulaic patterns and heavy reliance on memorized phrases.</i> ▶ <i>Tend to omit auxiliary verbs, tendency to rely on one form of a verb.</i>

READING	WRITING	LISTENING	SPEAKING
<p>order to more fully capture meaning, and they may be misled by false cognates.</p> <ul style="list-style-type: none"> ▶ <i>Can understand the purpose of the text.</i> ▶ <i>Can distinguish between formal and informal texts.</i> ▶ <i>Can read simple materials and comprehend and decode.</i> 		<p><i>and common everyday activities.</i></p> <ul style="list-style-type: none"> ▶ <i>Can listen for and understand common and/or strategic information in the classroom.</i> ▶ <i>Can begin to understand and derive meaning from context.</i> ▶ <i>Can begin to understand content.</i> ▶ <i>Can recognize audience needs.</i> 	<ul style="list-style-type: none"> ▶ <i>Tends to pick up words and phrases from others and incorporate into his/her own production.</i> ▶ <i>Able to make simple requests for information (for clarification, for expansion). Able to provide information in response to simple requests for information.</i> ▶ <i>Can make themselves understood in instructional activities at a basic level.</i> ▶ <i>Can express themselves at a basic level, with errors, in the content area.</i> ▶ <i>Can create speech not based on formulaic patterns but with errors.</i> ▶ <i>Relies on knowledge from native language (syntactic, grammatical, lexical, cultural...).</i> ▶ <i>Provides a simple logically structured narration or summary of what has just been learned or has just happened.</i>

Upper Intermediate



READING	WRITING	LISTENING	SPEAKING
<p>Students can understand more complex narrative and descriptive authentic materials and edited texts with a familiar context. They use contextual and visual clues to derive meaning from texts that contain unfamiliar words, expressions, and structures. They comprehend selected passages when written in familiar sentence patterns, but frequently have to guess at meanings of longer or more complex materials. They are able to read short texts or trade/pattern books independently.</p> <ul style="list-style-type: none"> ▶ <i>Can follow essential points and some details of expository texts and summaries when dealing with areas of special interest, and begin to separate main ideas from supporting ideas.</i> ▶ <i>Can understand main ideas and some</i> 	<p>Students can write simple texts, uncomplicated personal and business letters, and short reports using everyday, high frequency, grade-appropriate vocabulary and common language structures. They can write brief and informed analyses of more complex content, including academic content, when given the opportunity for organization and advance preparation, though errors may occur frequently. They can produce written expressions of opinions and reactions to information from a variety of media. They can express present, past, and future ideas comprehensibly. Errors still occur when expressing more complex thoughts. They can attempt to use basic reference tools such as dictionaries. They can perform basic revision and editing functions. They can</p>	<p>Students can comprehend short conversations on topics in everyday situations, when listening to peers, familiar adults, and selected other adults (e.g., teachers, providers of public services) either in face-to-face interactions or on the phone. Students rely less on repetition, rephrasing, and non-verbal cues for comprehension. Students can understand frequently used verb tenses and word-order patterns in simple sentences. They frequently demonstrate both a general and detailed understanding of short, discrete expressions but have only a general understanding of longer conversations and messages within familiar communicative situations and in academic content areas.</p> <ul style="list-style-type: none"> ▶ <i>Can sustain comprehension through contextual inferences in</i> 	<p>Students can initiate and sustain a conversation, face-to-face or on the phone, with fluent speakers of English or more fluent individuals, often with hesitation and circumlocution regarding low-frequency vocabulary. They tend to use the more common verb tense forms (present, past, and future) but still make many errors in formation and selection. They can express details and nuances by using appropriate modifiers. They can use word order accurately in simple sentences, but are not familiar with complex patterns, especially when speaking about academic or other issues. They can sustain coherent structures in short and familiar conversational situations. They can employ basic features such as pronouns and inflections. Extended communication is largely a series of short, discrete,</p>

READING	WRITING	LISTENING	SPEAKING
<p><i>supporting ideas. They are able to make informed guesses about meaning from context.</i></p> <ul style="list-style-type: none"> ▶ <i>Can use cohesive devices to figure out text structure and meaning.</i> ▶ <i>Can understand how words, morphemes, and word order convey meaning.</i> ▶ <i>Can understand inference, word connotations, and word collocations.</i> ▶ <i>Can read a broader range of genres.</i> ▶ <i>Has broader understanding of purpose of text.</i> ▶ <i>Is able to distinguish between formal and informal texts.</i> 	<p>successfully fulfill the writing task with the use of everyday vocabulary and transitional phrases in more complex sentences. They can begin to use a variety of genres, as well as produce writing for different audiences conveying increased levels of register variation, voice, and tone.</p> <ul style="list-style-type: none"> ▶ <i>Expand use of conventional and organizational and cohesive devices, and protocols.</i> ▶ <i>Use graphic organizers for pre-writing.</i> ▶ <i>Begin to use past and future perfect tenses.</i> ▶ <i>Use capitalization, indentation, and punctuation.</i> ▶ <i>Use more complex sentence structure and unity in paragraph development.</i> 	<p><i>short communications on familiar topics and in the academic content areas, through paraphrases, slower speaking pace, and visual supports.</i></p> <ul style="list-style-type: none"> ▶ <i>Can demonstrate phonological discrimination of many auditory elements in English.</i> ▶ <i>Can follow multi-step directions.</i> ▶ <i>Can comprehend more linguistically complex and longer conversations and narratives.</i> 	<p>utterances. Students often have to repeat themselves to be understood by the general English monolingual public. While they may exhibit flexibility (spontaneity) in their interactions in instructional activities, particularly when the topic is unfamiliar, they often rely on familiar utterances. They use repetition, as well as gestures and other nonverbal cues to clarify meaning and sustain conversation.</p> <ul style="list-style-type: none"> ▶ <i>Respond to novel questions using familiar vocabulary.</i> ▶ <i>Generate simple questions with the appropriate form and structure.</i> ▶ <i>Generate/create an appropriate contribution to the ongoing discourse.</i> ▶ <i>Can edit and correct themselves within limits.</i>

4 Advanced

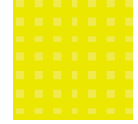
READING	WRITING	LISTENING	SPEAKING
<p>Students can comprehend the content of most texts of interest to students at their grade level, and, with support, most appropriate academic content area texts. They can understand most factual information in non-technical prose. They can understand texts with less dependence on context, background knowledge, and familiarity with the topic, and more dependence on language features. Students understand more sophisticated cohesive devices and greater accuracy in interpreting. They can read literature for pleasure. They are able to separate main ideas from supporting ones and thus begin to analyze material that is written for the general public. They are able to use linguistic context and prior knowledge to increase comprehension. They can begin to detect the overall</p>	<p>Students can write multi-paragraph essays, journals, personal, and business letters, and creative texts in which their thoughts are unified and presented in an organized fashion. They can compose unified and organized texts on everyday topics with sufficient vocabulary to express themselves with some circumlocutions (using known vocabulary to explain unknown vocabulary). They are able to show good control of English word structure and of the most frequently used grammatical structures, but errors may still occur, particularly when the students are writing about complex themes or issues requiring the expression of opinion, when the topic is outside their realm of experience, or when the content is rich in technical academic vocabulary. They can express complex ideas</p>	<p>Students can understand standard speech delivered in most authentic settings with some repetition and rewording. They can understand the main ideas and significant relevant details of extended discussions or presentations on familiar and relevant academic topics, feature programs on radio and television, movies and other media designed for a native speaking audience. They comprehend a wide range of language forms, vocabulary, idioms, and structures learned in and outside of language classes and content area classes. Students at this stage can often detect implied messages and understand inferences in spoken language with some repetition and rephrasing. They can understand a variety of speech samples from diverse forms of English.</p>	<p>Students can handle most communication situations with confidence but may need help with any complication or difficulty they encounter in language productions, especially in academic subjects. They can engage in extended discussions with fluent speakers on a broad range of topics that extend beyond their daily lives and are of general interest to the target cultures. Their vocabulary, with some circumlocutions (using known vocabulary to explain unknown vocabulary), is sufficient to communicate precisely at the appropriate level. They demonstrate mastery of elementary constructions.</p> <ul style="list-style-type: none"> ▶ <i>Use a broad vocabulary sufficiently that speaker has choices and can be precise.</i> ▶ <i>Can vary choice of prepositions, of modal verbs.</i>

READING	WRITING	LISTENING	SPEAKING
<p>tone and intent of both expository and literary texts.</p> <ul style="list-style-type: none"> ▶ <i>Interpret text based on an understanding of the purpose of the text.</i> 	<p>sequentially with simple language and draw on a broad range of learned vocabulary, idioms, and structures, including the full range of time frames. They can express more sophisticated extended ideas in more complex structures. They can begin to detect and edit for grammar, structure, and diction.</p> <ul style="list-style-type: none"> ▶ <i>Use simple reference tools.</i> ▶ <i>Use conventional organizational and cohesive devices, and protocols.</i> ▶ <i>Use more complex sentences and language.</i> ▶ <i>Can research a topic.</i> ▶ <i>Use more sophisticated vocabulary.</i> 	<ul style="list-style-type: none"> ▶ <i>Can demonstrate phonological discrimination of most auditory elements in English.</i> 	<ul style="list-style-type: none"> ▶ <i>Use of idiomatic phrases appropriately.</i> ▶ <i>Narrate sequence of events with appropriate temporal markers, tense and modality forms.</i> ▶ <i>Speak appropriately to a variety of audiences.</i> ▶ <i>Present via a process of organization and use a variety of sources.</i> ▶ <i>Pronounce patterns that have some interference with effective communication.</i> ▶ <i>Generate more complex questions with the appropriate form and structure.</i> ▶ <i>Give instructions on abstract tasks with appropriate sequencing.</i>

5 Full English Proficient

READING	WRITING	LISTENING	SPEAKING
<p>Students understand and obtain meaning from a wide range of texts available to native English speakers. They can read extended academic texts at the appropriate level containing multiple perspectives; they can critique and evaluate perspectives and weigh counter arguments. Students can understand a variety of the literary genres. They can read and comprehend complex grammar and rhetorical features, including the meaning of varied text structures. They have mastered the strategies of reading, approach native English-speaking students at their grade level, and are approaching grade-level mastery of the language structures and vocabulary that are characteristic of texts in the academic content areas. Students can</p>	<p>Students are becoming fluent in academic writing within the content areas, using the language structures, technical vocabulary, and appropriate writing conventions with some circumlocutions. They begin to use alternative and nuanced meanings of words in their written communications. They demonstrate an increasing ability to successfully employ the subtleties of written language for different audiences and purposes. They can use more accurate complex writing structures. They can demonstrate effective use of rhetorical and cohesive devices.</p> <ul style="list-style-type: none"> ▶ <i>Can edit for word use, mechanics, and structure, and revise for content, organization, and vocabulary.</i> 	<p>Students can understand most standard speech. They understand and identify the main ideas and relevant details of extended discussions or presentations on a wide range of familiar and unfamiliar topics in a number of ways. Students at this level apply their linguistic skills and knowledge, including vocabulary, idioms, and complex grammatical structures, to the learning of academic content.</p> <ul style="list-style-type: none"> ▶ <i>Use paralinguistic features of the language, such as stress, intonation, pace, and rhythm, to understand spoken language.</i> ▶ <i>Can comprehend subtle, nuanced details of meaning.</i> 	<p>Students can engage in most social communicative situations with confidence and mastery of complex language structures. Speaking in the academic content areas is characterized by fluency and accuracy in language production, with some circumlocution regarding technical content area vocabulary within academic content areas and some language forms.</p> <ul style="list-style-type: none"> ▶ <i>Use pronunciation patterns that do not interfere with effective communication.</i> ▶ <i>Can use spoken language of academic content areas to persuade, clarify, evaluate, critique, hypothesize, synthesize, and/or summarize at the appropriate level.</i> ▶ <i>Speak appropriately to a variety of audiences with</i>

READING	WRITING	LISTENING	SPEAKING
<p>understand vocabulary that is academic and also be able to figure out technical vocabulary.</p> <ul style="list-style-type: none"> ▶ <i>Interpret text based on an understanding of the purpose of the text.</i> ▶ <i>Handle word problems, to extract precise and detailed information from a text and set up problems (in math, science, etc.)</i> ▶ <i>Visualize meaning as intended by the writer.</i> 	<ul style="list-style-type: none"> ▶ <i>Use a more varied range of reference tools.</i> 		<p><i>fluency, rhythm, and pace.</i></p> <ul style="list-style-type: none"> ▶ <i>Present via a process of organization and use a variety of sources on an unfamiliar topic.</i> ▶ <i>Use of idiomatic phrases.</i> ▶ <i>Ask questions or challenge statements about academic topics or tasks.</i> ▶ <i>Give more complex instructions on abstract tasks with appropriate sequencing taking the listener's perspective into account.</i> ▶ <i>Use tenses correctly in the topic of discourse, using idiomatic phrases and modality.</i>



As students acquire fluency in English, it is important to ensure that this fluency be reflected in all the language domains: listening, speaking, reading, and writing. Often, students will demonstrate oral communication skills in social contexts but will not develop their English literary skills at the same rate. There is a progression from surface communication skills to the more complex linguistic skills necessary for academic contexts such as comprehending teacher talk in regular classrooms, reading textbooks, and producing written work. Fluency in oral communication language skills in social contexts should not be assumed to mean that students no longer need English language instruction. "Developing proficiency in academic language means catching up and keeping up with native speakers, for eventual academic performance" (Collier & Thomas, 1989). As students become increasingly fluent in English, they can begin to attain the same performance standards in English language arts literacy as fully proficient English-speaking students and increasingly expand their knowledge of specialized and nonspecialized content vocabulary and language functions.

Translating the Standards into a Curriculum

The organization of this guide is intended to assist curriculum writers and teachers in identifying curriculum objectives, as well as providing practice, follow-up and assessment activities that will lead English language learners to develop native-like levels of English proficiency, along with the English language arts abilities to become literate English-proficient adults.

As ESL curriculum writers articulate the standards and descriptors into specific curriculum objectives and performance indicators, these outcomes should be linked to the broad English language proficiency levels of beginner, lower intermediate, upper intermediate, advanced, and full-English proficient. Unlike other content areas, it cannot be assumed that English language learners have a baseline of foundational knowledge and skill in the English language that corresponds to their grade levels. Therefore, curriculum writers should highlight the importance of diagnosing student needs. Beginning-level ESL students may enter the school system at any grade level and, for example, may not have literacy skills in their native language, thereby necessitating the teaching of phonemic awareness in the middle or high school. Thus, the ESL curriculum must address language proficiency levels across grade levels, as well as make explicit how such knowledge and skills may be manifested across grade levels.

The sample classroom tasks model how this information can be translated into different content area curricula. These descriptive samples are representative behaviors that students exhibit when they complete activities toward meeting the expectations of a progress indicator. The sample activities may be used to develop learning objectives for students at each English language proficiency level. They are also representative of observable progress indicators, in the development of English language proficiency from beginner through fully English proficient.

Curriculum writers should examine the needs of students in their districts and use the *English Language Proficiency Standards* to align their ESL curriculum with these standards accordingly. For example, a district with a large influx of middle school students who lack formal education should scrutinize the needs of those students versus a district that has a large influx of kindergarten students. A district's unique situation and educational philosophy should inform the ESL curriculum.



New Jersey English Language Proficiency Standards

The goal of New Jersey's English Language Proficiency Standards is to teach English Language Learners/LEP students to use English to achieve academically in all content areas.

Grades Pre-K-2

Listening

ENGLISH LANGUAGE PROFICIENCY STANDARDS

Students will be able to **aurally** comprehend spoken English in both a social and school setting.

Strands and Cumulative Progress Indicators	LAL Content/Standard/ Grade/Strand/ CPI or TESOL Goal/ Standard/Grade Cluster	English Language Proficiency Levels	Classroom Tasks
<p>By the end of grade two, students will:</p> <p>A. ACTIVE LISTENING <i>Demonstrate active listening behaviors in a variety of situations for a variety of purposes.</i></p> <ul style="list-style-type: none"> ▶ Listen to a familiar text to track print. ▶ Begin to distinguish among types of speech (e.g., a joke, a reprimand, a warning) depending upon context and tone. ▶ Listen fully to understand instructions or hear daily messages. <p>B. LISTENING COMPREHENSION <i>Demonstrate the ability to listen in order to predict, recall and discuss information, follow oral directions, and identify story elements.</i></p> <ul style="list-style-type: none"> ▶ Listen to and follow oral directions (e.g., 1 and 2 step). ▶ Ask and answer questions based on information presented orally. ▶ Listen to, recall, or retell information (e.g., main ideas, details). ▶ Listen and contribute to class discussions. ▶ Listen to a selection to predict outcomes. 	<p>3.4.1.A.3</p> <p>3.4.2.A.2</p> <p>3.4.K.A.1</p> <p>3.4.2 B.1</p> <p>3.4.K.B.2</p> <p>3.4.1.B.3,4</p> <p>3.4.2.A.3</p> <p>3.4.1.B.1</p>	<p>1-5</p> <p>2-5</p> <p>3-5</p> <p>1-5</p> <p>1-5</p> <p>2-5</p> <p>3-5</p> <p>3-5</p>	<p><i>Students will be able to listen to and comprehend verbal messages in a variety of contexts.</i></p> <p>Level 1: Respond to oral commands relating to body parts by playing "Simon Says."</p> <p>Level 2: Illustrate and discuss the beginning, middle, and end of <i>The Gingerbread Man</i> after listening to the story tape.</p> <p>Level 3: Sequence a series of pictures to represent the life cycle of a butterfly after listening to</p>

Strands and Cumulative Progress Indicators	LAL Content/Standard/ Grade/Strand/ CPI or TESOL Goal/ Standard/Grade Cluster	English Language Proficiency Levels	Classroom Tasks
<ul style="list-style-type: none"> ▶ Listen to a story, poem, or video to represent the sequence of events. ▶ Listen to a story to identify the title, author, setting, characters, and story action. 	<p>3.4.1.B.3</p> <p>3.4.K.A.2</p>	<p>3-5</p> <p>4-5</p>	<p>the story "The Very Hungry Caterpillar" by Eric Carle.</p> <p>Level 4: Discuss the characters in "Squanto's First Thanksgiving" after listening to the story.</p> <p>Level 5: Show locations of community buildings on a map by following oral directions given by a partner.</p>

Grades Pre-K-2

Speaking

ENGLISH LANGUAGE PROFICIENCY STANDARDS

Students will be able to *speak English* in both a social and school setting.

Strands and Cumulative Progress Indicators	LAL Content/Standard/ Grade/Strand/ CPI or TESOL Goal/ Standard/Grade Cluster	English Language Proficiency Levels	Classroom Tasks
<p>By the end of grade two, students will:</p> <p>A. DISCUSSION <i>Demonstrate the ability to engage in oral discourse in paired, small-group, or whole-class activities to convey ideas.</i></p> <ul style="list-style-type: none"> ▶ Demonstrate appropriate language use and behaviors (e.g., turn-taking, body language, eye contact, and maintaining focus on topic). ▶ Share personal experiences and ideas. ▶ Offer personal opinions in discussions. <p>B. QUESTIONING (INQUIRY) AND CONTRIBUTING <i>Demonstrate the effective use of a variety of questions and responses.</i></p> <ul style="list-style-type: none"> ▶ Express likes, dislikes, and needs. ▶ Respond to the ideas of others by contributing information, ideas, and experiences. ▶ Ask various types of questions to clarify meaning. ▶ Paraphrase to demonstrate understanding. ▶ Identify a problem and simple steps for solving the problem. 	<p>3.3.2.A.2,4</p> <p>3.3.K.A.1 3.3.2.A.3</p> <p>TESOL Goal 2 Standard 1 – Grades Pre-K-3</p> <p>3.3.2.B.2</p> <p>3.3.2.B.1</p> <p>3.3.2.B.3</p> <p>3.3.2.B.4</p>	<p>1-5</p> <p>2-5 3-5</p> <p>1-5</p> <p>2-5</p> <p>2-5</p> <p>3-5</p> <p>3-5</p>	

Strands and Cumulative Progress Indicators	LAL Content/Standard/ Grade/Strand/ CPI or TESOL Goal/ Standard/Grade Cluster	English Language Proficiency Levels	Classroom Tasks
<p>C. WORD CHOICE <i>Demonstrate the ability to use developmentally appropriate vocabulary.</i></p> <ul style="list-style-type: none"> ▶ Use primary language for clarification. ▶ Use new vocabulary from literature, content areas, and classroom experiences. ▶ Recognize and use Standard English appropriately. ▶ Use and respond appropriately to slang, idioms, and humor. <p>D. ORAL PRESENTATIONS <i>Demonstrate the ability to speak for a variety of audiences and purposes.</i></p> <ul style="list-style-type: none"> ▶ Read or recite poems, stories, and/or rhymes with attention to expression. ▶ Participate in choral readings, dramatizations, story retellings, and role-plays. ▶ Present a talk in front of a small group (e.g., book talk, content area report). ▶ Use appropriate social conventions of language (e.g., eye contact, volume control, body language). ▶ Read aloud with fluency. 	<p>TESOL Goal 1 Standard 3 – Grades Pre-K-3 3.3.2.C.1</p> <p>TESOL Goal 3 Standard 1 – Grades Pre-K-3</p> <p>TESOL Goal 3 Standard 1 – Grades Pre-K-3</p> <p>3.3.1.D.1</p> <p>3.3.2.D.1</p> <p>3.3.2.D.3</p> <p>TESOL Goal 3 Standard 2 – Grades Pre-K-3 3.3.1.D.4</p>	<p>1-5</p> <p>1-5</p> <p>2-5</p> <p>4-5</p> <p>1-5</p> <p>2-5</p> <p>3-5</p> <p>4-5</p> <p>4-5</p>	<p><i>Students will be able to present information, ideas, and experiences to others and participate in a variety of speaking tasks.</i></p> <p>Level 1: Using a sequence of pictures, retell the story of “The Very Busy Spider” by Eric Carle to show how the spider meets his daily needs.</p> <p>Level 2: Recite the nursery rhyme, “Hickory Dickory Dock” by echoing the teacher.</p> <p>Level 3: Compare and contrast seasons of the year using drawings to support the presentation.</p> <p>Level 4: Negotiate verbally the choice of roles in preparing for the dramatization of the short story, “The Bremen Town Musicians.”</p> <p>Level 5: Present an oral report about a community helper using standard social conventions.</p>

Grades Pre-K-2

Reading

ENGLISH LANGUAGE PROFICIENCY STANDARDS

Students will be able to *read* (decode and comprehend) texts for recreational and academic purposes.

Strands and Cumulative Progress Indicators	LAL Content/Standard/ Grade/Strand/ CPI or TESOL Goal/ Standard/Grade Cluster	English Language Proficiency Levels	Classroom Tasks
<p>By the end of grade two, students will:</p> <p>A. CONCEPTS ABOUT PRINT <i>Identify and explain text features that contribute to comprehension.</i></p> <ul style="list-style-type: none"> ▶ Follow words left to right and from top to bottom. ▶ Identify and associate written symbols with words. ▶ Interpret graphs, charts, and diagrams. ▶ Identify the title, author, and illustrator of a book. ▶ Recognize the purpose of a paragraph. ▶ Use titles, tables of content, and chapter headings to locate information. <p>B. PHONOLOGICAL AWARENESS (INCLUDES PHONEMIC AWARENESS) <i>Demonstrate an understanding of phonological awareness and a sense of sound-symbol relationships.</i></p> <ul style="list-style-type: none"> ▶ Listen to rhymes and songs in order to develop auditory awareness. ▶ Listen to hear initial, final, and middle sounds. ▶ Blend or segment the phonemes of most one-syllable words. 	<p>3.1.K.A.4</p> <p>TESOL Goal 2 Standard 2 – Grades Pre-K-3</p> <p>3.1.1.A.4 3.1.1.A.3</p> <p>3.1.2.A.2 3.1.2.A.1</p> <p>3.1.K.B.2</p> <p>3.1.1.B.1</p> <p>3.1.1.B.2</p>	<p>1-5</p> <p>1-5</p> <p>2-5 2-5</p> <p>3-5 4-5</p> <p>1-5</p> <p>1-5</p> <p>2-5</p>	<p><i>Students will be able to:</i></p> <p>Level 1: Interpret values of U.S. coins by matching to number words.</p> <p>Level 2: Illustrate the life cycle of a frog.</p> <p>Level 3: Discuss the results of a survey about transportation.</p> <p>Level 4: Describe a diagram of a toy and how the parts work together.</p> <p>Level 5: Use chapter headings in a science text to formulate questions about living and non-living things.</p> <p><i>Students will be able to demonstrate an understanding of sound symbol relationships.</i></p> <p>Level 1: Respond to “The Color Song” by demonstrating gestures that show understanding.</p> <p>Level 2: Classify a series of body part pictures according to initial consonant sound.</p>

Strands and Cumulative Progress Indicators	LAL Content/Standard/ Grade/Strand/ CPI or TESOL Goal/ Standard/Grade Cluster	English Language Proficiency Levels	Classroom Tasks
<ul style="list-style-type: none"> ▶ Use sound-symbol relationships. ▶ Add, delete, or change sounds to change words. ▶ Listen and identify the number of syllables in a word. ▶ Listen to a spoken word to produce another word that rhymes with it. 	<p>3.1.1.B.1 3.1.1.B.5 3.1.1.B.3 3.1.K.B.5</p>	<p>3-5 3-5 3-5 4-5</p>	<p>Level 3: Identify the number of syllables in a number word by clapping.</p> <p>Level 4: Respond by drawing pictures of the rhyming words from the pages of the big book, "There's A Dragon in My Wagon." Then label each picture and combine them to make a class book.</p> <p>Level 5: Identify the word that represents an animal by listening to minimal pairs (e.g., fox-fix, peg-pig) and writing the appropriate word.</p>
<p>C. DECODING AND WORD RECOGNITION</p>			
<p><i>Demonstrate an understanding of decoding and word recognition through letters-sound correspondence, structural analysis, and word study skills.</i></p>			
<ul style="list-style-type: none"> ▶ Recognize and identify upper and lower case letters and consonant sounds. ▶ Recognize and decode rhyming words and one-syllable words. ▶ Use basic phonetic analysis and context clues to decode unknown words. ▶ Identify spelling patterns (e.g., diphthongs, diagraphs, and common endings). 	<p>3.1.K.C.2, 3.1.1.C.1 3.1.1.C.2,3 3.1.1.C.6,7 3.1.2.C.4</p>	<p>2-5 2-5 4-5 4-5</p>	
<p>D. FLUENCY</p>			
<p><i>Read orally and silently with comprehension and fluency.</i></p>			
<ul style="list-style-type: none"> ▶ Read simple text, both fiction and non-fiction, with fluency that is appropriate to level. 	<p>3.1.1.D.3</p>	<p>3-5</p>	

Strands and Cumulative Progress Indicators	LAL Content/Standard/ Grade/Strand/ CPI or TESOL Goal/ Standard/Grade Cluster	English Language Proficiency Levels	Classroom Tasks
<ul style="list-style-type: none"> ▶ Apply self-monitoring strategies (e.g., reread or read ahead) to improve comprehension. ▶ Use appropriate pausing, pace, and inflection. 	<p>3.1.2.D.5</p> <p>3.1.2.D.2,3</p>	<p>4-5</p> <p>5</p>	
<p>E. READING STRATEGIES <i>Acquire and apply reading strategies before, during, and after reading.</i></p>			
<ul style="list-style-type: none"> ▶ Establish a purpose for reading. ▶ Begin to connect new information to information previously learned. ▶ Recognize the need to seek assistance (e.g., teachers, peers, other resources). ▶ Use picture clues to check for meaning. ▶ Make simple predictions. ▶ Use graphic organizers to build meaning. ▶ Reread to aid comprehension. ▶ Use context clues to check for meaning. 	<p>3.1.1.E.2</p> <p>TESOL Goal 2 Standard 3 – Grades Pre-K-3</p> <p>TESOL Goal 2 Standard 3 – Grades Pre-K-3</p> <p>3.1.K.E.3</p> <p>3.1.K.E.2</p> <p>3.1.1.E.6</p> <p>3.1.2.E.2</p> <p>TESOL Goal 1 Standard 3 – Grades Pre-K-3</p>	<p>1-5</p> <p>1-5</p> <p>1-5</p> <p>2-5</p> <p>2-5</p> <p>3-5</p> <p>3-5</p> <p>3-5</p>	
<p>F. VOCABULARY AND CONCEPT DEVELOPMENT <i>Develop appropriate vocabulary and concepts according to subject area and content.</i></p>			
<ul style="list-style-type: none"> ▶ Read sight words and content-specific vocabulary. ▶ Comprehend common and specific vocabulary in informational texts and literature. ▶ Use synonyms, antonyms, and prefixes. 	<p>3.1.1.F.1,3</p> <p>3.1.1.F.3</p> <p>3.1.2.F.2,4</p>	<p>3-5</p> <p>3-5</p> <p>4-5</p>	

Strands and Cumulative Progress Indicators	LAL Content/Standard/ Grade/Strand/ CPI or TESOL Goal/ Standard/Grade Cluster	English Language Proficiency Levels	Classroom Tasks
<p>G. COMPREHENSION SKILLS AND RESPONSE TO TEXT <i>Develop basic reading comprehension skills using context and visuals to construct meaning.</i></p> <ul style="list-style-type: none"> ▶ Draw simple conclusions from information gathered from pictures, print, and people. ▶ Recall information and predict outcomes about text. ▶ Identify genres of text and story elements (e.g., plot, setting, and characters). ▶ Compare and contrast and/or sequence text elements. ▶ Read silently and independently for specific purposes. ▶ Make inferences, recognize cause and effect, and draw conclusions. <p>H. INQUIRY AND RESEARCH <i>Develop inquiry and research skills by gathering information.</i></p> <ul style="list-style-type: none"> ▶ Formulate and ask questions related to a specific reading selection. ▶ Produce evidence of reading (e.g., posters or reports). ▶ Locate information using alphabetical order. 	<p>3.1.1.G.1</p> <p>3.1.2.G.1</p> <p>3.1.2.G.4</p> <p>3.1.1.G.3,4</p> <p>3.1.1.G.7</p> <p>3.1.2.G.2,3</p> <p>3.1.1.H.1</p> <p>3.1.2.H.2</p> <p>3.1.2.H.1</p>	<p>1-5</p> <p>2-5</p> <p>3</p> <p>3-5</p> <p>4-5</p> <p>5</p> <p>2-5</p> <p>2-5</p> <p>4-5</p>	

Grades Pre-K-2

Writing

ENGLISH LANGUAGE PROFICIENCY STANDARDS

Students will be able to *write* for personal and academic purposes.

Strands and Cumulative Progress Indicators	LAL Content/Standard/ Grade/Strand/ CPI or TESOL Goal/ Standard/Grade Cluster	English Language Proficiency Levels	Classroom Tasks
<p>By the end of grade two, students will:</p> <p>A. WRITING AS A PROCESS <i>Demonstrate writing as a process using prewriting, drafting, revising, editing, and publishing.</i></p> <ul style="list-style-type: none"> ▶ Observe and reproduce teacher-modeled writing. ▶ Represent information visually through drawings or illustrations. ▶ Use sentences to convey ideas in writing. ▶ Use graphic organizers to assist with planning. ▶ Generate ideas for writing by listening, sharing, and drawing. ▶ Compose first drafts. ▶ Improve elements of writing through peer participation and/or use of a simple checklist. ▶ Reread drafts to add details and revise. <p>B. WRITING AS A PRODUCT <i>Create a formal product through the writing process.</i></p> <ul style="list-style-type: none"> ▶ Produce stories from personal experiences. ▶ Select samples for writing portfolios. ▶ Share formal products with classmates and other audiences. ▶ Produce a narrative with a beginning, middle, and end. 	<p>3.2.K.A.2</p> <p>TESOL Goal 2 Standard 2 – Grades Pre-K-3</p> <p>3.2.1.A.4</p> <p>3.2.2.A.6</p> <p>3.2.2.A.1</p> <p>3.2.2.A.7</p> <p>3.2.2.A.11,12</p> <p>3.2.2.A.9</p> <p>3.2.1.B.2</p> <p>3.2.1.B.4</p> <p>3.2.1.B.3</p> <p>3.2.2.B.3</p>	<p>1-5</p> <p>1-5</p> <p>2-3</p> <p>2-3</p> <p>2-5</p> <p>3-5</p> <p>4-5</p> <p>5</p> <p>2-5</p> <p>2-5</p> <p>2-5</p> <p>3-5</p>	

Strands and Cumulative Progress Indicators	LAL Content/Standard/ Grade/Strand/ CPI or TESOL Goal/ Standard/Grade Cluster	English Language Proficiency Levels	Classroom Tasks
<p>▶ Produce nonfiction pieces (letters, procedures, or simple reports).</p> <p>C. MECHANICS, SPELLING AND HANDWRITING <i>Demonstrate an understanding of standard English conventions.</i></p> <p>▶ Write legibly (e.g., letter formation, spacing).</p> <p>▶ Use a variety of reference materials (e.g., word walls, picture dictionaries) as an aid for writing.</p> <p>▶ Use left to right and top to bottom directionality.</p> <p>▶ Use end-point punctuation correctly.</p> <p>▶ Apply basic rules of capitalization.</p> <p>▶ Spell some high frequency words correctly.</p> <p>▶ Develop an awareness of conventional spelling patterns.</p> <p>D. WRITING FORMS, AUDIENCES, AND PURPOSES <i>Demonstrate the ability to write in a variety of forms for different audiences and purposes.</i></p> <p>▶ Use technology as a tool for writing.</p> <p>▶ Create written text for others.</p> <p>▶ Write in a variety of forms (e.g., narratives, letters, plays, biographies, directions, and simple reports).</p> <p>▶ Produce writings dealing with topics across the curriculum.</p>	<p>3.2.2.B.4</p> <p>3.2.2.C.6</p> <p>TESOL Goal 2</p> <p>Standard 2 – Grades Pre-K-3</p> <p>3.2.K.C.3</p> <p>3.2.2.C.1</p> <p>3.2.2.C.2</p> <p>3.2.2.C.3</p> <p>3.2.1.C.5</p> <p>3.2.2.D.4</p> <p>3.2.2.D.1</p> <p>3.2.2.D.5</p> <p>3.2.2.D.2</p>	<p>3-5</p> <p>1-5</p> <p>1-5</p> <p>2-5</p> <p>3-5</p> <p>3-5</p> <p>3-5</p> <p>3-5</p> <p>2-5</p> <p>2-5</p> <p>3-5</p> <p>5</p>	<p><i>Students will be able to use capitalization, punctuation, and correct spelling in a variety of content areas.</i></p> <p>Level 1: Identify capital letters when reviewing the classroom news.</p> <p>Level 2: Describe a favorite place in 1-3 sentences using correct punctuation.</p> <p>Level 3: Express information about a planet and its place in the solar system using correct spelling.</p> <p>Level 4: With a peer, create a math word problem using correct punctuation, capitalization, and spelling.</p> <p>Level 5: Write a legible letter persuading Little Red Riding Hood not to talk to strangers.</p>

Grades Pre-K-2

Viewing and Media Literacy

ENGLISH LANGUAGE PROFICIENCY STANDARDS

Students will be able to *view* for personal and academic purposes.

Strands and Cumulative Progress Indicators	LAL Content/Standard/ Grade/Strand/ CPI or TESOL Goal/ Standard/Grade Cluster	English Language Proficiency Levels	Classroom Tasks
<p>By the end of grade two, students will:</p> <p>A. CONSTRUCTING MEANING <i>Demonstrate an understanding and appreciation of how media/visual arts influence meaning and language acquisition.</i></p> <ul style="list-style-type: none"> ▶ Associate real items/objects or diagrams with written labels to learn vocabulary or construct meaning. ▶ Make predictions about visual information in books, film and television programs. ▶ Retell a story from a favorite television program or movie. ▶ Interpret and construct graphs, charts, and diagrams. ▶ Compare and contrast media characters. ▶ Distinguish between real and make-believe. ▶ Recognize that media messages are created for a specific purpose (e.g., informing, entertaining, and persuading). 	<p>TESOL Goal 1 Standard 3 – Grades Pre-K-3 3.5.K.A.1</p> <p>3.5.1.A.1</p> <p>3.5.2.A.3</p> <p>3.5.2.A.5</p> <p>3.5.1.A.2</p> <p>3.5.2.A.2</p>	<p>1-5</p> <p>2-5</p> <p>2-5</p> <p>2-5</p> <p>3-5</p> <p>3-5</p> <p>4-5</p>	<p><i>Students will be able to construct meaning by responding to visual messages.</i></p> <p>Level 1: Illustrate a favorite character from “Sesame Street.”</p> <p>Level 2: Discuss a graph that shows favorite healthy snacks after interpreting information shown.</p> <p>Level 3: Compare and contrast the settings shown in the video “The City Mouse and The Country Mouse.”</p> <p>Level 4: Explain the differences between real and make-believe after viewing the illustrations in “Little Bear Goes Fishing” and a non-fiction book about polar bears.</p> <p>Level 5: Discuss the implied message of the “Got Milk” advertising after collecting and displaying a variety of “Got Milk” ads.</p>

Strands and Cumulative Progress Indicators	LAL Content/Standard/ Grade/Strand/ CPI or TESOL Goal/ Standard/Grade Cluster	English Language Proficiency Levels	Classroom Tasks
<p>B. VISUAL AND VERBAL MESSAGES <i>Recognize and understand the purposes of visual and verbal messages.</i></p> <ul style="list-style-type: none"> ▶ Use nonverbal cues as an aid to understanding verbal directions. ▶ Recognize that body language carries a message. ▶ Recognize the effect that visual arts have on one's mood and emotions. <p>C. LIVING WITH MEDIA <i>Understand that media affects daily life.</i></p> <ul style="list-style-type: none"> ▶ Use media to aid with language acquisition and build content knowledge. 	<p>TESOL Goal 3 Standard 2 – Grades Pre-K-3</p> <p>TESOL Goal 3 Standard 2 – Grades Pre-K-3</p> <p>3.5.2.B.3</p> <p>TESOL Goal 1 Standard 3- Grades Pre-K-3</p>	<p>1-5</p> <p>2-5</p> <p>4-5</p> <p>1-5</p>	

Grades 3-5

Listening

ENGLISH LANGUAGE PROFICIENCY STANDARDS

Students will be able to **aurally** comprehend spoken English in both a social and school setting.

Strands and Cumulative Progress Indicators	LAL Content/Standard/ Grade/Strand/ CPI or TESOL Goal/ Standard/Grade Cluster	English Language Proficiency Levels	Classroom Tasks
<p>By the end of grade five, students will:</p> <p>A. ACTIVE LISTENING <i>Demonstrate active listening behaviors for a variety of situations and purposes:</i></p> <ul style="list-style-type: none"> ▶ Listen actively for a variety of purposes (e.g., enjoyment and obtaining information. ▶ Listen to read, watch, and respond to plays, films, stories, books, songs, computer programs, and magazines. ▶ Exchange verbal and nonverbal messages. ▶ Connect messages heard to prior knowledge and experiences. ▶ Listen attentively and critically to a variety of speakers. ▶ Interpret vocabulary gained through listening. ▶ Listen to and incorporate a peer's feedback regarding classroom behavior. ▶ Begin to distinguish among types of speech (e.g., a joke, a chant, or a warning). 	<p>3.4.4.A.1</p> <p>TESOL Goal 1 Standard 2 – Grades 4-8</p> <p>3.4.3.A.2</p> <p>3.4.3.A.1</p> <p>3.4.4.A.2</p> <p>3.4.A.3</p> <p>TESOL Goal 2 Standard 1 – Grades 4-8</p> <p>3.4.2.A.2</p>	<p>1-5</p> <p>1-5</p> <p>1-5</p> <p>1-5</p> <p>3-5</p> <p>3-5</p> <p>3-5</p> <p>3-5</p>	<p><i>Students will be able to engage in active listening to construct meaning.</i></p> <p>Level 1: Listen to, repeat, and identify names of classroom objects.</p> <p>Level 2: Listen to a given number dictated by the teacher and express it in numerical form.</p> <p>Level 3: Listen to the teacher dictate a list of food items and categorize each item appropriately on the food pyramid.</p> <p>Level 4: Listen to MLK's "I Have a Dream" speech and discuss key messages of the speech.</p> <p>Level 5: Watch and listen to a video about animal habitats and summarize the main points.</p>

Strands and Cumulative Progress Indicators	LAL Content/Standard/Grade/Strand/ CPI or TESOL Goal/Standard/Grade Cluster	English Language Proficiency Levels	Classroom Tasks
<p>B. LISTENING COMPREHENSION <i>Demonstrate competence in active listening through comprehension of oral language.</i></p> <ul style="list-style-type: none"> ▶ Follow multistep oral directions. ▶ Listen to and summarize a story and/or information from various sources (television, film, speaker, or assembly). ▶ Ask relevant questions, take notes, and draw conclusions based on information presented. ▶ Listen and contribute to class discussions. ▶ Paraphrase information shared by others. ▶ Compare and contrast oral selections and determine the most valuable supporting data to use in group or individual projects. ▶ Make inferences based on an oral report or presentation. 	<p>3.4.4.B.6 3.4.3.B.2 3.4.5.B.3 3.4.2.A.3 3.4.3.B.3 3.4.5.B.2 3.4.4.B.4</p>	<p>1-5 3-5 3-5 3-5 4-5 4-5 4-5</p>	<p><i>Students will be able to comprehend and interpret spoken and/or nonverbal messages.</i></p> <p>Level 1: Respond to an oral reading of a story by identifying characters.</p> <p>Level 2: Demonstrate knowledge of tangram shapes by following multistep oral directions.</p> <p>Level 3: After viewing a video about the rainforest, ask oral questions about the layers of the rainforest.</p> <p>Level 4: Paraphrase the main points of a presidential speech.</p> <p>Level 5: Compare and contrast oral presentations of the safety procedures for conducting science investigations.</p>

Grades 3-5

Speaking

ENGLISH LANGUAGE PROFICIENCY STANDARDS

Students will be able to *speak* English in both a social and school setting.

Strands and Cumulative Progress Indicators	LAL Content/Standard/ Grade/Strand/ CPI or TESOL Goal/ Standard/Grade Cluster	English Language Proficiency Levels	Classroom Tasks
<p>By the end of grade five, students will:</p> <p>A. DISCUSSION (SMALL-GROUP AND WHOLE-CLASS) <i>Demonstrate the ability to engage in oral discourse in paired, small-group or whole-class activities to convey ideas.</i></p> <ul style="list-style-type: none"> ▶ Take turns when speaking in a group. ▶ Stay focused on a topic in content discussions. ▶ Participate in full class, group, and pair discussions. ▶ Listen and follow a discussion in order to contribute appropriately. ▶ Ask peer’s opinions, preferences, and desires. ▶ Use details, examples and reasons to support central ideas or clarify a point of view. 	<p>3.3.3.A.3</p> <p>3.3.3.A.2</p> <p>TESOL Goal 2 Standard 1 - Grades 4-8</p> <p>3.3.3.A.1</p> <p>TESOL Goal 1 Standard 1 - Grades 4-8</p> <p>3.3.4.A1</p>	<p>1-5</p> <p>2-5</p> <p>2-5</p> <p>3-5</p> <p>3-5</p> <p>4-5</p>	<p><i>Students will be able to participate in a small- and whole-group discussion through verbal and nonverbal means.</i></p> <p>Level 1: Take turns introducing themselves.</p> <p>Level 2: Identify and describe the different properties of various geometric shapes.</p> <p>Level 3: Read a chapter of <i>Freckle Juice</i> and discuss their favorite passage of the book.</p> <p>Level 4: Discuss the cause and effect of pollution in relationship to the environment.</p> <p>Level 5: In a small group, discuss the main points of a movie and express opinion, likes, and dislikes.</p>

Strands and Cumulative Progress Indicators	LAL Content/Standard/ Grade/Strand/ CPI or TESOL Goal/ Standard/Grade Cluster	English Language Proficiency Levels	Classroom Tasks
<p>B. QUESTIONING (INQUIRY) AND CONTRIBUTING <i>Demonstrate effective use of a variety of questions and responses.</i></p> <ul style="list-style-type: none"> ▶ Repeat or paraphrase a teacher's directions orally. ▶ Ask a teacher to restate or simplify directions. ▶ Express likes, dislikes, and needs. ▶ Ask for assistance with a task (e.g., meaning of words, directions). ▶ Contribute information, ideas, and experiences to classroom inquiry. ▶ Use questioning to construct meaning by listening to others. ▶ Modify a statement made by a peer. ▶ Develop appropriate questions to explore a topic. ▶ Elaborate and extend other people's ideas and words. 	<p>TESOL Goal 2 Standard 1 - Grades 4-8</p> <p>TESOL Goal 2 Standard 1 - Grades 4-8</p> <p>TESOL Goal 2 Standard 1 - Grades 4-8</p> <p>TESOL Goal 2 Standard 1 - Grades 4-8</p> <p>3.3.3.B.2</p> <p>3.3.5,6.B.1</p> <p>TESOL Goal 2 Standard 1 - Grades 4-8</p> <p>3.3.3.B.1</p> <p>TESOL Goal 2 Standard 1 - Grades 4-8</p>	<p>1-3</p> <p>1-5</p> <p>1-5</p> <p>1-5</p> <p>2-5</p> <p>2-5</p> <p>3-5</p> <p>3-5</p> <p>4-5</p>	

Strands and Cumulative Progress Indicators	LAL Content/Standard/ Grade/Strand/ CPI or TESOL Goal/ Standard/Grade Cluster	English Language Proficiency Levels	Classroom Tasks
<p>C. WORD CHOICE <i>Demonstrate the ability to use developmentally appropriate vocabulary to support and/or clarify a message.</i></p> <ul style="list-style-type: none"> ▶ Use the primary language for clarification. ▶ Test appropriate use of new vocabulary, phrases, and structures. ▶ Recognize and use Standard English appropriately. ▶ Adapt language to persuade, explain, or seek information. ▶ Use varied word choice to clarify, illustrate, and elaborate. ▶ Use convincing dialogue to role-play short scenes involving familiar situations or emotions. ▶ Use figurative language purposefully in speaking situations (e.g., similes, metaphors). ▶ Select and use suitable vocabulary to fit a range of audiences. <p>D. ORAL PRESENTATION <i>Demonstrate the ability to speak for a variety of audiences and purposes.</i></p> <ul style="list-style-type: none"> ▶ Recite poems, stories, and rhymes orally (e.g., favorite nursery rhymes). ▶ Describe favorite storybook characters (e.g., fairy tales, folk tales, and fiction). 	<p>TESOL Goal 1 Standard 3 - Grades 4-8</p> <p>TESOL Goal 1 Standard 3 - Grades 4-8</p> <p>TESOL Goal 3 Standard 1 - Grades 4-8</p> <p>3.3.3.C.2</p> <p>3.3.5.C.2</p> <p>3.3.4.C.1</p> <p>3.3.4.C.2</p> <p>3.3.5.C.4</p> <p>3.3.1.D.1</p> <p>TESOL Goal 1 Standard 2 - Grades 4-8</p>	<p>1-5</p> <p>2-5</p> <p>2-5</p> <p>3-5</p> <p>3-5</p> <p>3-5</p> <p>4-5</p> <p>4-5</p> <p>1-5</p> <p>2-5</p>	<p><i>Students will be able to speak using appropriate vocabulary and syntax in a variety of formal and informal settings.</i></p> <p>Level 1: Respond orally (in English and the native language) to visual cues by naming mathematical symbols</p> <p>Level 2: Demonstrate knowledge of new science vocabulary by stating names of measuring instruments.</p> <p>Level 3: Explain six sequential illustrations about the water cycle using varied sentence structure.</p> <p>Level 4: Create a simile and a metaphor that compare a raindrop to a tear.</p> <p>Level 5: Persuade classmates and parents of California students to move to New Jersey.</p>

Strands and Cumulative Progress Indicators	LAL Content/Standard/ Grade/Strand/ CPI or TESOL Goal/ Standard/Grade Cluster	English Language Proficiency Levels	Classroom Tasks
<ul style="list-style-type: none"> ▶ Recommend a game, book, or computer program. ▶ Talk about a given topic. ▶ Describe feelings and emotions. ▶ Read aloud with fluency. ▶ Use appropriate strategies to prepare, rehearse, and deliver an oral presentation: word choice, expression, intonation, and volume. ▶ Use verbal and nonverbal delivery to maintain audience focus. 	<p>TESOL Goal 1 Standard 2 – Grades 4-8</p> <p>3.3.2.D.3</p> <p>TESOL Goal 1 Standard 1 – Grades 4-8</p> <p>3.3.4.D.6</p> <p>3.3.3.D.3</p> <p>3.3.5.D.7</p>	<p>2-5</p> <p>2-5</p> <p>2-5</p> <p>3-5</p> <p>4-5</p> <p>4-5</p>	

Strands and Cumulative Progress Indicators	LAL Content/Standard/ Grade/Strand/ CPI or TESOL Goal/ Standard/Grade Cluster	English Language Proficiency Levels	Classroom Tasks
<p>C. DECODING AND WORD RECOGNITION <i>Decode and recognize words through letter-sound correspondence, structural analysis, and word study skills.</i></p> <ul style="list-style-type: none"> ▶ Use a dictionary, other reference materials, and context clues to decode and clarify new words. ▶ Recognize compound words, contractions, and common abbreviations. ▶ Use letter-sound correspondence and structural analysis to decode words. ▶ Use context to accurately read words with more than one pronunciation (e.g., homophones). <p>D. FLUENCY <i>Read orally and silently with comprehension and fluency.</i></p> <ul style="list-style-type: none"> ▶ Demonstrate an understanding of the purpose of punctuation marks. ▶ Read aloud and silently with proper phrasing, inflection, and intonation. ▶ Skim or scan for textual features (e.g., bold print, italics, captions). 	<p>3.1.5.C.1,2</p> <p>3.1.4.C.3</p> <p>3.1.4.C.1</p> <p>3.1.3.C.3</p> <p>3.1.4.D.1</p> <p>3.1.3.D.3</p> <p>TESOL Goal 2 Standard 3 - Grades 4-8</p>	<p>1-5</p> <p>2-5</p> <p>3-5</p> <p>4-5</p> <p>2-5</p> <p>3-5</p> <p>4-5</p>	

Strands and Cumulative Progress Indicators	LAL Content/Standard/Grade/Strand/ CPI or TESOL Goal/Standard/Grade Cluster	English Language Proficiency Levels	Classroom Tasks
<p>E. READING STRATEGIES <i>Acquire and apply reading strategies before, during, and after reading.</i></p> <ul style="list-style-type: none"> ▶ Identify specific words or passages causing comprehension difficulties and seek clarification. ▶ Recognize the need to seek assistance (e.g., teacher, peers, and other resources). ▶ Activate prior knowledge and anticipate what will be read or heard. ▶ Use acquired knowledge of word meaning, language structure, and sound-symbol relationships to check understanding when reading. ▶ Reread to make sense of difficult paragraphs or sections of text. <p>F. VOCABULARY AND CONCEPT DEVELOPMENT <i>Develop appropriate vocabulary and concepts according to subject area and content.</i></p> <ul style="list-style-type: none"> ▶ Use pictures and context clues to assist with meaning of new words. ▶ Use the dictionary, thesaurus, and other reference materials to identify alternative word choices and meanings. ▶ Infer word meaning from learned roots, prefixes, and suffixes. ▶ Identify and correctly use antonyms, synonyms, homophones, and homographs. 	<p>3.1.4.E.2</p> <p>TESOL Goal 2 Standard 3 - Grades 4-8</p> <p>3.1.5.E.1</p> <p>3.3.4.E.1</p> <p>3.1.5.E.3</p> <p>3.1.3.F.5</p> <p>3.1.5.F.4,5</p> <p>3.1.4.F.1</p> <p>3.1.4.F.3</p>	<p>1-5</p> <p>1-5</p> <p>2-5</p> <p>3-5</p> <p>4-5</p> <p>1-5</p> <p>2-5</p> <p>3-5</p> <p>3-5</p>	<p><i>Students will be able to apply reading strategies to aid with unfamiliar words and passages.</i></p> <p>Level 1: Clarify comprehension of a text passage by sequencing water cycle picture cards.</p> <p>Level 2: Synthesize information by reviewing the steps needed to help solve a word problem.</p> <p>Level 3: Predict what will happen next in a story by highlighting key words.</p> <p>Level 4: Clarify word meaning in a reading passage by identifying prefixes and/or suffixes.</p> <p>Level 5: Determine the causes of the American Revolution by identifying key words in a passage about the war.</p>

Strands and Cumulative Progress Indicators	LAL Content/Standard/ Grade/Strand/ CPI or TESOL Goal/ Standard/Grade Cluster	English Language Proficiency Levels	Classroom Tasks
<ul style="list-style-type: none"> ▶ Infer specific word meanings in the context of reading passages. ▶ Understand and produce technical vocabulary and text features according to content area. 	<p>3.1.4.F.2</p> <p>TESOL Goal 2 Standard 2 – Grades 4-8</p>	<p>4-5</p> <p>4-5</p>	
<p>G. COMPREHENSION SKILLS AND RESPONSE TO TEXT <i>Apply basic reading comprehension skills using context to construct meaning.</i></p> <ul style="list-style-type: none"> ▶ Link concepts explicitly to students' background experiences, past learning and new concepts, and global connections. ▶ Recognize the need to seek assistance (e.g., teacher, peers, or other resources). ▶ Participate in creative responses to texts (e.g., role-play, oral presentations). ▶ Discuss underlying themes across cultures in various texts. ▶ Follow simple multiple steps in written instructions (e.g. mathematics and science). ▶ Compare and contrast story plots, characters, settings, and themes. ▶ Respond to text by questioning techniques (who, what, why, when, where, and how). ▶ Recognize differences among forms of literature (poetry, drama, fiction, nonfiction). 	<p>TESOL Goal 2 Standard 3 – Grades 4-8</p> <p>TESOL Goal 2 Standard 3 – Grades 4-8 3.1.3.G.11</p> <p>3.1.4.G.1</p> <p>3.1.4.G.5</p> <p>3.1.3.G.10</p> <p>3.1.2.G.5</p> <p>3.1.4.G.8</p>	<p>1-5</p> <p>1-5</p> <p>1-5</p> <p>2-5</p> <p>2-5</p> <p>2-5</p> <p>2-5</p> <p>3-5</p>	<p><i>Students will be able to read, analyze, and respond to demonstrate comprehension skills:</i></p> <p>Level 1: Retell a story by organizing picture cards in a sequence or illustrating the sequence on a storyboard.</p> <p>Level 2: In a paired activity, ask and answer questions about key terms related to the American Revolution.</p> <p>Level 3: After reading a chapter on energy, explain the difference between kinetic and potential energy.</p> <p>Level 4: Express a number sentence based on comprehension of a word problem.</p> <p>Level 5: Analyze, synthesize, and infer the reasons why the Plains Indians decreased in population.</p>

Strands and Cumulative Progress Indicators	LAL Content/Standard/ Grade/Strand/ CPI or TESOL Goal/ Standard/Grade Cluster	English Language Proficiency Levels	Classroom Tasks
<ul style="list-style-type: none"> ▶ Recognize purpose of the text. ▶ Recognize literary elements in stories, including setting, characters, plot, and mood. ▶ Draw conclusions and inferences from texts. ▶ Summarize major points from fiction and nonfiction texts. ▶ Recognize author’s point of view. ▶ Distinguish cause and effect, fact and opinion, main idea and supporting details in nonfiction texts (e.g., science, social studies, and mathematics). 	<p>3.1.3.G.1 3.1.4.G.9 3.1.3.G.8 3.1.3.G.7 3.1.4.G.6 3.1.4.G.2</p>	<p>3-5 3-5 3-5 4-5 4-5 4-5</p>	
<p>H. INQUIRY AND RESEARCH</p>			
<p><i>Develop inquiry and research skills by gathering information from a variety of sources.</i></p>			
<ul style="list-style-type: none"> ▶ Know when to use native language resources (human and material) to promote understanding. ▶ Interpret and use graphic sources of information such as maps, graphs, timelines, or tables to address research questions. ▶ Produce projects and reports, using visuals, media, and/or technology to show learning and support the learning of an audience. ▶ Read independently and research topics using a variety of materials to satisfy personal, academic, and social needs and produce evidence of reading. ▶ Use multiple sources to locate information relevant to research questions. 	<p>TESOL Goal 2 Standard 3 – Grades 4-8 3.1.5.H.6 3.1.5.H.8 3.1.4.H.3 3.1.5.H.3</p>	<p>1-2 2-5 2-5 3-5 4-5</p>	

Strands and Cumulative Progress Indicators	LAL Content/Standard/ Grade/Strand/ CPI or TESOL Goal/ Standard/Grade Cluster	English Language Proficiency Levels	Classroom Tasks
<ul style="list-style-type: none"> ▶ Draw conclusions from information gathered from multiple sources. ▶ Summarize and organize information by taking notes, outlining ideas, and/or making charts. 	<p>3.1.5.H.5</p> <p>3.1.5.H.7</p>	<p>4-5</p> <p>4-5</p>	

Grades 3-5

Writing

ENGLISH LANGUAGE PROFICIENCY STANDARDS

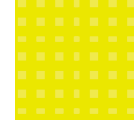
Students will be able to *write* for personal and academic purposes.

Strands and Cumulative Progress Indicators	LAL Content/Standard/ Grade/Strand/ CPI or TESOL Goal/ Standard/Grade Cluster	English Language Proficiency Levels	Classroom Tasks
<p>By the end of grade five, students will:</p> <p>A. WRITING AS A PROCESS <i>Demonstrate writing as a process using prewriting, drafting, revising, editing, and publishing.</i></p> <ul style="list-style-type: none"> ▶ Observe and reproduce teacher-modeled writing. ▶ Begin to sequence stories and put ideas into writing using pictures, developmental spelling, or conventional text. ▶ Use simple sentences to convey ideas after hearing stories, recalling experiences, brainstorming, and drawing. ▶ Use a variety of reference materials to revise work, (e.g., dictionary, thesaurus, word walls, bilingual resources, or Internet/computer software resources). ▶ Use strategies such as reflecting on personal experiences, reading, conducting an interview, or researching to generate and organize ideas for writing. ▶ Use graphic organizers to assist with planning writing. ▶ Review own writing with others to understand the reader's perspective and to consider ideas for revision. 	<p>3.2.1.A.2</p> <p>3.2.1.A.6</p> <p>3.2.1.A.4</p> <p>3.2.4.C.10</p> <p>3.2.4.A.3</p> <p>3.2.3.A.3</p> <p>3.2.3.A.6</p>	<p>1-2</p> <p>1-2</p> <p>1-2</p> <p>1-5</p> <p>1-5</p> <p>1-5</p> <p>2-5</p>	

Strands and Cumulative Progress Indicators	LAL Content/Standard/ Grade/Strand/ CPI or TESOL Goal/ Standard/Grade Cluster	English Language Proficiency Levels	Classroom Tasks
<ul style="list-style-type: none"> ▶ Generate possible ideas for writing through talking, recalling experiences, hearing stories, reading, discussing models of writing, asking questions, and brainstorming. ▶ Draft writing in a selected genre with supporting structure according to the intended message, audience, and purpose for writing (e.g., invitations, various letters, responses to literature or media). ▶ Review and edit work for spelling, mechanics, clarity, and fluency. ▶ Revise drafts by rereading for meaning and clarity, finding the focus, sequencing, elaborating, reworking organization, openings and closings, and improving word choice and consistency of tense. ▶ Reflect on one's own writing by applying elements of grade-appropriate rubrics/checklists to improve and evaluate writing. 	<p>3.2.3.A.1</p> <p>3.2.4.A.4</p> <p>3.2.4.A.7</p> <p>3.2.4.A.5</p> <p>3.2.4.A.10</p>	<p>3-5</p> <p>3-5</p> <p>4-5</p> <p>4-5</p> <p>4-5</p>	
<p>B. WRITING AS A PRODUCT</p> <p><i>Create a formal product in a variety of genres by building upon skills and knowledge through the writing process.</i></p> <ul style="list-style-type: none"> ▶ Develop a collection of writings (e.g., a literacy folder or portfolio). ▶ Write a descriptive piece, such as a description of a person, place, or object. ▶ Present and discuss writing with other students. ▶ Write sentences of varying lengths and complexity, using specific nouns, verbs, and descriptive words such as adjectives and adverbs. 	<p>3.2.3.B.6</p> <p>3.2.3.B.1</p> <p>3.2.3.B.4</p> <p>3.2.4.B.6</p>	<p>1-5</p> <p>1-5</p> <p>2-5</p> <p>2-5</p>	<p><i>Students will be able to create a written product across the curriculum:</i></p> <p>Level 1: Write three adjectives to describe one's native country to be displayed.</p> <p>Level 2: Using ordinal numbers, express sequence of steps in a recipe to be compiled in a class cookbook.</p> <p>Level 3: Using a number sentence, create a word problem to be used in a math center.</p>

Strands and Cumulative Progress Indicators	LAL Content/Standard/ Grade/Strand/ CPI or TESOL Goal/ Standard/Grade Cluster	English Language Proficiency Levels	Classroom Tasks
<ul style="list-style-type: none"> ▶ Write a narrative piece, such as a memoir or personal narrative, that contains a description and related ideas, observations, or recollections of an event or experience. ▶ Write a nonfiction piece and/or simple informational report across the curriculum using facts and details from various sources. ▶ Apply elements of grade-appropriate rubrics/checklists to improve writing. 	<p>3.2.4.B.1</p> <p>3.2.3.B.3</p> <p>3.2.3.B.5</p>	<p>2-5</p> <p>3-5</p> <p>3-5</p>	<p>Level 4: Create a chart that explains the differences among sedimentary, igneous, and metamorphic rocks.</p> <p>Level 5: Write a letter to the principal persuading him/her to have an end-of-the-year dance.</p>
<p>C. MECHANICS AND SPELLING</p>			
<p><i>Use Standard English conventions in all writing (sentence structure, grammar and usage, punctuation, capitalization, spelling).</i></p>			
<ul style="list-style-type: none"> ▶ Use capitalization and punctuation correctly in sentences. 	<p>3.2.4.C.4,5</p>	<p>1-5</p>	
<ul style="list-style-type: none"> ▶ Use a variety of reference materials, such as a dictionary, grammar reference, and Internet/software resources to edit written work. 	<p>3.2.4.C.10</p>	<p>1-5</p>	
<ul style="list-style-type: none"> ▶ Indent in own writing to show the beginning of a paragraph. 	<p>3.2.4.C.7</p>	<p>2-4</p>	
<ul style="list-style-type: none"> ▶ Develop knowledge of English spelling through the use of patterns, structural analysis, and high-frequency words. 	<p>3.2.3.C.4</p>	<p>2-5</p>	
<ul style="list-style-type: none"> ▶ Use level-appropriate complex sentence structure, syntax, and grammar concepts. (e.g., subject/verb agreement, pronoun usage, and appropriate verb tenses. 	<p>3.2.4.C.2,3</p>	<p>3-5</p>	

Strands and Cumulative Progress Indicators	LAL Content/Standard/ Grade/Strand/ CPI or TESOL Goal/ Standard/Grade Cluster	English Language Proficiency Levels	Classroom Tasks
<p>D. WRITING FORMS, AUDIENCES, AND PURPOSES (EXPLORING A VARIETY OF FORMS) <i>Demonstrate the ability to write in a variety of forms for different purposes.</i></p> <ul style="list-style-type: none"> ▶ Develop a collection of writings (e.g., a literacy folder, a literacy portfolio). ▶ Use relevant graphics in writing (e.g., maps, charts, illustrations) to support product. ▶ Use writing to paraphrase, clarify, and reflect on new learning across the curriculum. ▶ Use technology as a writing tool for different purposes and audiences. ▶ Produce writing that demonstrates the use of a variety of sentence types (declarative, interrogative, exclamatory, and imperative) ▶ Respond to fiction and nonfiction through writing to demonstrate an understanding of a text. ▶ Write narratives that relate recollections of an event or experience and establish a setting, characters, point of view, and sequence of events. ▶ Use a variety of strategies to organize writing, including sequence, chronology, and cause/effect. ▶ Respond to literature in writing to demonstrate an understanding of the text, to explore personal reactions, and to connect personal experiences with the text. ▶ Write for a variety of audiences and purposes, formal, informal, fiction and nonfiction. 	<p>3.2.4.D.15</p> <p>3.2.4.D.12</p> <p>3.2.4.D.5</p> <p>3.2.2.D.4</p> <p>3.2.3.D.6</p> <p>3.2.4.D.6</p> <p>3.2.4.D.7</p> <p>3.2.4.D.10</p> <p>3.2.4.D.6</p> <p>3.2.4.D.1</p>	<p>1-5</p> <p>2-5</p> <p>2-5</p> <p>2-5</p> <p>3-5</p> <p>3-5</p> <p>3-5</p> <p>3-5</p> <p>4-5</p> <p>4-5</p>	



Grades 3-5

Viewing and Media Literacy

ENGLISH LANGUAGE PROFICIENCY STANDARDS

Students will be able to *view* for personal and academic purposes.

Strands and Cumulative Progress Indicators	LAL Content/Standard/Grade/Strand/ CPI or TESOL Goal/Standard/Grade Cluster	English Language Proficiency Levels	Classroom Tasks
<p>By the end of grade five, students will:</p> <p>A. CONSTRUCTING MEANING <i>Develop an understanding of how media/visual arts influence meaning and language acquisition.</i></p> <ul style="list-style-type: none"> ▶ Associate realia or diagrams with written labels to learn vocabulary or construct meaning. ▶ Consult print and nonprint resources in the native language when needed. ▶ Use graphs, charts, and diagrams to report data. ▶ Begin to demonstrate an awareness of different media forms and how they contribute to communication. ▶ Identify the central theme and main ideas in different media (e.g., movie, film, or illustration). ▶ Interpret information found in pictorial graphs, map keys, and icons on a computer screen. ▶ Respond to and evaluate the use of illustrations to support text. ▶ Take notes as a teacher presents information or during a film in order to summarize key concepts. ▶ Distinguish between factual and fictional visual representations. 	<p>TESOL Goal 1 Standard 3 – Grades 4-8</p> <p>TESOL Goal 2 Standard 2 – Grades 4-8</p> <p>3.5.4.A.3</p> <p>3.5.3.A.1</p> <p>3.5.3.A.2</p> <p>3.5.4.A.1</p> <p>3.5.4.A.2</p> <p>TESOL Goal 2 Standard 2 – Grades 4-8</p> <p>3.5.4.A.4</p>	<p>1-5</p> <p>1-5</p> <p>3-5</p> <p>3-5</p> <p>3-5</p> <p>3-5</p> <p>4-5</p> <p>4-5</p>	<p><i>Students will be able to use media to construct meaning and to aid with their academic/ personal growth.</i></p> <p>Level 1: Sequence a series of frames from a comic strip.</p> <p>Level 2: Create the dialogue for a muted video clip.</p> <p>Level 3: Using a photograph in the sports section of the newspaper about a recent sporting event (e.g., baseball, football, hockey, etc.), describe the game in 3-5 sentences, as if the student had been either the athlete in the picture or the sports announcer at the game.</p> <p>Level 4: Research on the Internet and debate if "Groundhog Day" is based on science or myth.</p> <p>Level 5: Compare and contrast the video and the novel of <i>Charlotte's Web</i> using a Venn diagram.</p>

Strands and Cumulative Progress Indicators	LAL Content/Standard/ Grade/Strand/ CPI or TESOL Goal/ Standard/Grade Cluster	English Language Proficiency Levels	Classroom Tasks
<ul style="list-style-type: none"> ▶ Distinguish different points of view in media texts (e.g., different versions of folk or fairy tales). 	3.5.5.A.8	4-5	
<ul style="list-style-type: none"> ▶ Understand uses of persuasive text related to advertising in society. 	3.5.5.A.7	4-5	
<p>B. VISUAL AND VERBAL MESSAGES <i>Recognize and understand how visual and verbal messages impact learning, thought, and emotions.</i></p>			
<ul style="list-style-type: none"> ▶ Interpret verbal and nonverbal messages reflected in personal interactions with others. 	3.5.5.B.4	1-5	
<ul style="list-style-type: none"> ▶ Select different media to help understand language 	TESOL Goal 1 Standard 3 – Grades 4-8	1-5	
<ul style="list-style-type: none"> ▶ Discuss the emotional impact of photos, paintings, drawings, media and how they aid understanding. 	3.5.4.B.3	2-5	
<ul style="list-style-type: none"> ▶ Understand that creators of both print media and electronic media have a purpose and target audience for their work. 	3.5.4.B.1	3-5	
<ul style="list-style-type: none"> ▶ Begin to explore and interpret various messages found in advertisements and other texts (e.g., advertisements and magazines). 	3.5.3.B.2	3-5	
<ul style="list-style-type: none"> ▶ Compare and contrast media sources, such as film and book versions of a story. 	3.5.4.B.4	3-5	
<p>C. LIVING WITH MEDIA <i>Understand the scope and implications of media at the local, national, and global levels.</i></p>			
<ul style="list-style-type: none"> ▶ Use media to aid with language acquisition and build content knowledge 	TESOL Goal 1 Standard 3 – Grades 4-8	1-5	
<ul style="list-style-type: none"> ▶ Express preferences for media choices. 	3.5.4.C.1	3-5	
<ul style="list-style-type: none"> ▶ Explore effects of media in the family, home, and school. 	3.5.5.C.4	3-5	

Grades 6-8

Listening

ENGLISH LANGUAGE PROFICIENCY STANDARDS

Students will be able to **aurally** comprehend spoken English in both a social and school setting.

Strands and Cumulative Progress Indicators	LAL Content/Standard/ Grade/Strand/ CPI or TESOL Goal/ Standard/Grade Cluster	English Language Proficiency Levels	Classroom Tasks
<p>By the end of grade eight, students will:</p> <p>A. ACTIVE LISTENING <i>Demonstrate active listening behaviors in a variety of situations and purposes.</i></p> <ul style="list-style-type: none"> ▶ Listen to, read, watch, and respond to plays, films, stories, books, songs, computer programs, and magazines. ▶ Listen to and imitate how others use English. ▶ Interpret vocabulary gained through listening. ▶ Distinguish among types of speech (e.g., a joke, a chat, or a warning). ▶ Listen attentively and critically to a variety of speakers. ▶ Demonstrate active listening by analyzing information, ideas, and opinions to determine relevancy. ▶ Recognize and analyze persuasive techniques while listening. ▶ Recognize persuasive techniques and credibility in oral communication. ▶ Listen to determine a speaker's purpose, attitude, and perspective. ▶ Gain an appreciation of the rich and varied language of literature. 	<p>TESOL Goal 1 Standard 2 – Grades 4-8</p> <p>TESOL Goal 1 Standard 3 – Grades 4-8</p> <p>3.4.4.A.3</p> <p>3.4.2.A.2</p> <p>3.4.4.A.2</p> <p>3.4.7.A.2</p> <p>3.4.5.A.4</p> <p>3.4.7.A.4</p> <p>3.4.7.A.5</p> <p>3.4.5.A.5</p>	<p>1-5</p> <p>1-5</p> <p>3-5</p> <p>3-5</p> <p>3-5</p> <p>4-5</p> <p>4-5</p> <p>4-5</p> <p>4-5</p>	

Strands and Cumulative Progress Indicators	LAL Content/Standard/ Grade/Strand/ CPI or TESOL Goal/ Standard/Grade Cluster	English Language Proficiency Levels	Classroom Tasks
<ul style="list-style-type: none"> ▶ Listen to and incorporate a peer’s feedback regarding classroom behavior. 	<p>TESOL Goal 2 Standard 1 – Grades 4-8</p>	<p>4-5</p>	
<p>B. LISTENING COMPREHENSION <i>Demonstrate the ability to listen actively in order to restate, interpret, respond to, and evaluate increasingly complex messages.</i></p> <ul style="list-style-type: none"> ▶ Follow increasingly difficult oral directions (e.g., one, two, three, and four steps). ▶ Ask pertinent questions, take notes, and draw conclusions based on information presented. ▶ Listen and contribute to class discussions. ▶ Paraphrase information shared by others. ▶ Interpret a speaker’s verbal messages, purposes, and perspectives. ▶ Exhibit proficiency in integrating oral reading with listening, writing, and viewing. ▶ Critique information heard or viewed. ▶ Demonstrate competence by interpreting and applying received information to new situations and solving problems. ▶ Make inferences based on an oral report or presentation. ▶ Describe how language reflects specific regions and/or cultures. 	<p>3.4.4.B.6</p> <p>3.4.5.B.3</p> <p>3.4.2.A.3</p> <p>3.4.3.B.3</p> <p>3.4.7.B.1</p> <p>3.4.7.B.2</p> <p>3.4.7.B.3</p> <p>3.4.5.B.2</p> <p>3.4.4.B.4</p> <p>3.4.4.B.5</p>	<p>1-5</p> <p>3-5</p> <p>3-5</p> <p>4-5</p> <p>4-5</p> <p>4-5</p> <p>4-5</p> <p>4-5</p> <p>4-5</p>	<p><i>Students will be able to demonstrate competence in listening comprehension by interpreting and applying information received to new situations and solving problems.</i></p> <p>Level 1: Exhibit the correct tools needed for a science experiment upon receiving verbal cues from the teacher.</p> <p>Level 2: Listen to a video about hurricanes and blizzards and complete a Venn diagram using phrase strips.</p> <p>Level 3: Combine the ingredients in a recipe following the oral steps presented by the teacher.</p> <p>Level 4: Listen to a lecture about slavery and paraphrase the information given by the teacher.</p> <p>Level 5: Listen to a variety of guest speakers and critique and evaluate the presentations.</p>

Grades 6-8

Speaking

ENGLISH LANGUAGE PROFICIENCY STANDARDS

Students will be able to *speak* English in both a social and school setting.

Strands and Cumulative Progress Indicators	LAL Content/Standard/ Grade/Strand/ CPI or TESOL Goal/ Standard/Grade Cluster	English Language Proficiency Levels	Classroom Tasks
<p>By the end of grade eight, students will:</p> <p>A. DISCUSSION (SMALL-GROUP AND WHOLE-CLASS) <i>Demonstrate the ability to engage in oral discourse in paired, small-group, or whole-class activities to convey ideas.</i></p> <ul style="list-style-type: none"> ▶ Take turns when speaking in a group. ▶ Elicit information and ask clarification questions. ▶ Talk about personal information. ▶ Volunteer information and respond to questions about self and family. ▶ Recount events of interest. ▶ Participate in full-class, group, and pair discussions ▶ Define group roles using consensus to ensure task is understood and completed. ▶ Negotiate solutions to problems, interpersonal misunderstandings, and disputes. 	<p>3.3.3.A.3</p> <p>TESOL Goal 1 Standard 1 – Grades 4-8</p> <p>TESOL Goal 1 Standard 1 – Grades 4-8</p> <p>TESOL Goal 1 Standard 1 – Grades 4-8</p> <p>TESOL Goal 1 Standard 2 – Grades 4-8</p> <p>TESOL Goal 2 Standard 1 – Grades 4-8</p> <p>3.3.7.A.4</p> <p>TESOL Goal 1 Standard 1 – Grades 4-8</p>	<p>1-5</p> <p>1-5</p> <p>2-5</p> <p>2-5</p> <p>2-5</p> <p>2-5</p> <p>3-5</p> <p>3-5</p>	

Strands and Cumulative Progress Indicators	LAL Content/Standard/ Grade/Strand/ CPI or TESOL Goal/ Standard/Grade Cluster	English Language Proficiency Levels	Classroom Tasks
<ul style="list-style-type: none"> ▶ Ask and accept peers' opinions, preferences, and desires. ▶ Present ideas and opinions spontaneously in response to a topic or other speakers. ▶ Discuss issues of personal importance or value using cohesive and relevant language. ▶ Apply rules for cooperative or whole-class debate (e.g., follow rules for formal debate on a controversial issue). ▶ Support a position with organized, appropriate details and acknowledge opposing views. ▶ Participate in an informal debate (e.g., small-group discussion). 	<p>TESOL Goal 1 Standard 1 – Grades 4-8 3.3.7.A.2</p> <p>TESOL Goal 1 Standard 2 – Grades 4-8 3.3.7.A.3</p> <p>3.3.7.A.1</p> <p>3.3.7.A.5</p>	<p>3-5</p> <p>3-5</p> <p>4-5</p> <p>4-5</p> <p>4-5</p> <p>4-5</p>	
<p>B. QUESTIONING (INQUIRY) AND CONTRIBUTING</p>			
<p><i>Demonstrate the effective use of a variety of questions and responses including literal, inferential, and evaluative forms to communicate through speaking.</i></p>			
<ul style="list-style-type: none"> ▶ Talk with others to identify and explore issues and problems. ▶ Ask a teacher to restate or simplify directions. ▶ Ask for assistance with a task. ▶ Express likes, dislikes, and needs. ▶ Use questioning to construct meaning by listening to others, reflecting on thought processes, and integrating knowledge. 	<p>3.3.7.B.3</p> <p>TESOL Goal 2 Standard 1 – Grades 4-8</p> <p>TESOL Goal 2 Standard 1 – Grades 4-8</p> <p>TESOL Goal 2 Standard 1 – Grades 4-8</p> <p>3.3.5.B.1,5</p>	<p>1-3</p> <p>1-5</p> <p>1-5</p> <p>1-5</p> <p>2-5</p>	

Strands and Cumulative Progress Indicators	LAL Content/Standard/ Grade/Strand/ CPI or TESOL Goal/ Standard/Grade Cluster	English Language Proficiency Levels	Classroom Tasks
<ul style="list-style-type: none"> ▶ Repeat or paraphrase a teacher’s directions orally. ▶ Question to clarify others’ opinions. ▶ Modify a statement made by a peer. ▶ Explore concepts by describing, narrating, or explaining how and why things happen. ▶ Paraphrase others’ comments to clarify viewpoints. ▶ Elaborate and extend other people’s ideas and words. ▶ Use a variety of questions (e.g., literal, inferential, and evaluative). 	<p>TESOL Goal 2 Standard 1 – Grades 4-8</p> <p>3.3.7.B.2</p> <p>TESOL Goal 2 Standard 1 – Grades 4-8</p> <p>3.3.6.B.3</p> <p>3.3.7.B.1</p> <p>TESOL Goal 2 Standard 1 – Grades 4-8</p> <p>3.3.6.B.2</p>	<p>2-5</p> <p>2-5</p> <p>3-5</p> <p>3-5</p> <p>3-5</p> <p>4-5</p> <p>5</p>	
<p>C. WORD CHOICE <i>Demonstrate the ability to use developmentally appropriate vocabulary to support and/or clarify a message.</i></p> <ul style="list-style-type: none"> ▶ Use the primary language for clarification. ▶ Use varied word choice to paraphrase, clarify, illustrate, and elaborate. ▶ Use varied sentence structure. ▶ Use convincing dialogue to role-play short scenes involving familiar situations or emotions. ▶ Adapt language to persuade, explain, or seek information. ▶ Recognize the use of Standard English. ▶ Select and use suitable vocabulary to fit and stimulate a range of audiences. 	<p>TESOL Goal 1 Standard 3 – Grades 4-8</p> <p>3.3.6.C.1</p> <p>3.3.7.C.4</p> <p>3.3.4.C.1</p> <p>3.3.4.C.4</p> <p>TESOL Goal 3 Standard 1 – Grades 4-8</p> <p>3.3.6.C.3</p>	<p>1-5</p> <p>3-5</p> <p>3-5</p> <p>3-5</p> <p>3-5</p> <p>4-5</p> <p>4-5</p>	<p><i>Students will be able to paraphrase, illustrate, clarify, and/or expand on a topic or ideas when asked.</i></p> <p>Level 1: Pantomime newly learned action words.</p> <p>Level 2: Discuss the water cycle using words from a word bank.</p> <p>Level 3: Role-play an event of the Trojan War using key terms learned in the unit with the support of a word bank/graphic organizer, as needed.</p> <p>Level 4: Express orally a mathematical operation using the appropriate terminology (e.g., mixed numbers, fractions, exponent, equation, value of x, etc).</p>

Strands and Cumulative Progress Indicators	LAL Content/Standard/ Grade/Strand/ CPI or TESOL Goal/ Standard/Grade Cluster	English Language Proficiency Levels	Classroom Tasks
<p>► Use figurative language purposefully in speaking situations.</p> <p>D. ORAL PRESENTATION <i>Demonstrate the ability to speak for a variety of audiences and purposes.</i></p> <p>► Tell someone in the native language that a direction given in English was not understood.</p> <p>► Use visual aids, media, and/or technology to support oral communication.</p> <p>► Practice recently learned language by teaching a peer.</p> <p>► Incorporate peer feedback and teacher suggestions for revisions in content, organization, and delivery.</p> <p>► Use verbal and nonverbal elements of delivery to maintain audience focus.</p> <p>► Read aloud with fluency.</p> <p>► Develop and deliver a formal presentation based on a central theme, including logical sequence, introduction, main ideas, supporting details, and concluding remarks to an audience of peers, younger students, and/or parents.</p> <p>► Use writing to prompt discussion and enhance planning of formal and informal presentations.</p> <p>► Use clear, precise, organized language that reflects the conventions of spoken English.</p> <p>► Use humor through verbal and nonverbal means.</p> <p>► Use appropriate strategies to prepare, rehearse and deliver an oral presentation: word choice, expression, intonation, and volume.</p>	<p>3.3.4.C.2</p> <p>TESOL Goal 1 Standard 3 – Grades 4-8</p> <p>3.3.7.D.2</p> <p>TESOL Goal 1 Standard 3 – Grades 4-8</p> <p>3.3.7.D.5</p> <p>3.3.6.D.6</p> <p>3.3.6.D.7</p> <p>3.3.6.D.1</p> <p>3.3.7.D.1</p> <p>3.3.6.D.3</p> <p>TESOL Goal 3 Standard 1 – Grades 4-8</p> <p>3.3.3.D.3</p>	<p>4-5</p> <p>1-5</p> <p>1-5</p> <p>2-5</p> <p>3-5</p> <p>3-5</p> <p>3-5</p> <p>4-5</p> <p>4-5</p> <p>4-5</p> <p>4-5</p>	<p>Level 5: Use figurative language to convey the character traits of a mythological character.</p> <p><i>Students will be able to present information orally.</i></p> <p>Level 1: After viewing an animal habitat video, respond to yes/no questions.</p> <p>Level 2: Retell facts about magnets.</p> <p>Level 3: Explain the steps involved in long division through the use of a visual aid.</p> <p>Level 4: Narrate the poem, “Nothing Gold Can Stay.”</p> <p>Level 5: Orally compare and contrast the “Socials” and the “Greasers” from <i>The Outsiders</i>.</p>

Grades 6-8

Reading

ENGLISH LANGUAGE PROFICIENCY STANDARDS

Students will be able to **read** (decode and comprehend) texts for recreational and academic purposes.

Strands and Cumulative Progress Indicators	LAL Content/Standard/ Grade/Strand/ CPI or TESOL Goal/ Standard/Grade Cluster	English Language Proficiency Levels	Classroom Tasks
<p>By the end of grade eight, students will:</p> <p>A. CONCEPTS ABOUT PRINT <i>Identify and explain text features that contribute to comprehension.</i></p> <ul style="list-style-type: none"> ▶ Learn names and formation of letters (if native language does not use Roman alphabet.) Also, left-to-right and top-to-bottom directionality for reading. ▶ Identify and use common textual and graphic features and organizational structures to comprehend information. These include: textual features (e.g. paragraphs, topic sentences, index, table of contents, newspapers, magazines, and reference materials), graphic features (e.g., charts, maps, diagrams), and organizational structure (e.g., logical order, comparison/contrast, cause/effect). <p>B. PHONOLOGICAL AWARENESS <i>Demonstrate phonological awareness and a sense of sound-symbol relationships, including all phonemes.</i></p> <ul style="list-style-type: none"> ▶ Understand sound-symbol relationships in English words. ▶ Use knowledge of letter-sound correspondences to sound out unknown words. 	<p>3.1.K.A.4</p> <p>3.1.7.A.1,2</p> <p>3.1.1.B.1</p> <p>3.1.2.B.2</p>	<p>1</p> <p>3-4</p> <p>1-2</p> <p>1-5</p>	<p><i>Students will be able to develop phonemic awareness and use text to aid in reading comprehension.</i></p> <p>Level 1: Group pictures of animals by the classification of vertebrate or nonvertebrate.</p> <p>Level 2: Compare and contrast the populations of two cities using a word bank.</p> <p>Level 3: Explain the features of various types of maps (e.g. physical, relief, political, etc.)</p> <p>Level 4: Create and explain gathered data on annual rainfall in a map, chart, or graph.</p> <p>Level 5: Interpret a political cartoon.</p> <p><i>Students will be able to distinguish letter-sound relationships in texts.</i></p> <p>Level 1: Identify the initial consonant or vowel sound of a state.</p> <p>Level 2: Classify one-syllable animal names into long and short vowel sounds.</p>

Strands and Cumulative Progress Indicators	LAL Content/Standard/ Grade/Strand/ CPI or TESOL Goal/ Standard/Grade Cluster	English Language Proficiency Levels	Classroom Tasks
<p>► Demonstrate a developed sense of sound-symbol relationships, including all phonemes (e.g. blends, digraphs, diphthongs).</p> <p>C. DECODING AND WORD RECOGNITION <i>Decode and recognize words through letter-sound correspondence, structural analysis, and word study skills.</i></p> <p>► Apply spelling rules that aid in correct spelling.</p> <p>► Use letter-sound correspondence, structural analysis, and context analysis to decode unknown words.</p> <p>D. FLUENCY <i>Read orally and silently with comprehension and fluency.</i></p> <p>► Actively connect new information to information previously learned.</p> <p>► Apply self-correcting strategies.</p> <p>► Reread for clarity</p> <p>► Use context to construct meaning.</p> <p>► Apply self-correcting and self-monitoring strategies to build and expand knowledge.</p> <p>► Read for a variety of purposes and audiences.</p> <p>E. READING STRATEGIES <i>Acquire and apply reading strategies before, during, and after reading.</i></p> <p>► Recognize the need to seek assistance (e.g., teacher, peers, and other resources).</p>	<p>3.1.3.B.1</p> <p>3.1.7.C.2</p> <p>3.1.4.C.1</p> <p>TESOL Goal 2 Standard 3 – Grades 4-8</p> <p>3.1.7.D.3</p> <p>3.1.7.D.4</p> <p>TESOL Goal 2 Standard 3 – Grades 4-8</p> <p>TESOL Goal 2 Standard 3 Grades 4-8</p> <p>3.1.6.D.1</p> <p>TESOL Goal 2 Standard 3 – Grades 4-8</p>	<p>2-5</p> <p>1-5</p> <p>2-5</p> <p>3-5</p> <p>3-5</p> <p>4-5</p> <p>4-5</p> <p>4-5</p> <p>1-5</p>	<p>Level 3: Clarify unknown words in a reading selection by sounding out words.</p> <p>Level 4: Identify consonant blends in a current events news article.</p> <p>Level 5: Demonstrate an understanding of alliteration by locating a poem exemplifying this literary device.</p>

Strands and Cumulative Progress Indicators	LAL Content/Standard/ Grade/Strand/ CPI or TESOL Goal/ Standard/Grade Cluster	English Language Proficiency Levels	Classroom Tasks
<ul style="list-style-type: none"> ▶ Hypothesize and predict. ▶ Use basic reading skills such as skimming, scanning, previewing, and reviewing text. ▶ Apply self-monitoring and self-correcting strategies. ▶ Use context to construct meaning. ▶ Reread to make sense of difficult paragraphs or sections of text. 	<p>TESOL Goal 2 Standard 2 – Grades 4-8</p> <p>TESOL Goal 2 Standard 3 – Grades 4-8</p> <p>TESOL Goal 2 Standard 3 – Grades 4-8</p> <p>TESOL Goal 2 Standard 3 – Grades 4-8</p> <p>3.1.6.E.3</p>	<p>3-5</p> <p>4-5</p> <p>4-5</p> <p>4-5</p> <p>4-5</p>	
<p>F. VOCABULARY AND CONCEPT DEVELOPMENT</p> <p><i>Develop appropriate vocabulary and concepts according to subject area and content.</i></p>			
<ul style="list-style-type: none"> ▶ Clarify word meaning through context. ▶ Clarify pronunciation and meaning using various references, resources, or technology. ▶ Expand reading vocabulary by identifying and understanding figurative language. ▶ Understand and produce technical vocabulary and text features according to content area. 	<p>TESOL Goal 1 Standard 3 – Grades 4-8</p> <p>3.1.7.F.3</p> <p>3.1.7.F.4</p> <p>TESOL Goal 2 Standard 2 – Grades 4-8</p>	<p>1-5</p> <p>1-5</p> <p>3-5</p> <p>4-5</p>	
<p>G. COMPREHENSION SKILLS AND RESPONSE TO TEXT</p> <p><i>Apply basic reading comprehension skills using context to construct meaning.</i></p>			
<ul style="list-style-type: none"> ▶ Demonstrate familiarity with everyday 	<p>3.1.7,8.G.16</p>	<p>1-2</p>	

Strands and Cumulative Progress Indicators	LAL Content/Standard/ Grade/Strand/ CPI or TESOL Goal/ Standard/Grade Cluster	English Language Proficiency Levels	Classroom Tasks
<p>texts (e.g., train schedules, directions, brochures).</p> <ul style="list-style-type: none"> ▶ Actively connect new information to information previously learned. ▶ Differentiate between fact/opinion, bias, and propaganda in newspapers, periodicals, and electronic text. ▶ Read critically by identifying and analyzing various literary and content-area works. ▶ Analyze, synthesize and infer from textual information. ▶ Understand author’s point of view in multicultural texts. ▶ Locate and analyze elements of a story related to content. ▶ Respond critically to text ideas by using textual evidence to support interpretation. 	<p>TESOL Goal 2 Standard 3 – Grades 4-8 3.1.7.G.3</p> <p>3.1.7.G.8,9</p> <p>TESOL Goal 2 Standard 2 – Grades 4-8 3.1.4.G.4</p> <p>3.1.7.G.7</p> <p>3.1.7.G.10</p>	<p>1-5</p> <p>2-5</p> <p>4-5</p> <p>4-5</p> <p>4-5</p> <p>4-5</p> <p>5</p>	
<p>H. INQUIRY AND RESEARCH <i>Develop inquiry and research from a variety of sources.</i></p> <ul style="list-style-type: none"> ▶ Gather information orally and in writing to complete a research project. ▶ Self-select materials appropriately related to a research project. ▶ Produce written and/or oral work that demonstrates comprehension of information materials. ▶ Take notes to record important information to aid one’s own learning. ▶ Analyze and compare works of literature of different genres. 	<p>TESOL Goal 2 Standard 2 – Grades 4-8 3.1.7.H.4</p> <p>3.1.7.H.1</p> <p>TESOL Goal 2 Standard 3 – Grades 4-8 3.1.7.H.5</p>	<p>1-5</p> <p>3-5</p> <p>4-5</p> <p>4-5</p> <p>5</p>	

Grades 6-8

Writing

ENGLISH LANGUAGE PROFICIENCY STANDARDS

Students will be able to *write* for personal and academic purposes.

Strands and Cumulative Progress Indicators	LAL Content/Standard/ Grade/Strand/ CPI or TESOL Goal/ Standard/Grade Cluster	English Language Proficiency Levels	Classroom Tasks
<p>By the end of grade eight, students will:</p> <p>A. WRITING AS A PROCESS <i>Demonstrate writing as a process using prewriting, drafting, revising, editing, and publishing.</i></p> <ul style="list-style-type: none"> ▶ Observe and reproduce teacher-modeled writing. ▶ Begin to sequence stories and put ideas into writing using pictures, developmental spelling, or conventional text. ▶ Use simple sentences to convey ideas after hearing stories, recalling experiences, brainstorming, and drawing. ▶ Use computer writing applications when possible, during most of the writing process. ▶ Use a variety of reference materials to revise work, such as a dictionary, thesaurus, or Internet/software resources. ▶ Review own writing with others to understand the reader's perspective and to consider ideas for revision. ▶ Use strategies such as using graphic organizers and outlines to elaborate and organize ideas for writing. 	<p>3.2.1.A.2</p> <p>3.2.K.A.4</p> <p>3.2.1.A.4</p> <p>3.2.4.A.9</p> <p>3.2.4.A.8</p> <p>3.2.4.A.6</p> <p>3.2.6.A.4</p>	<p>1-2</p> <p>1-2</p> <p>1-2</p> <p>1-5</p> <p>2-5</p> <p>2-5</p> <p>2-5</p>	

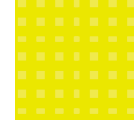
Strands and Cumulative Progress Indicators	LAL Content/Standard/ Grade/Strand/ CPI or TESOL Goal/ Standard/Grade Cluster	English Language Proficiency Levels	Classroom Tasks
<ul style="list-style-type: none"> ▶ Generate possible ideas for writing through talking, recalling experiences, hearing stories, reading, discussing models of writing, asking questions, and brainstorming. ▶ Review and edit work for spelling, mechanics, clarity, and fluency. ▶ Understand and apply elements of grade-appropriate rubrics/checklists to improve and evaluate writing. ▶ Revise drafts by rereading for meaning, maintaining a focus, elaborating, reorganizing, creating word variety as needed, consistency of tense, and reworking transitions and awkward passages. 	<p>3.2.5.A.3</p> <p>3.2.5.A.3</p> <p>3.2.4.A.10</p> <p>3.2.7.A.4</p>	<p>2-5</p> <p>3-5</p> <p>3-5</p> <p>4-5</p>	
B. WRITING AS A PRODUCT			
<i>Create a formal product in a variety of genres by building upon skills and knowledge through the writing process.</i>			
<ul style="list-style-type: none"> ▶ Develop a collection of writing (e.g., a literacy folder or portfolio). ▶ Take notes as a teacher presents information or during a film in order to summarize key concepts. ▶ Write a range of essays, including persuasive, descriptive, personal, or issue-based (e.g., summaries, journal writing, dialogues, business, and personal letters). ▶ Write pieces that contain narrative elements, such as short stories, biography, autobiography, or memoir. 	<p>3.2.3.B.6</p> <p>TESOL Goal 2 Standard 2 – Grades 4-8</p> <p>3.2.6.B.2</p> <p>3.2.8.B.2</p>	<p>1-5</p> <p>2-5</p> <p>2-5</p> <p>3-5</p>	

Strands and Cumulative Progress Indicators	LAL Content/Standard/ Grade/Strand/ CPI or TESOL Goal/ Standard/Grade Cluster	English Language Proficiency Levels	Classroom Tasks
<ul style="list-style-type: none"> ▶ Support main idea, topic, or theme with facts, examples, or explanations, including information from multiple authoritative sources, which provide a logical sequence throughout multi-paragraph works. ▶ Write reports and subject-appropriate nonfiction pieces across the curriculum based on research and including citations, quotations, and a bibliography or works cited page. ▶ Extend knowledge of specific characteristics, structures, and appropriate voice and tone. Use this knowledge in creating written work, considering the purpose, audience, and context of the writing. ▶ Write developmentally appropriate multiparagraph expository pieces across curricula (e.g. problem-solving, cause/effect, hypothesis/results, feature articles, critiques, or research reports). 	<p>3.2.6.B.5</p> <p>3.2.8.B.3</p> <p>3.2.7.B.1</p> <p>3.2.6.B.3</p>	<p>3-5</p> <p>4-5</p> <p>4-5</p> <p>4-5</p>	

Strands and Cumulative Progress Indicators	LAL Content/Standard/ Grade/Strand/ CPI or TESOL Goal/ Standard/Grade Cluster	English Language Proficiency Levels	Classroom Tasks
<p>C. MECHANICS AND SPELLING <i>Use Standard English conventions in all writing (sentence structure, grammar and usage, punctuation, capitalization, spelling).</i></p> <ul style="list-style-type: none"> ▶ Edit writing for correct grammar, usage, capitalization, punctuation, and spelling. ▶ Use a variety of reference materials, such as a dictionary, grammar reference, word walls, graphic organizers and/or Internet/software resources to edit written work. ▶ Consult print and nonprint resources in the native language, when needed. ▶ Use level-appropriate sentence types correctly, including combinations of independent and dependent clauses, prepositional and adverbial phrases, and varied sentence openings to develop a lively and effective personal style. ▶ Use quotation marks and related punctuation correctly in passages of dialogue. ▶ Indent in own writing to show the beginning of a paragraph. ▶ Use transition words to reinforce a logical progression of ideas. 	<p>3.2.8.C.6</p> <p>3.2.7.C.7</p> <p>TESOL Goal 2 Standard 2 – Grades 4-8 3.2.7.C.2</p> <p>3.2.6.C.5</p> <p>3.2.4.C.7</p> <p>3.2.7.C.5</p>	<p>1-5</p> <p>1-5</p> <p>1-5</p> <p>2-5</p> <p>2-5</p> <p>2-5</p> <p>3-5</p>	

Strands and Cumulative Progress Indicators	LAL Content/Standard/ Grade/Strand/ CPI or TESOL Goal/ Standard/Grade Cluster	English Language Proficiency Levels	Classroom Tasks
<p>D. WRITING FORMS, AUDIENCES, AND PURPOSES (EXPLORING A VARIETY OF FORMS) <i>Demonstrate the ability to write in a variety of forms for different audiences and purposes.</i></p> <ul style="list-style-type: none"> ▶ Develop a collection of writings (e.g., a literacy folder or portfolio). ▶ Consult print and nonprint resources in the native language when needed. ▶ Use a variety of primary and secondary sources to develop a research report. ▶ Use writing for different purposes and audiences.. ▶ Take a position and support it in writing. ▶ Gather, select, and organize information appropriate to a topic, task, and audience. ▶ Explore the central idea or theme of an informational reading and support analysis with details from the article and personal experiences. ▶ Write personal narratives, short stories, memoirs, poetry, and persuasive and expository text that relate clear, coherent events or situations through the use of specific details. ▶ Use a variety of narrative and descriptive writing techniques (e.g., dialogue, sensory words and phrases, background information, thoughts and feelings of characters, and comparison and contrast of characters). 	<p>3.2.6.D.15</p> <p>TESOL Goal 2 Standard 2 – Grades 4-8</p> <p>3.2.7.D.6</p> <p>3.2.6.D.1</p> <p>TESOL Goal 2 Standard 2 Grades 4-8</p> <p>3.2.7.D.1</p> <p>3.2.7.D.8</p> <p>3.2.7.D.4</p> <p>3.2.7.D.5</p>	<p>1-5</p> <p>1-5</p> <p>2-5</p> <p>2-5</p> <p>3-5</p> <p>3-5</p> <p>3-5</p> <p>4-5</p> <p>4-5</p>	<p><i>Students will be able to write across the curriculum for a variety of audiences.</i></p> <p>Level 1: Visually explain change (e.g., growth in plants and animals, in seasons, in self, or characters and in literature)</p> <p>Level 2: Write a personal narrative, in sequential order, about coming to America.</p> <p>Level 3: Answer questions on a pictograph about population in New Jersey.</p> <p>Level 4: Based on a diagram of a spinner, with numbers 1-4, explain the probability of landing on the number 2.</p> <p>Level 5: Write an end-of-unit research report which explains a topic in health, such as eating disorders, obesity, diabetes, or nutrition with a works-cited page.</p>

Strands and Cumulative Progress Indicators	LAL Content/Standard/ Grade/Strand/ CPI or TESOL Goal/ Standard/Grade Cluster	English Language Proficiency Levels	Classroom Tasks
<ul style="list-style-type: none"> ▶ Write reports based on research including bibliography and/or works-cited page using supplemental materials as resources. ▶ Demonstrate writing clarity, supportive evidence, and personal experiences when answering open-ended and essay questions across the curriculum. ▶ Develop and apply knowledge and strategies for composing pieces in a variety of genres (e.g. narrative, expository, persuasive, poetic, and everyday/workplace or technical writing, etc.). ▶ Write responses to literature and develop insights into interpretations by connecting to personal experiences and referring to textual information. ▶ State a position clearly and convincingly in a persuasive essay by stating the issue, presenting evidence, examples, and justification to support arguments. 	<p>3.2.7.D.7</p> <p>3.2.7.D.9</p> <p>3.2.7.D.2</p> <p>3.2.7.D.3</p> <p>3.2.7.D.10,11</p>	<p>4-5</p> <p>4-5</p> <p>4-5</p> <p>4-5</p> <p>5</p>	



Grades 6-8

Viewing and Media Literacy

ENGLISH LANGUAGE PROFICIENCY STANDARDS

Students will be able to *view* for personal and academic purposes.

Strands and Cumulative Progress Indicators	LAL Content/Standard/ Grade/Strand/ CPI or TESOL Goal/ Standard/Grade Cluster	English Language Proficiency Levels	Classroom Tasks
<p>By the end of grade eight, students will:</p> <p>A. CONSTRUCTING MEANING <i>Develop an understanding and appreciation of how media/visual arts influence meaning and language acquisition.</i></p> <ul style="list-style-type: none"> ▶ Associate realia or diagrams with written labels to learn vocabulary or construct meaning. ▶ Consult print and nonprint resources in the native language when needed. ▶ Take notes as a teacher presents information or during a film in order to summarize key concepts. ▶ Demonstrate an awareness of different media forms (e.g., newspapers, Internet, magazines) and how they contribute to communication. ▶ Identify aspects of print and electronic texts that support the author’s point of view (e.g., opinion, attitudes). ▶ Consider the use of setting in conjunction with other elements (e.g., theme, characters) to support media presentations. 	<p>TESOL Goal 1 Standard 3 – Grades 4-8</p> <p>TESOL Goal 2 Standard 2 – Grades 4-8</p> <p>TESOL Goal 2 Standard 2 – Grades 4-8</p> <p>3.5.5.A.6</p> <p>3.5.7.A.1</p> <p>3.5.7.A.2</p>	<p>1-5</p> <p>1-5</p> <p>3-5</p> <p>3-5</p> <p>4-5</p> <p>4-5</p>	

Strands and Cumulative Progress Indicators	LAL Content/Standard/ Grade/Strand/ CPI or TESOL Goal/ Standard/Grade Cluster	English Language Proficiency Levels	Classroom Tasks
<ul style="list-style-type: none"> ▶ Recognize and respond to visual and print messages of humor, irony, and metaphor. ▶ Understand uses of persuasive text related to advertising in society. ▶ Distinguish different points of view in media (e.g., cartoons, headlines, maps). ▶ Represent information visually and interpret information presented visually. ▶ Identify the target audiences for a particular program, story, or advertisement. 	<p>3.5.7.A.3</p> <p>3.5.6.A.7</p> <p>3.5.6.A.8</p> <p>TESOL Goal 2 Standard 2 - Grades 4-8</p> <p>3.5.4.A.6</p>	<p>4-5</p> <p>4-5</p> <p>4-5</p> <p>4-5</p> <p>4-5</p>	

Strands and Cumulative Progress Indicators	LAL Content/Standard/ Grade/Strand/ CPI or TESOL Goal/ Standard/Grade Cluster	English Language Proficiency Levels	Classroom Tasks
<p>B. VISUAL AND VERBAL MESSAGES <i>Recognize and understand how visual and verbal messages impact learning, thought, and emotions.</i></p> <ul style="list-style-type: none"> ▶ Interpret and respond appropriately to nonverbal cues and body language. ▶ Select different media to help understand language. ▶ Understand the uses of technology as a tool (e.g., the Internet for research). ▶ Discuss and compare values in visual and verbal advertising. ▶ Compare and contrast a news story across different news sources. ▶ Evaluate media messages for credibility. ▶ Develop criteria to judge the effectiveness of visual and verbal presentation. 	<p>TESOL Goal 3 Standard 2 - Grades 4-8</p> <p>TESOL Goal 1 Standard 3 - Grades 4-8</p> <p>3.5.6.B.7</p> <p>3.5.7.B.1</p> <p>3.5.8.A.4</p> <p>3.5.7.B.2</p> <p>3.5.7.B.3</p>	<p>1-5</p> <p>1-5</p> <p>1-5</p> <p>3-5</p> <p>4-5</p> <p>4-5</p> <p>4-5</p>	

Strands and Cumulative Progress Indicators	LAL Content/Standard/ Grade/Strand/ CPI or TESOL Goal/ Standard/Grade Cluster	English Language Proficiency Levels	Classroom Tasks
<p>C. LIVING WITH MEDIA <i>Understand the scope and implications of media at the local, national, and global levels.</i></p> <ul style="list-style-type: none"> ▶ Use media to aid with language acquisition and build content knowledge. ▶ Examine and evaluate effects of media in the family, home, and school. ▶ Understand television, video games, music, and motion picture ratings as measurements of content appropriateness. ▶ Express preferences for media and programming choices (e.g., videos or books). ▶ Analyze media content for emotional effect on audiences (e.g., advertisement, propaganda, entertainment). 	<p>TESOL Goal 1 Standard 3 - Grades 4-8 3.5.6.C.4 3.5.7.C.1 3.5.6.C.1 3.5.7.C.2</p>	<p>1-5 3-5 3-5 3-5 4-5</p>	<p><i>Students will be able to use media as a learning, research, and entertainment tool.</i></p> <p>Level 1: Create a power point presentation entitled "All about Me" using clip art, photographs, and/or single-word descriptions (adjectives, adverbs).</p> <p>Level 2: Watch TV weather reports for 15 days, and create a graph of the daily temperatures.</p> <p>Level 3: Create a travel brochure for their native country.</p> <p>Level 4: Explore and express inclination for media professions.</p> <p>Level 5: Watch a political campaign debate and create a T chart to illustrate each candidate's stand on the issues.</p>

Grades 9–12

Listening

ENGLISH LANGUAGE PROFICIENCY STANDARDS

Students will be able to **aurally** comprehend spoken English in both a social and school setting.

Strands and Cumulative Progress Indicators	LAL Content/Standard/ Grade/Strand/ CPI or TESOL Goal/ Standard/Grade Cluster	English Language Proficiency Levels	Classroom Tasks
<p>By the end of grade twelve, students will:</p> <p>A. ACTIVE LISTENING <i>Demonstrate active listening behaviors in a variety of situations and for a variety of purposes.</i></p> <ul style="list-style-type: none"> ▶ Exchange information through verbal and nonverbal messages. ▶ Listen fully to understand instructions and contribute to classroom discussions. ▶ Listen to identify main ideas and supporting details. ▶ Distinguish among types of speech (e.g., a joke, a chat, a warning) depending on context and tone. ▶ Connect messages heard to prior knowledge and experiences. ▶ Demonstrate appropriate listener response to ideas in a persuasive speech, oral interpretation of a literary selection, or scientific or educational presentation. ▶ Recognize and analyze persuasive techniques while listening. 	<p>3.4.3.A.2</p> <p>3.4.2.A.3</p> <p>3.4.2.A.1</p> <p>3.4.2.A.2</p> <p>3.4.3.A.1</p> <p>3.4.9-12.A.3</p> <p>3.4.6.A.4</p>	<p>1-5</p> <p>1-5</p> <p>2-5</p> <p>2-5</p> <p>2-5</p> <p>4-5</p> <p>4-5</p>	<p><i>Students will be able to engage in active listening to construct meaning.</i></p> <p>Level 1: Sequence a series of numbers presented orally.</p> <p>Level 2: Identify main ideas presented in an audiotaped presentation of the "Gettysburg Address."</p> <p>Level 3: Identify reasons for the Civil War after listening to an oral reading of a chapter from a history text.</p> <p>Level 4: Express feelings related to one's own immigrant experience after listening to the poem written on the Statue of Liberty.</p> <p>Level 5: Outline information given during a lecture on drug use and prevention.</p>

Strands and Cumulative Progress Indicators	LAL Content/Standard/ Grade/Strand/ CPI or TESOL Goal/ Standard/Grade Cluster	English Language Proficiency Levels	Classroom Tasks
<p>B. LISTENING COMPREHENSION <i>Demonstrate ability to listen actively in order to restate, interpret, respond to, and evaluate increasingly complex messages.</i></p> <ul style="list-style-type: none"> ▶ Follow increasingly difficult oral directions (e.g. one-, two-, three-, and four-step). ▶ Recall information from listening to stories, poems, television, and film. ▶ Ask pertinent questions, take notes, and draw conclusions based on information presented. ▶ Develop a strong listening vocabulary to aid comprehension and oral and written language. ▶ Critique oral presentations using agreed-upon criteria for evaluation (e.g., a rubric). ▶ Listen to, summarize, make judgments, and evaluate. ▶ Make inferences based on an oral report or presentation. 	<p>3.4.4.B.6</p> <p>3.4.1.B.3</p> <p>3.4.6.B.3</p> <p>3.4.2.B.2</p> <p>3.4.8.B.4</p> <p>3.4.9-12.B.1</p> <p>3.4.4.B.4</p>	<p>1-5</p> <p>2-5</p> <p>2-5</p> <p>3-5</p> <p>3-5</p> <p>3-5</p> <p>3-5</p>	<p><i>Students will be able to demonstrate competence in listening comprehension by interpreting and applying received information to new situations and solving problems.</i></p> <p>Level 1: Respond appropriately to an orally presented math problem by raising a card that indicates the correct numerical answer to the problem.</p> <p>Level 2: Create an art project following teacher-presented multi-step directions and incorporating use of color, texture, and shape.</p> <p>Level 3: Formulate an appropriate question for a given answer (as in the game Jeopardy), relating to the continents of the world (e.g., Response: "The largest continent of the world." Question: "What is Asia?")</p> <p>Level 4: Paraphrase an audio recording of the President's weekly Saturday address.</p> <p>Level 5: Explain in writing the process by which an orally presented math word problem is solved.</p>

Grades 9-12

Speaking

ENGLISH LANGUAGE PROFICIENCY STANDARDS

Students will be able to *speak* English in both a social and school setting.

Strands and Cumulative Progress Indicators	LAL Content/Standard/ Grade/Strand/ CPI or TESOL Goal/ Standard/Grade Cluster	English Language Proficiency Levels	Classroom Tasks
<p>By the end of grade twelve, students will:</p> <p>A. DISCUSSION <i>Demonstrate the ability to engage in oral discourse in paired, small-group or whole-class activities to convey ideas.</i></p> <ul style="list-style-type: none"> ▶ Apply rules for cooperative or whole-class discussion. ▶ Share experiences and express ideas in pairs, small groups or as a whole class. ▶ Participate in conversations with peers and adults. ▶ Speak in complete sentences. ▶ Listen and follow discussions in order to take turns and contribute appropriately. ▶ Support a position with organized, appropriate details while acknowledging opposing views. ▶ Begin to present ideas and opinions spontaneously in response to a topic or other speakers. 	<p>3.3.8.A.3</p> <p>TESOL Goal 2 Standard 1 – Grades 9-12</p> <p>3.3.K.A.2</p> <p>3.3.1.A.1</p> <p>3.3.3.A.1,3</p> <p>3.3.8.A.1</p> <p>3.3.8.A.2</p>	<p>2-5</p> <p>2-5</p> <p>2-5</p> <p>2-5</p> <p>3-5</p> <p>4-5</p> <p>4-5</p>	

Strands and Cumulative Progress Indicators	LAL Content/Standard/ Grade/Strand/ CPI or TESOL Goal/ Standard/Grade Cluster	English Language Proficiency Levels	Classroom Tasks
<p>B. QUESTIONING (INQUIRY) AND CONTRIBUTING <i>Demonstrate the effective use of a variety of questions and responses including literal, inferential, and evaluative forms to communicate through speaking.</i></p> <ul style="list-style-type: none"> ▶ Ask a variety of questions (e.g., “who, what, when, where, why, and how” questions) for clarification. ▶ Respond to ideas and questions posed by others. ▶ Contribute information, ideas, and experiences to classroom inquiry. ▶ Question to clarify others’ opinions. ▶ Talk with others to identify and explore issues and problems. ▶ Discuss information heard, offer personal opinions, and ask for restatement or general explanation to clarify meaning. ▶ Paraphrase and elaborate to clarify others’ viewpoints. ▶ Ask prepared and follow-up questions in interviews and other discussions. ▶ Respond to audience questions by providing clarification, illustration, definition, and elaboration. ▶ Participate actively in peer group and panel discussions (e.g., explore a question and consider perspectives). 	<p>3.3.4.B.1</p> <p>3.3.1.B.1</p> <p>3.3.3.B.2</p> <p>3.3.8.B.2</p> <p>3.3.7.B.3</p> <p>3.3.4.B.4</p> <p>3.3.8.B.1</p> <p>3.3.9-12.B.1</p> <p>3.3.9-12.B.6</p> <p>3.3.9-12.B.7</p>	<p>1-5</p> <p>1-5</p> <p>1-5</p> <p>1-5</p> <p>2-5</p> <p>2-5</p> <p>3-5</p> <p>3-5</p> <p>3-5</p> <p>4-5</p>	<p><i>Students will be able to use speech to request and provide clarification and information, participate in discussions, and negotiate and manage interaction to accomplish tasks.</i></p> <p>Level 1: Express whether a given shape belongs to a particular geometric category (e.g., rhombus, trapezoid, parallelogram) by responding to yes-no questions.</p> <p>Level 2: Take turns asking and answering questions related to country of origin and native language and clarify information by use of a map.</p> <p>Level 3: Demonstrate an understanding of geographical regions of the United States by responding to and formulating questions in order to locate a state within a region of the country.</p> <p>Level 4: Negotiate verbally to identify cooperative group roles in preparation for a presentation on the causes of the Civil War.</p> <p>Level 5: Express opinions on the pros and cons of the continuation of the space program within the context of a debate.</p>

Strands and Cumulative Progress Indicators	LAL Content/Standard/ Grade/Strand/ CPI or TESOL Goal/ Standard/Grade Cluster	English Language Proficiency Levels	Classroom Tasks
<p>C. WORD CHOICE <i>Demonstrate the ability to use developmentally appropriate vocabulary to support and/or clarify a topic.</i></p> <ul style="list-style-type: none"> ▶ Use new vocabulary from content area material, literature, and classroom experience. ▶ Adapt language to persuade, explain, or seek information. ▶ Recognize and use Standard English appropriately. ▶ Use descriptive words and figurative language to clarify and extend ideas. ▶ Use varied sentence structure. ▶ Use advanced, varied word choice to paraphrase, clarify, illustrate, and elaborate on a topic. ▶ Select and use suitable vocabulary to fit a range of audiences. <p>D. ORAL PRESENTATION <i>Demonstrate the ability to speak for a variety of audiences and purposes.</i></p> <ul style="list-style-type: none"> ▶ Participate in choral reading to develop phonemic awareness, oral language, and fluency. ▶ Retell a story to check for understanding. ▶ Read aloud from developmentally appropriate texts with attention to expression. ▶ Use notes or other memory aids to structure a presentation. 	<p>3.3.3.C.1,3</p> <p>3.3.3.C.2</p> <p>TESOL Goal 3 Standard 1 – Grades 9-12</p> <p>3.3.1.C.2</p> <p>3.3.8.C.4</p> <p>3.3.6.C.1</p> <p>3.3.6.C.3</p> <p>3.3.1.D.2</p> <p>3.3.1.D.3</p> <p>3.3.1.D.4</p> <p>3.3.4.D.3</p>	<p>1-5</p> <p>1-5</p> <p>2-5</p> <p>2-5</p> <p>3-5</p> <p>3-5</p> <p>3-5</p> <p>1-2</p> <p>1-2</p> <p>1-5</p> <p>2-5</p>	<p><i>Students will be able to present information, ideas, and experiences to others and participate in a variety of speaking tasks.</i></p> <p>Level 1: Identify orally the parts of a plant.</p> <p>Level 2: Retell events leading up to the Revolutionary War using a simple timeline.</p> <p>Level 3: Using a graph, orally compare bird populations over time.</p>

Strands and Cumulative Progress Indicators	LAL Content/Standard/ Grade/Strand/ CPI or TESOL Goal/ Standard/Grade Cluster	English Language Proficiency Levels	Classroom Tasks
<ul style="list-style-type: none"> ▶ Develop and deliver a formal presentation based on a central theme, including logical sequence, introduction, main ideas, supporting details, and concluding remarks to an audience of peers, younger students, and/or parents. ▶ Use visual aids such as charts and graphs, media, and/or technology to support oral communication.. ▶ Read aloud with fluency. ▶ Use a variety of organizational strategies (e.g., focusing idea, attention getters, clinchers, repetition, and transition words). ▶ Demonstrate effective delivery strategies (e.g., body language, volume, intonation, and articulation) when speaking. ▶ Use peer feedback, teacher suggestions, and rubrics to revise content, organization, and delivery of an oral presentation. 	<p>3.3.6.D.1</p> <p>3.3.8.D.2</p> <p>3.3.4.D.6</p> <p>3.3.9-12.D.2</p> <p>3.3.9-12.D.3</p> <p>3.3.8.D.5</p>	<p>3-5</p> <p>3-5</p> <p>3-5</p> <p>4-5</p> <p>4-5</p> <p>4-5</p>	<p>Level 4: Instruct the class on the steps involved in solving a word problem, using appropriate eye contact and volume.</p> <p>Level 5: Persuade a group of peers of one's position in a debate about the death penalty.</p>

Grades 9-12

Reading

ENGLISH LANGUAGE PROFICIENCY STANDARDS

Students will be able to *read* (decode and comprehend) texts for recreational and academic purposes.

Strands and Cumulative Progress Indicators	LAL Content/Standard/ Grade/Strand/ CPI or TESOL Goal/ Standard/Grade Cluster	English Language Proficiency Levels	Classroom Tasks
<p>By the end of grade twelve, students will:</p> <p>A. CONCEPTS ABOUT PRINT <i>Identify and explain text features that contribute to comprehension.</i></p> <ul style="list-style-type: none"> ▶ Learn names and formation of letters (if native language does not use Roman alphabet.) Also, left-to-right and top-to-bottom directionality for reading. ▶ Identify and use common textual and graphic features and organizational structures to comprehend information. These include textual features (e.g., paragraphs, topic sentences, index, table of contents, newspapers, magazines, and reference materials.) <p>B. PHONOLOGICAL AWARENESS <i>Demonstrate phonological awareness and a sense of sound-symbol relationships, including all phonemes.</i></p> <ul style="list-style-type: none"> ▶ Understand sound-symbol relationships in English words. ▶ Use knowledge of letter-sound correspondences to sound out unknown words. ▶ Demonstrate a developed sense of sound-symbol relationships, including all phonemes (e.g., blends, digraphs, diphthongs) 	<p>3.1.K.A.4</p> <p>3.1.7.A.1</p> <p>3.1.1.B.1</p> <p>3.1.2.B.2</p> <p>3.1.3.B.1</p>	<p>1-2</p> <p>2-5</p> <p>1-2</p> <p>1-5</p> <p>2-5</p>	

Strands and Cumulative Progress Indicators	LAL Content/Standard/ Grade/Strand/ CPI or TESOL Goal/ Standard/Grade Cluster	English Language Proficiency Levels	Classroom Tasks
<p>C. DECODING AND WORD RECOGNITION <i>Decode and recognize words through letter-sound correspondence, structural analysis, and word study skills.</i></p> <ul style="list-style-type: none"> ▶ Use letter-sound correspondence, structural analysis, and context analysis to decode unknown words. ▶ Apply spelling rules that aid in correct spelling. ▶ Recognize compound words, contractions, and common abbreviations. <p>D. FLUENCY <i>Read a variety of developmentally appropriate materials at an independent level with accuracy and speed.</i></p> <ul style="list-style-type: none"> ▶ Read longer text and chapter books independently and silently. ▶ Self-monitor and reread to improve comprehension. ▶ Read for a variety of purposes and audiences. ▶ Read orally and silently with comprehension and fluency. <p>E. READING STRATEGIES <i>Acquire and apply reading strategies before, during, and after reading.</i></p> <ul style="list-style-type: none"> ▶ Recognize the need to seek assistance (e.g. teachers, peers, other resources). ▶ Practice visualizing techniques before, during, and after reading to aid in comprehension. 	<p>3.1.4.C.1</p> <p>3.1.7.C.2</p> <p>3.1.4.C.3</p> <p>3.1.3.D.2</p> <p>3.1.2.D.5</p> <p>3.1.6.D.1</p> <p>3.1.7.D.1,2</p> <p>TESOL Goal 2 Standard 3 Grades 9-12 3.1.9-12.E.2</p>	<p>1-5</p> <p>1-5</p> <p>2-5</p> <p>1-5</p> <p>3-5</p> <p>3-5</p> <p>3-5</p> <p>1-5</p> <p>1-5</p>	

Strands and Cumulative Progress Indicators	LAL Content/Standard/ Grade/Strand/ CPI or TESOL Goal/ Standard/Grade Cluster	English Language Proficiency Levels	Classroom Tasks
<ul style="list-style-type: none"> ▶ Use a task-appropriate graphic organizer for memory retention and comprehension. ▶ Use prior knowledge and experiences to aid comprehension. ▶ Identify, assess, and apply personal reading strategies that were most effective in previous learning from a variety of texts. ▶ Use basic reading skills such as skimming, scanning, previewing, and reviewing. 	<p>3.1.9-12.E.3</p> <p>3.1.1.E.1</p> <p>3.1.9-12.E.1</p> <p>TESOL Goal 2 Standard 3 – Grades 9-12</p>	<p>2-5</p> <p>3-5</p> <p>3-5</p> <p>4-5</p>	
<p>F. VOCABULARY AND CONCEPT DEVELOPMENT <i>Develop appropriate vocabulary and concepts according to subject area and content.</i></p> <ul style="list-style-type: none"> ▶ Use pictures and context clues to assist with meaning of new words. ▶ Use dictionaries (visual, monolingual, bilingual) for a variety of purposes (e.g., definitions, word origins, parts of speech). ▶ Use knowledge of root words, prefixes, and suffixes to understand new words. ▶ Expand reading vocabulary by identifying and correctly using idioms and words with literal and figurative meaning in their speaking and writing experiences. ▶ Understand specific vocabulary, according to content area. 	<p>3.1.3.F.5</p> <p>3.1.6.F.4</p> <p>3.1.4.F.1</p> <p>3.1.8.F.4</p> <p>TESOL Goal 2 Standard 2 – Grades 9-12</p>	<p>1-5</p> <p>1-5</p> <p>2-5</p> <p>4-5</p> <p>4-5</p>	<p><i>Students will be able to define, comprehend, and apply vocabulary related to content areas.</i></p> <p>Level 1: Identify the names of states based on their shape on a wall map.</p> <p>Level 2: Clarify meaning of words for body parts through use of a picture dictionary.</p> <p>Level 3: Classify words according to prefixes.</p> <p>Level 4: Paraphrase a passage about the Louisiana Purchase, substituting vocabulary for specified words.</p> <p>Level 5: Interpret a political cartoon which includes idiomatic language.</p>

Strands and Cumulative Progress Indicators	LAL Content/Standard/ Grade/Strand/ CPI or TESOL Goal/ Standard/Grade Cluster	English Language Proficiency Levels	Classroom Tasks
<p>G. COMPREHENSION SKILLS AND RESPONSE TO TEXT <i>Apply basic reading comprehension skills using context to construct meaning.</i></p> <ul style="list-style-type: none"> ▶ Interpret information in graphs, charts, diagrams, and graphic organizers. ▶ Read and comprehend materials appropriate to their independent reading level. ▶ Demonstrate understanding of text through such activities as retelling, sequencing, identifying elements of plot, theme, setting and characters, etc. ▶ Analyze how works of a given period reflect historical and social events and conditions. ▶ Distinguish cause/effect, fact/opinion, main idea/supporting details in interpreting text. ▶ Demonstrate familiarity with everyday texts (e.g., transportation schedules, directions, brochures, technical manuals, forms, applications). ▶ Distinguish between essential and nonessential information (e.g., math word problems, persuasive and informational text, and propaganda techniques) ▶ Draw conclusions and make inferences from text. ▶ Identify, describe, evaluate, and synthesize the central ideas in a variety of texts. 	<p>3.1.3..G.3</p> <p>3.1.3.G.13</p> <p>3.1.1.G.3,4</p> <p>3.1.9-12.G.5</p> <p>3.1.4.G.2</p> <p>3.1.8.G.14</p> <p>3.1.7.G.2</p> <p>3.1.3.G.8</p> <p>3.1.9-12.G.1</p>	<p>1-5</p> <p>1-5</p> <p>1-5</p> <p>2-5</p> <p>3-5</p> <p>3-5</p> <p>3-5</p> <p>3-5</p> <p>4-5</p>	<p><i>Students will be able to read a text and respond to it in a developmentally appropriate way.</i></p> <p>Level 1: Show comprehension of math text by matching math symbols to the corresponding vocabulary word.</p> <p>Level 2: Sequence teacher-made sentence strips retelling the steps of the scientific method as presented in science text.</p> <p>Level 3: Clarify the essential points given in a reading selection about the Stamp Act by highlighting the main idea in one color and highlighting supporting details in a contrasting color.</p> <p>Level 4: Create a Venn Diagram comparing and contrasting the characteristics of two ecosystems after reading a chapter in a science book.</p> <p>Level 5: After reading selections from an anthology of Greek mythology, explain in a persuasive essay which character is the most heroic.</p>

Grades 9–12

Writing

ENGLISH LANGUAGE PROFICIENCY STANDARDS

Students will be able to *write* for personal and academic purposes.

Strands and Cumulative Progress Indicators	LAL Content/Standard/ Grade/Strand/ CPI or TESOL Goal/ Standard/Grade Cluster	English Language Proficiency Levels	Classroom Tasks
<p>By the end of grade twelve, students will:</p> <p>A. WRITING AS A PROCESS <i>Demonstrate writing as a process using prewriting, drafting, revising, editing, and publishing.</i></p> <ul style="list-style-type: none"> ▶ Observe and reproduce teacher-modeled writing. ▶ Sequence stories and put ideas into writing using pictures, developmental spelling, or conventional text. ▶ Use simple sentences to convey ideas after hearing stories, recalling experiences, brainstorming, and drawing. ▶ Use the computer and word-processing software to compose, revise, edit, and publish a piece. ▶ Use a variety of reference materials (e.g., dictionary, thesaurus, word walls, bilingual resources, or Internet/ computer software resources) to revise work. ▶ Use strategies such as personal experiences, reading, doing interviews or research, using graphic organizers or outlines, and brainstorming to generate and organize ideas for writing. 	<p>3.2.1.A.2</p> <p>3.2.K.A.7</p> <p>3.2.1.A.4</p> <p>3.2.2.A.13</p> <p>3.2.6.A.10</p> <p>3.2.4.A.3</p>	<p>1-2</p> <p>1-2</p> <p>1-2</p> <p>2-5</p> <p>2-5</p> <p>2-5</p>	<p><i>Students will be able to use the writing process to select, connect, analyze, synthesize, explain, and infer from information in a developmentally appropriate way.</i></p> <p>Level 1: Create a word web and use it to generate simple sentences to describe animal habitats.</p> <p>Level 2: Use information in a Venn Diagram to compare and contrast a frog and a tadpole.</p> <p>Level 3: Interview candidates for student government to clarify their positions in preparation for writing an editorial for the newspaper.</p> <p>Level 4: Research a career in which mathematics plays a prominent role and develop an outline detailing how mathematics is used in that career.</p> <p>Level 5: Demonstrate an understanding of the editing process through use of a teacher-created rubric to correct use of transition words and proper sequencing in a peer writing activity about President Kennedy.</p>

Strands and Cumulative Progress Indicators	LAL Content/Standard/ Grade/Strand/ CPI or TESOL Goal/ Standard/Grade Cluster	English Language Proficiency Levels	Classroom Tasks
<ul style="list-style-type: none"> ▶ Review and edit work for spelling, usage, clarity, organization, and fluency. ▶ Develop an awareness of form, structure, and author's voice in various genres. ▶ Draft writing in a selected genre with supporting structure and appropriate voice according to the intended message, audience, and purpose for writing. ▶ Use a scoring rubric to evaluate and improve own writing and the writing of others. ▶ Revise drafts by rereading for meaning, using reference materials, narrowing focus, elaborating and deleting, as well as reworking organization, openings, closings, word choice, and consistency of voice. 	<p>3.2.4.A.7</p> <p>3.2.4.A.2</p> <p>3.2.4.A.4</p> <p>3.2.9-12.A.6</p> <p>3.2.4.A.5</p>	<p>3-5</p> <p>3-5</p> <p>3-5</p> <p>3-5</p> <p>4-5</p>	

Strands and Cumulative Progress Indicators	LAL Content/Standard/ Grade/Strand/ CPI or TESOL Goal/ Standard/Grade Cluster	English Language Proficiency Levels	Classroom Tasks
<p>B. WRITING AS A PRODUCT (RESULTING IN A FORMAL PRODUCT OR PUBLICATION) <i>Create a formal product in a variety of genres by building upon skills and knowledge through the writing process.</i></p> <ul style="list-style-type: none"> ▶ Select samples of writing to include in portfolio. ▶ Take notes as a teacher presents information or during a film in order to summarize key concepts. ▶ Write a range of developmentally-appropriate pieces across curricula (e.g., persuasive, personal, descriptive, issue-based, problem/solution, cause/effect, hypothesis/results, feature articles, critiques, or research reports). ▶ Support main idea, topic, or theme with facts, examples, or explanations in a logical sequence. ▶ Draft a thesis statement and support/defend it through developed ideas and content, organization, and paragraph development. ▶ Use primary and secondary sources to provide evidence, justification, or to extend a position, and cite sources from books, periodicals, interviews, discourse, electronic sources, etc. ▶ Apply elements of grade-appropriate rubrics to improve writing. ▶ Write developmentally appropriate, multiparagraph pieces across the curriculum including a compelling opening and strong closing. 	<p>3.2.2.B.5</p> <p>TESOL Goal 2 Standard 2 – Grades 9-12</p> <p>3.2.6.B.2</p> <p>3.2.6.B.5</p> <p>3.2.9-12.B.3</p> <p>3.2.9-12.B.7</p> <p>3.2.3.B.5</p> <p>3.2.6.B.3</p>	<p>1-5</p> <p>2-5</p> <p>2-5</p> <p>3-5</p> <p>3-5</p> <p>3-5</p> <p>3-5</p> <p>4-5</p>	

Strands and Cumulative Progress Indicators	LAL Content/Standard/ Grade/Strand/ CPI or TESOL Goal/ Standard/Grade Cluster	English Language Proficiency Levels	Classroom Tasks
<p>C. MECHANICS, SPELLING, HANDWRITING <i>Use Standard English conventions appropriate to English language level (sentence structure, grammar and usage, punctuation, capitalization, spelling).</i></p> <ul style="list-style-type: none"> ▶ Use level-appropriate knowledge of English grammar and usage to craft writing (e.g., subject/verb agreement, pronoun usage and agreement, appropriate verb tenses). ▶ Use punctuation correctly in sentences such as ending punctuation, commas, and quotation marks in dialogue. ▶ Use capital letters correctly in sentences for proper nouns and in titles. ▶ Indent in own writing to show the beginning of a paragraph. ▶ Spell level-appropriate words correctly with particular attention to frequently used words, contractions, and homophones. ▶ Write legibly in manuscript or cursive. ▶ Use a variety of reference materials (e.g. dictionary, grammar reference, and/or Internet/software resources) to edit written work. ▶ Use a variety of sentence types correctly, including combinations of independent and dependent clauses, prepositional and adverbial phrases, and varied sentence openings. ▶ Use transition words to reinforce a logical progression of ideas. ▶ Use subordination, coordination, apposition, and other devices effectively to indicate relationships between ideas. 	<p>3.2.4.C.3</p> <p>3.2.4.C.4</p> <p>3.2.4.C.5</p> <p>3.2.4.C.7</p> <p>3.2.4.C.8</p> <p>3.2.4.C.11</p> <p>3.2.4.C.10</p> <p>3.2.6.C.2</p> <p>3.2.8.C.5</p> <p>3.2.9-12.C.3</p>	<p>1-5</p> <p>1-5</p> <p>1-5</p> <p>1-5</p> <p>1-5</p> <p>1-5</p> <p>2-5</p> <p>3-5</p> <p>3-5</p> <p>4-5</p>	

Strands and Cumulative Progress Indicators	LAL Content/Standard/ Grade/Strand/ CPI or TESOL Goal/ Standard/Grade Cluster	English Language Proficiency Levels	Classroom Tasks
<p>D. WRITING FORMS, AUDIENCES, AND PURPOSES (EXPLORING A VARIETY OF FORMS) <i>Demonstrate the ability to write in a variety of forms for different audiences and purposes.</i></p> <ul style="list-style-type: none"> ▶ Develop a collection of writings (e.g., literacy folder or a literacy portfolio). ▶ Explore the central idea or theme of an informational reading and support analysis with details from the article and personal experiences. ▶ Write reports based on research and include citations, quotations, and a works-cited page. ▶ Use a variety of strategies to organize writing, including sequence, chronology, cause/effect, problem/solution, and order of importance. ▶ Demonstrate higher-order thinking skills and writing clarity through responses to open-ended and essay questions in content areas or as responses to literature. ▶ Respond to literature in writing to demonstrate an understanding of the text, to explore personal reactions, and to connect personal experiences with text across the curriculum. ▶ State a position clearly and convincingly in a persuasive essay by stating the issue, giving facts, examples, and details to support the position, and citing sources when appropriate. 	<p>3.2.6.D.15</p> <p>3.2.8.D.8</p> <p>3.2.8.D.7</p> <p>3.2.6.D.10</p> <p>3.2.6.D.11</p> <p>3.2.4.D.6</p> <p>3.2.8.D.10</p>	<p>1-5</p> <p>2-5</p> <p>2-5</p> <p>2-5</p> <p>2-3</p> <p>3-5</p> <p>3-5</p>	

Strands and Cumulative Progress Indicators	LAL Content/Standard/ Grade/Strand/ CPI or TESOL Goal/ Standard/Grade Cluster	English Language Proficiency Levels	Classroom Tasks
<ul style="list-style-type: none"> ▶ Compile and synthesize information for everyday and workplace purposes, such as job applications, resumes, business letters and college applications. ▶ Gather, select, and organize information appropriate to a topic, task, and audience. 	<p>3.2.9-12.D.6</p> <p>3.2.8.D.1</p>	<p>3-5</p> <p>3-5</p>	

Grades 9–12

Viewing and Media Literacy

ENGLISH LANGUAGE PROFICIENCY STANDARDS

Students will be able to *view* for personal and academic purposes.

Strands and Cumulative Progress Indicators	LAL Content/Standard/ Grade/Strand/ CPI or TESOL Goal/ Standard/Grade Cluster	English Language Proficiency Levels	Classroom Tasks
<p>By the end of grade twelve, students will:</p> <p>A. CONSTRUCTING MEANING <i>Develop an understanding and appreciation of how media/visual arts influence meaning and language acquisition.</i></p> <ul style="list-style-type: none"> ▶ Consult print and nonprint resources in the native language, when needed. ▶ Use nonverbal cues as an aid to understanding verbal directions. ▶ Associate realia or diagrams with written labels to learn vocabulary or construct meaning. ▶ Make predictions about visual information (e.g., pictures in books). ▶ Respond to and evaluate the use of illustrations to support text. ▶ Identify the central theme and main idea in different media. ▶ Interpret information found in pictorial graphs, map keys, and icons on a computer screen. ▶ Take notes as a teacher presents information or during a film in order to summarize key concepts. ▶ Identify the target audience for a particular program, story, or advertisement. 	<p>TESOL Goal 2 Standard 3 – Grades 9-12</p> <p>TESOL Goal 1 Standard 3 – Grades 9-12</p> <p>TESOL Goal 1 Standard 3 – Grades 9-12</p> <p>3.5.K.A.1</p> <p>3.5.4.A.2</p> <p>3.5.4.A.5</p> <p>3.5.4.A.1</p> <p>TESOL Goal 2 Standard 2 – Grades 9-12</p> <p>3.5.4.A.6</p>	<p>1-5</p> <p>1-5</p> <p>1-5</p> <p>1-5</p> <p>2-5</p> <p>2-5</p> <p>2-5</p> <p>3-5</p> <p>3-5</p>	<p><i>Students will be able to understand and interpret information presented visually to aid in learning.</i></p> <p>Level 1: Retell steps involved in the division of a cell in illustrations and/or simple sentences after viewing a video on the topic.</p> <p>Level 2: Respond to questions after viewing a chart about annual rainfall in the rainforest.</p> <p>Level 3: Describe the appearance of two observed chemical reactions in a science lab.</p> <p>Level 4: Explain which would be more appropriate to use, <i>Consumer Reports</i> or an advertisement from the company, to make a decision on a product purchase.</p> <p>Level 5: Explain a cartoon that illustrates the political factions during the Civil War with respect to the social reality of the specific historic time.</p>

Strands and Cumulative Progress Indicators	LAL Content/Standard/ Grade/Strand/ CPI or TESOL Goal/ Standard/Grade Cluster	English Language Proficiency Levels	Classroom Tasks
<ul style="list-style-type: none"> ▶ Understand uses of persuasive texts and different points of view in media texts. ▶ Consider the use of setting in conjunction with other elements (e.g., theme, characters) to support media presentations. ▶ Demonstrate an awareness of different media forms and how they contribute to communication. ▶ Identify and evaluate how a media product expresses the values of the culture and historic time that produced it. ▶ Identify and select media forms appropriate for the viewer’s purpose. 	<p>3.5.6.A.7,8</p> <p>3.5.8.A.2</p> <p>3.5.4.A.7</p> <p>3.5.9-12.A.2</p> <p>3.5.9-12.A.3</p>	<p>3-5</p> <p>4-5</p> <p>4-5</p> <p>4-5</p> <p>4-5</p>	
B. VISUAL AND VERBAL MESSAGES			
<i>Recognize and understand how visual and verbal messages impact learning, thought, and emotions.</i>			
<ul style="list-style-type: none"> ▶ Interpret verbal and nonverbal messages reflected in personal interactions with others. ▶ Recognize the effects of visual arts on one’s moods and emotions. ▶ Understand the uses of technology. ▶ Explore and interpret various messages found in visual presentations. ▶ Compare and contrast media sources. 	<p>3.5.6.B.4</p> <p>3.5.3.B.1</p> <p>3.5.6.B.7</p> <p>3.5.4.B.2</p> <p>3.5.4.B.4</p>	<p>1-5</p> <p>1-5</p> <p>2-5</p> <p>2-5</p> <p>3-5</p>	

Strands and Cumulative Progress Indicators	LAL Content/Standard/ Grade/Strand/ CPI or TESOL Goal/ Standard/Grade Cluster	English Language Proficiency Levels	Classroom Tasks
<p>C. LIVING WITH MEDIA <i>Understand the scope and implications of media at the local, national, and global levels.</i></p> <ul style="list-style-type: none"> ▶ Use media to aid with language acquisition and build content knowledge ▶ Express and justify preferences for media choices. ▶ Examine and evaluate effects of media in the family, home, and school. ▶ Analyze media content for emotional effect on audience. ▶ Recognize that creators of media and performances use a number of forms, techniques, and technologies to convey their messages. 	<p>TESOL Goal 1 Standard 3 Grades 9-12</p> <p>3.5.6.C.1</p> <p>3.5.6.C.4</p> <p>3.5.8.C.2</p> <p>3.5.9-12.C.3</p>	<p>1-5</p> <p>4-5</p> <p>4-5</p> <p>4-5</p> <p>4-5</p>	



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