

# DRAFT

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

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

*Building the Bridge*



NATIVE LANGUAGE ARTS

ENGLISH AS A SECOND LANGUAGE

ENGLISH LANGUAGE ARTS

# THE UNIVERSITY OF THE STATE OF NEW YORK

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# Table of Contents

<b>FOREWORD</b> .....	v
<b>ACKNOWLEDGEMENTS</b> .....	vii
<b>INTRODUCTION</b> .....	1
<b>SECTION I</b>	
<b>NYS ESL Learning Standards by Grade Level</b> .....	11
<b>SECTION II</b>	
<b>NYS ESL Learning Standards</b>	
<b>Performance Indicators and Sample Classroom Tasks</b> .....	31
<b>References</b> .....	109
<b>Appendix</b>	
<b>Review Sheet</b> .....	113





# Foreword

It is with great pleasure that I present the *New York State English as a Second Language Learning Standards*. Many educators of limited English proficient/English language learners (LEP/ELLs) across the country collaborated in its development. The document represents an alignment of the New York State English Language Arts Standards and the English as a Second Language Standards developed by the national organization, Teachers of English to Speakers of Other Languages (TESOL).

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

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

This document is being issued as a draft in order to allow practitioners an opportunity to use it and provide constructive feedback on the response form included in the appendix. We look forward to receiving your feedback and helping us make the strongest bridge possible for success in the education of all limited English proficient students in New York State.



# Acknowledgments

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

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# Introduction

The New York State Education Department, Office of Bilingual Education (NYSED OBE) in its continued effort to raise achievement for all limited English proficient English language learners (LEP/ELLs), developed the New York State (NYS) English as a second language (ESL) learning standards. These standards serve as the foundation for ESL curriculum, instruction, and assessment for all LEP/ELLs in New York State. The NYS ESL learning standards also provide the framework for the New York State ESL Achievement Test being developed, which schools will administer to all LEP/ELLs in New York.

The ESL standards articulate the abilities and competencies that LEP/ELLs must demonstrate to integrate successfully into the English academic mainstream. The ESL standards combine the principles of language development and second language learning in a context of language for academic content. Proficiency in the English language necessary for social interaction and to meet the standards in core subjects are explicit as developmental goals.

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

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

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

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

## LIMITED ENGLISH PROFICIENT ENGLISH LANGUAGE LEARNERS

In New York State learners of English as a second language are students classified as “limited English proficient” because they come from a home where a language other than English is spoken and score at or below the 40<sup>th</sup> percentile on a standardized assessment of English language proficiency. Diverse student profiles exist within the overall classification of LEP. There are LEP/ELLs who may be gifted and there are many with a high level of proficiency in their native language. Others may not be able to read or write their native language because they have had a limited or interrupted formal education in their own country. Finally, there is a population of LEP students who have been identified as having special needs and have been referred for special education services. All of these LEP students must receive instruction in ESL as shown in the following chart.

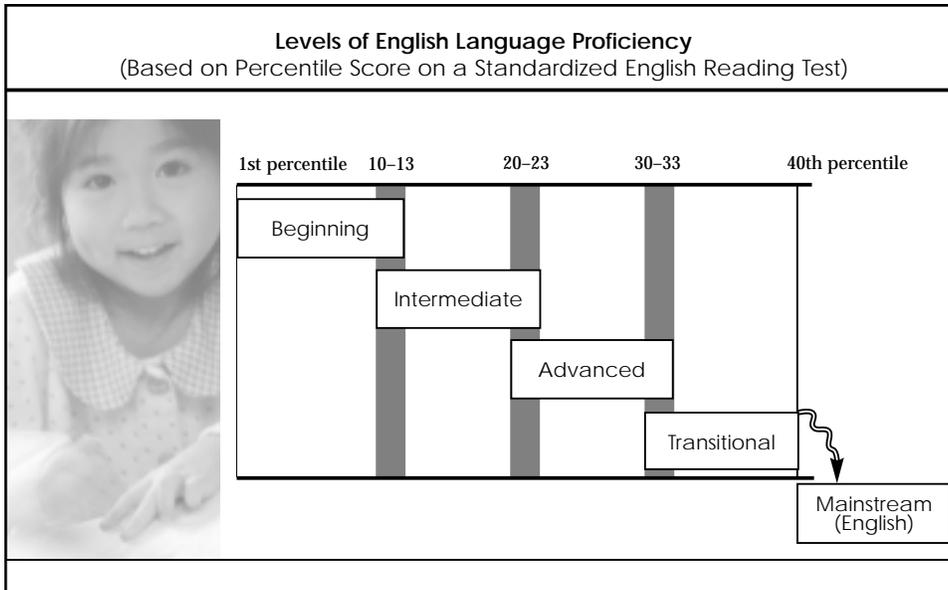
Required Units of ESL/ELA Instruction					
Grades	English	LEVELS OF PROFICIENCY			
		Beginning	Intermediate	Advanced	Transitional
K-8	ESL	2	2	1	1
	ELA			1	1
9-12	ESL	3	2	1	1
	ELA			1	1

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

Second language acquisition research highlights the crucial role of reading and the importance of using language in meaningful and authentic exchanges, for language growth to occur. Through authentic discourse and negotiation, at instructional levels where language is challenging and comprehensible, LEP/ELLs acquire not only effective language structures and pragmatics, but also the language needed for academic success. Students create meaning as they engage in language-rich practices both in personal interactions and through text. While language teaching continues to be made explicit in ESL classrooms, instruction based on the NYS ESL learning standards is essentially characterized by using language to learn language. In creative and meaningful language practice that typifies standards-based ESL instruction, fluency, accuracy, and application are equal partners.

## DESCRIPTION OF ENGLISH LANGUAGE PROFICIENCY LEVELS

In New York State there are four levels of English proficiency for the State's LEP/ELLs: beginning, intermediate, advanced, and transitional. Students have traditionally been identified within one of these levels through scores on an English language placement exam as shown on the following chart:



The chart above offers a recommendation for assigning students to levels of ESL instruction using percentile scores on a standardized test of reading in English. It is important to recognize that the levels overlap because growth in all four language skills does not happen uniformly. School officials should decide on the placement of students scoring within the overlap zone. In such cases, indicators such as student age, maturity, grade level, students exposure to English, and achievement in both language and content areas in English and the native language should be considered in assigning students to specific levels.

The following are general descriptions of the expected competencies of LEP/ELLs for each language skill area in each of the four proficiency levels.

### ***Beginning ESL Level (1st to 13th percentile)***

**Listening:** Students at the beginning level of ESL can comprehend simple statements 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. Students at this level benefit from repetition, rephrasing, and nonverbal cues for comprehension. Students can comprehend language consisting of simple vocabulary and structures in face-to-face conversations with peers and familiar adults.

**Speaking:** Students at this level 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 at the beginning level frequently make themselves understood by using repetition and circumlocution.

**Reading:** Students at the beginning ESL level can understand simple material for informative or social purposes. They can understand the essential content of short, general, public statements and standardized messages. They can comprehend the main ideas of simple informative materials written for native English speakers,

especially when these materials contain simple language structures and syntax, and rely 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 text context. They may have to read the material several times in order to more fully capture meaning, and they may be misled by false cognates.

**Writing:** Students at the beginning level can express basic personal needs and compose short informal notes and messages on very familiar topics based on personal experience. Writing consists mostly of mastered vocabulary and structures in simple sentences and phrases. Errors in spelling and grammar are frequent and characteristic and expected of language production at this stage.

### ***Intermediate ESL Level (10th to 23rd percentile)***

**Listening:** Students at the intermediate level of ESL can comprehend short conversations on simple 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. Limited vocabulary range necessitates repetition and/or circumlocutions for understanding. Students can understand frequently used verb tenses and word-order patterns in simple sentences. They frequently demonstrate 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. They can sustain comprehension through contextual inferences in short communications on familiar topics and , in the academic content areas, through paraphrases, slower speaking pace, and visual supports.

**Speaking:** Students at this level of ESL proficiency 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 time frames) 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 still make errors in more complex patterns, especially when speaking about academic issues. They can sustain coherent structures in short and familiar communicative situations, selectively employing basic features such as pronouns and inflections. Extended communication is largely a series of short, discrete utterances. Students at the intermediate level often have to repeat themselves to be understood by the general English monolingual public. While they may exhibit spontaneity in their interactions, particularly when the topic is familiar, they often rely on familiar utterances. They use repetition as well as gestures and other nonverbal cues to sustain conversation.

**Reading:** Students can understand simple narrative and descriptive authentic materials and edited texts with a familiar context. They can use contextual and visual cues to derive meaning from texts that contain unfamiliar words, expressions, and structures. They comprehend selected passages written in familiar sentence patterns, but frequently have to guess at meanings of longer or more complex materials. They can follow essential points and some details of expository writing when dealing with areas of special interest, and begin to separate main ideas from supporting ideas. They are able to make informed guesses about meaning from context.

**Writing:** Students at the intermediate level of proficiency can write simple notes, uncomplicated personal and business letters, brief journal entries and short reports, using elementary 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, future, and past ideas comprehensibly. Errors still occur when expressing more complex thoughts.

### ***Advanced ESL Level (20th to 33rd percentile)***

**Listening:** Students can understand standard speech delivered in most authentic settings with some repetition and rewording by a fluent English speaker. They can understand the main ideas and significant relevant details of extended discussions or presentations on familiar and relevant academic topics and of recorded songs, feature programs on radio and television, movies and other media designed for a native speaking audience. They draw on a wide range of language forms, vocabulary, idioms, and structures learned in and outside of language classes and content area classes. They can comprehend subtle, nuanced details of meaning with some repetition and rephrasing. Their language comprehension may be affected by stress, tension, and unfavorable listening conditions, as well as linguistically complex utterances. Students at the advanced stage can often detect affective undertones and understand inferences in spoken language.

**Speaking:** Students at the advanced stage can handle most communicative situations with confidence but may need help with any complication or difficulty they encounter in language production, 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, is sufficient to communicate at a high level. They demonstrate mastery of elementary constructions.

**Reading:** Students at this level can comprehend the content of most texts of interest to native speakers, and, with support, texts in the academic content areas. They can understand most factual information in non-technical prose. They can read excerpts from 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 detect the overall tone and intent of the text.

**Writing:** Students at the advanced level of ESL can write multi-paragraphed 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 simply with some circumlocutions. 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 sequentially with simple language and draw on a broad range of learned vocabulary, idioms, and structures, including the full range of time frames.

### ***Transitional ESL Level (30th to 40th percentile)***

**Listening:** Students at the transitional level can understand most standard speech delivered in authentic settings by a fluent English speaker. They understand and identify the main ideas and relevant details of extended discussions or presenta-

tions on a wide range of familiar and unfamiliar topics in a number of modalities. Transitional students apply their linguistic skills and knowledge, including vocabulary, idioms, and complex grammatical structures, to content area learning. These students are able to use paralinguistic features of the language, such as stress, intonation, pace, and rhythm, to understand spoken language. Transitional level students still benefit from aural support in the academic content areas through techniques such as use of visuals, paraphrasing, and comprehension checks.

**Speaking:** Students at the transitional stage 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 and some language forms.

**Reading:** Students at the transitional stage understand and obtain meaning from a wide range of texts available to native English speakers. They have mastered the strategies of reading comparable to 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.

**Writing:** Students at this stage are approaching fluency in writing in the content areas, using the language structures and technical vocabulary of each area 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.

## DEVELOPMENT OF THE NYS ESL LEARNING STANDARDS

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

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

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

The New York State ESL Learning Standards:

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

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

## THE NYS ESL LEARNING STANDARDS AND PERFORMANCE INDICATORS

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

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

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

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

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

**Standard 3: English for critical analysis and evaluation** develops students' abilities to read, write, listen, and speak in English to analyze and evaluate texts and issues. Students learning English are required to consider divergent perspectives on oral and written texts and evaluate texts and interpretations of texts, using a variety of criteria. Students develop an understanding of the impact of personal and alternative points of view and use English to form, present, and defend their own positions on significant issues, both orally and in writing. To

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

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

The NYS ESL learning standards are unique in that they:

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

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

Developing cultural awareness is interwoven throughout all of the standards.

While the sample tasks focus on performance indicators particular to one standard, they address indicators in other standards as well.

meet Standard 3, LEP/ELLs are expected to take an experience, text, or idea, and question it from a variety of critical perspectives. These viewpoints are informed by the students' cultural background and their experiences as newcomers to the United States.

**Standard 4: English for social and classroom interaction** outlines the skills and strategies, both in and out of school, that LEP/ELLs must master to communicate effectively in English. The focus of Standard 4 is to develop the competencies students need to engage in functions such as negotiating, explaining, participating in discussions, following and providing directions, and requesting and providing assistance in English. The indicators in Standard 4 apply to an array of meaningful and authentic communicative contexts, from informal social situations to formal academic situations.

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

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

## PERFORMANCE INDICATORS

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

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

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

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

### **SAMPLE CLASSROOM TASKS PER GRADE LEVEL CLUSTER**

Standards-based education is realized through student engagement in comprehensive learning experiences that combine direct instruction, student construction of knowledge, multiple sources of information, and various forms of assessment. Learning experiences are designed around one or more learning standards and selected performance indicators. Learning experiences are most often comprised of tasks that help move the student forward toward meeting the standards. The standards cross one another, as do the performance indicators. While the tasks focus on performance indicators particular to one standard, they address indicators in other standards as well.

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

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

Each sample classroom task is built around a particular theme, which is represented in each of the four proficiency levels, from beginning to transitional. The provision of sample tasks for each proficiency level within this theme serves many purposes. The tasks are applicable to classes that are characterized by students of

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

one proficiency level (i.e., a beginning-level ESL class) or classes in which multiple levels of proficiency are represented. The tasks provide suggestions on how to differentiate instruction in multilevel proficiency classrooms. It is the role of the ESL teacher to ensure that the students at all proficiency levels are moving forward toward meeting the requirements of each standard.

## HOW THIS DOCUMENT CAN BE USED

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

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

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

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

LEP/ELLs must meet the same standards as all other students in New York and are required to take the New York State assessments in the core subject areas appropriate to their grade level. The only LEP/ELLs exempted from the 4th and 8th grade state assessments are those who score below the 30th percentile on a standardized English reading test and in whose language the state assessment is not provided in written translation. All students must pass the Comprehensive English Regents Examination in order to graduate from high school. ESL teachers must help their LEP/ELLs prepare for these exams by interweaving the vocabulary, concepts, and language functions of the content areas throughout their lessons and learning experiences. It is strongly recommended that ESL and content area teachers collaborate as they plan and provide instruction. This collaboration also enhances the ability of content area teachers to apply specific language strategies that can make the content more comprehensible to LEP/ELLs.



New York State ESL Learning  
Standards  
Performance Indicators  
by Grade Level

**Section I**

**Standard 1:****Students will listen, speak, read, and write in English for information and understanding.****Performance indicators by grade level:**

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

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

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

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

Continued on next page

# Standard 1: Continued

## Performance indicators by grade level:

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

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

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

**Standard 2:****Students will listen, speak, read, and write in English for literary response, enjoyment, and expression****Performance indicators by grade level:**

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

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

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

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

Continued on next page

## Standard 2: Continued

### Performance indicators by grade level:

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

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

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

### Performance indicators by grade level:

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

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

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

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

Continued on next page

## Standard 3: Continued

### Performance indicators by grade level:

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

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

**Standard 4:**

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

**Performance indicators by grade level:**

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

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

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

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

Continued on next page

## Standard 4: Continued

### Performance indicators by grade level:

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

**Intermediate (5 – 8)**

**Commencement (9 – 12)**

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

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

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

### Performance indicators by grade level:

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

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

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

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





*New York State ESL Learning  
Standards  
Sample Classrooms Tasks*

**Section II**

## Standard 1:

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

### Early Childhood Sample Classroom Tasks:

English Proficiency Level	
Beginning	Intermediate
<p>After listening to a nonfiction book such as <i>What Animals Eat</i> by Peter and Sheryl Sloan, students use a chart to organize information from the text, with teacher support, by placing pictures of animals into two categories—meat eaters and plant eaters.</p> <p><i>Performance indicators:</i> 2, 4</p>	<p>Students complete Beginning task. In the classroom science center, pairs of students play Concentration (card game), matching pictures of animals with their written names. Students place matching pairs on a T-chart under “meat eaters” and “plant eaters.”</p> <p><i>Performance indicators:</i> 2, 4, 13</p>
<p>After listening to a story related to bedtime such as <i>Ten, Nine, Eight</i> by Molly Bang, or <i>Goodnight Moon</i>, students demonstrate comprehension of simple vocabulary with appropriate actions or words: They role-play bedtime routines and rituals, or they retell the story by putting pictures of the character’s bedtime objects in order as depicted in the story.</p> <p><i>Performance indicators:</i> 2, 7</p>	<p>Students complete Beginning task. Class develops a book on bedtime routines by having each student create one page that reflects their personal bedtime routine based on <i>Ten, Nine, Eight</i> by Molly Bang (e.g., “three glasses of milk, two bedtime stories, one good-night kiss,” etc.).</p> <p><i>Performance indicators:</i> 2, 7, 12</p>
<p>Students participate in retelling a story on the plant cycle (such as <i>Pumpkin, Pumpkin</i> by Jeanette Titherington, or <i>The Carrot Seed</i> by Ruth Kraus), using picture cards with words to put the steps in the plant cycle in order.</p> <p><i>Performance indicators:</i> 7</p>	<p>Students complete Beginning task. Students show change and growth in plants by making a “flip book” of four pages with pictures and labels to show four stages of growth of a pumpkin seed (e.g., seed, plant, flower, pumpkin).</p> <p><i>Performance indicators:</i> 7, 8, 10</p>
<p>Students participate in the development of a whole class language experience chart on observations after taking a neighborhood walk to look for signs of spring.</p> <p><i>Performance indicators:</i> 3, 7, 9, 10</p>	<p>Students complete Beginning task. After listening to several books on spring, class develops a list book entitled “Spring is...,” using pictures and some labels to show signs of spring and referring to the class-developed language experience chart as a guide. Class revises work by adding words and checking spelling, using a theme word list and the language experience chart.</p> <p><i>Performance indicators:</i> 3, 7, 9, 10, 15</p>
<p>After tasting three breakfast cereals, students rank order their preferences on a worksheet from the best to least and share this information with the class. Students tally preferences and participate in the creation of a graph showing which cereal was chosen “the best” by the most number of students.</p> <p><i>Performance indicators:</i> 5, 10</p>	<p>Students complete Beginning task. Students explain why they chose a particular cereal as the best. Teacher models description of her preference, pointing out the differences between fact and opinion (e.g., the cereal is made of corn vs. the cereal is tasty). With teacher assistance, class organizes their responses into categories of fact and opinion and lists these responses on a T-chart.</p> <p><i>Performance indicators:</i> 5, 10, 12</p>

ESL

1

Pre-K  
- 1

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

## Performance Indicators: See page 12

### English Proficiency Level

#### Advanced

Students complete Beginning task. Students peruse other animal books in the *Little Red Readers* series. In pairs, students collect or draw pictures of animals in two categories—meat eaters and plant eaters. Referring to the animal word wall that has been compiled by the students and teacher, pairs create two “list books,” one of meat eaters and one of plant eaters, and write simple descriptions of each animal (e.g., telling whether they run, crawl, climb, etc.).

*Performance indicators:* 2, 4, 9, 12, 13

Students complete Intermediate task. Students create their own picture book independently with four or five pre-bedtime routines, using the format of the *Ten, Nine, Eight story*.

*Performance indicators:* 2, 7, 11, 12

Students complete Intermediate task. They keep a diary, using pictures, labels, and descriptions showing growth of class pumpkin plant(s), and in small groups they comment on observations and diary entries of other students.

*Performance indicators:* 7, 8, 10, 11

Students complete Intermediate task. Students choose a favorite season and list three or four reasons why it is their favorite season, using descriptive words and details. Students share in a small group and complete their work by adding words or details, checking spelling, choosing a title, and making a cover.

*Performance indicators:* 3, 7, 9, 10, 15, 16

Students complete Intermediate task. Students share in a discussion of the packaging of two cereal boxes as teacher reads information found on the cover of each box. Class organizes words and phrases under categories of fact or opinion.

*Performance indicators:* 2, 5, 10, 12

#### Transitional

Students complete the Advanced task. With teacher support, pairs of students write and illustrate their own riddle book, using information from the class charts, word wall, and student-made books (e.g., “I am pink, I say ‘oink,’ I am a plant eater. Who am I?”).

*Performance indicators:* 2, 4, 9, 12, 13

Students complete Advanced task. With teacher support, students write the steps in their bedtime routine and use this to interview another child (sister, classmate, friend), checking each step in the interviewee’s routine. Student adds steps not included on the original list (e.g., telephone grandmother, select clothes for the next day, etc.). Students report their findings to the class and class discusses variations in bedtime routines.

*Performance indicators:* 2, 3, 7, 11, 12, 13, 15

Students complete Advanced task. After participating in a class discussion about caring for class pumpkin plants and using the information from *The Carrot Seed*, students in pairs make a “how to” poster about caring for plants.

*Performance indicators:* 3, 7, 8, 10, 11, 13

Students complete Advanced task. Class listens to various poems on spring and uses the format of one of the poems as a model to write their own (e.g., list poem, acrostic, etc.). Class develops a poem on spring, using information from language experience chart and their “Spring is...” books. Students then write their own individual poems on spring, following the same model.

*Performance indicators:* 3, 7, 9, 10, 11, 15, 16

Students complete Advanced task. In small groups, students create their own cereal box cover, using pictures and some of the language developed on the fact/opinion chart in the Advanced task.

*Performance indicators:* 2, 5, 10, 12, 13

ESL

1

Pre-K  
- 1

CLASSROOM  
TASKS

## Standard 2:

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

### Early Childhood Sample Classroom Tasks:

English Proficiency Level	
Beginning	Intermediate
<p>Students listen to a fairy tale and identify the characters and setting in the story. They create a mobile with drawings of the characters and a drawing of the setting. <i>Performance indicators:</i> 1, 7, 12</p>	<p>Students complete Beginning task. Students use drawings and words or phrases to give information and answer questions about features of the fairy tale genre (e.g., setting, characters) after listening to two similar fairy tales (e.g., <i>Tam's Slipper</i> and <i>Cinderella</i>). Students compare these two fairy tales on a Venn diagram as to setting and characters. <i>Performance indicators:</i> 1, 3, 7, 10, 12</p>
<p>While reading or listening to the story <i>The Carrot Seed</i> by Ruth Kraus, the students respond to yes and no questions orally or through drawings to predict what will happen at the end of the story. <i>Performance indicators:</i> 1, 2, 5, 7</p>	<p>Students complete Beginning task. Teacher provides each pair of students with a sketch from <i>The Carrot Seed</i> of one stage of carrot growth; sketches of all stages of growth are distributed. One student describes the sketch to his/her partner, and the other student draws the picture. Teacher randomly collects students' drawings and class instructs teacher how to arrange pictures in sequential order. <i>Performance indicators:</i> 1, 2, 5, 9</p>
<p>After listening to a story such as <i>Three Little Ducks</i> or <i>Have You Seen My Duckling</i> by Nancy Tufuri, students respond to the events they have heard in the story verbally and/or through drawing or actions. <i>Performance indicators:</i> 2, 5, 7</p>	<p>Students complete Beginning task. Students describe verbally and with actions and/or drawings how their own parents take care of them at home. Students share information with class. <i>Performance indicators:</i> 2, 5, 7, 8</p>
<p>Students listen to <i>Alexander and the Terrible, Horrible, No Good, Very Bad Day</i> by Judith Viorst. Teacher pauses periodically in subsequent readings and asks students if they have had experiences similar to the one described in the book. Students respond with thumbs up or thumbs down. <i>Performance indicators:</i> 1, 2, 7</p>	<p>Students complete Beginning task. Each student contributes an experience to create a class book on "bad days" by drawing this experience and including a caption. Students share their work with the class. Class summarizes their experiences by listing these experiences for the teacher on one side of a T-chart and comparing them to Alexander's on the other side. <i>Performance indicators:</i> 1, 2, 6, 7, 8, 10</p>

ESL

2

Pre-K  
- 1

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

**Performance Indicators: See page 16**

### English Proficiency Level

#### Advanced

Students complete Intermediate task. Students listen to a third fairy tale and compare it to the other two on a class-developed semantic feature analysis chart. Class discusses the similar features they observed within the fairy tale genre.

*Performance indicators:* 1, 3, 7, 10, 12

Students complete Intermediate task. Class changes one element of the story (e.g., “What if the boy doesn’t believe it will grow? What if the mother believes the boy?”). Students describe possible new story endings, decide on one, and dictate this ending to teacher.

*Performance indicators:* 1, 2, 4, 5, 8, 9, 10

Students complete Intermediate task. Class compiles illustrations of how parents care for them, and creates an accordion book with written descriptions or captions for each picture. Class discusses the similarities and differences between and among student responses.

*Performance indicators:* 2, 5, 7, 8, 9

Students complete Intermediate task. Each student creates an illustrated story of what would make their day “terrible,” following the model of *Alexander and the Terrible, Horrible, No Good, Very Bad Day*. Students share these stories with the class.

*Performance indicators:* 1, 2, 6, 7, 8, 10, 11

#### Transitional

Students complete Advanced task. Students create their own fairy tale puppet and give descriptive information as to where it lives, its name, and its magical powers. Students present puppets to the class, describing their qualities and features.

*Performance indicators:* 1, 3, 7, 8, 10, 12

Students complete Advanced task. Each pair of students draws a part of the new story, and copies text from new ending. Whole class compiles a new storybook.

*Performance indicators:* 1, 2, 4, 5, 8, 9, 10

Students complete Advanced task. Students visit school library or peruse books brought to class by teacher and search for storybooks featuring baby animals. Referring to *Three Little Ducks* or *Have You Seen My Duckling*, students identify other ways baby animals are cared for. Teacher compiles list.

*Performance indicators:* 2, 5, 7, 8, 9, 10

Students complete Advanced task. In small groups, students create skit of a terrible day by using content from their individual stories created in the Advanced task. They include elements of character, plot, and setting. Skits are presented to their own class and/or another class.

*Performance indicators:* 1, 2, 4, 6, 7, 8, 9, 10, 11

ESL

2

Pre-K

- 1

CLASSROOM  
TASKS

## Standard 3:

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

### Early Childhood Sample Classroom Tasks:

English Proficiency Level	
Beginning	Intermediate
<p>Following a story or other class activity, students indicate opinions verbally or through gestures (i.e., thumbs up/down), symbols (i.e., happy faces), or drawings about how well they liked different aspects of the story or activity. Teacher discusses the fact that students have different points of view. <i>Performance indicators:</i> 1, 3</p>	<p>Following a story read aloud to class, students comment on the story using a “Things We Can Say” chart (e.g., I like..., I wonder..., I noticed..., I think...). Teacher writes students’ comments on chart. As teacher reads comments back to class, students add reasons for their responses. <i>Performance indicators:</i> 1, 3</p>
<p>Teacher posts a selection of print advertisements of toys or games on the board or around the room. Students indicate which ad they like best and teacher tallies responses. Students provide words and/or phrases to justify their selection. <i>Performance indicators:</i> 1, 3</p>	<p>Students complete Beginning task. Students provide more detailed justification for their selections. Teacher compiles these opinions and with class develops categories for evaluating effectiveness of ads (visuals, layout, colors and design, believability of ad, etc.). Students review the ads again, referring to the criteria, and indicate their preferred ad per category on a tally sheet attached to each ad on the wall. <i>Performance indicators:</i> 1, 3, 4, 5</p>
<p>After reading or listening to two books with a friendship theme (e.g., <i>Frog and Toad</i> and <i>George and Martha</i>), students determine how the characters were the same or different, using a Venn diagram with drawings or words. <i>Performance indicators:</i> 3, 9</p>	<p>Students complete Beginning task. Following a discussion of what makes these stories good, teacher and students develop a list of criteria of what makes a good story. List is posted on wall for future reference. <i>Performance indicators:</i> 2, 3, 9</p>
<p>Students list some rules they have to follow at home, and then indicate which ones they would like to change and how (e.g., to have a later bedtime, to watch additional television). <i>Performance indicators:</i> 1, 9</p>	<p>Students complete Beginning task. Students role-play a scenario that involves persuading parents to change their mind about a rule that is not popular (e.g., early bedtime, limited TV watching). <i>Performance indicators:</i> 1, 3, 6, 9</p>
<p>Students participate in the oral development of a class list of reasons why students should be permitted to choose their own seats in the cafeteria. Teacher compiles list on newsprint. <i>Performance indicators:</i> 1, 3</p>	<p>Students complete Beginning task. Teacher reads each reason from list and asks students to identify the one they feel is most important. Class develops bar chart of responses and rank orders the selections from most to least popular. <i>Performance indicators:</i> 1, 3</p>

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

**Performance Indicators: See page 20**

**English Proficiency Level**

**Advanced**

**Transitional**

After reading a story in class, students work in pairs to complete a “Things We Can Say” chart (see Intermediate task). Pairs share comments with class and provide reasons for their decisions. Pairs ask classmates to provide some examples from text based on the pair’s comments.  
*Performance indicators:* 1, 2, 3, 7

In an author’s circle, students read aloud one of their own stories, and invite class to respond using information from the “Things We Can Say” chart. Students revise their story on the basis of peers’ comments before publishing.  
*Performance indicators:* 1, 2, 3, 7, 8

Students complete Intermediate task. Using the categories for evaluation, students in small groups compare/contrast two toy ads, and present this comparison to the whole class. They justify to the class their selection of which one they felt was most effective.  
*Performance indicators:* 1, 3, 4, 5, 6, 7

Students complete Advanced task. Pairs of students peruse magazines in the library or classroom and choose two ads—one that they believe meets the criteria for effectiveness and one that does not. Students present these ads to the class and justify their selection. Whole class makes recommendations to improve the less effective ad presented by each pair.  
*Performance indicators:* 1, 2, 3, 4, 5, 6, 7

Students complete Intermediate task. Class reads a third book on a friendship theme and discusses the merits of the story, referring to the criteria for a good story previously developed by the class.  
*Performance indicators:* 2, 3, 4, 9

Students complete Advanced task. Students select one of their own previously written stories from their portfolio and, with a partner, apply the criteria of a good story to their own work. Pairs share results in class and class amends the list of criteria.  
*Performance indicators:* 2, 3, 4, 7, 8, 9

Students complete the Intermediate task. Students who observe the role-play suggest alternative approaches to persuading the parent in the role-play to change his or her mind.  
*Performance indicators:* 1, 3, 6, 7, 8, 9

Students complete the Advanced task. Students as a whole class develop a list of strategies used in the role-plays and discussions that are effective in persuading others. Teacher compiles list.  
*Performance indicators:* 1, 3, 6, 7, 8, 9

Students complete Intermediate task. Teacher models writing a class letter to the principal. Class contributes information to the letter, referring to the list of reasons.  
*Performance indicators:* 1, 3, 6, 8

Teacher shares the response from the principal, and class itemizes and discusses the reasons the principal has given for his/her decision.  
*Performance indicators:* 1, 3, 9

## Standard 4:

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

### Early Childhood Sample Classroom Tasks:

English Proficiency Level	
Beginning	Intermediate
<p>Students respond to directions with teacher or student assistance to straighten up a classroom area, as part of the classroom routine, after completing work in a center. <i>Performance indicators:</i> 7</p>	<p>Students respond to directions and help other students to straighten up a classroom area, as part of the classroom routine, after completing work in a center, through demonstrating and paraphrasing the teacher's directions. <i>Performance indicators:</i> 6, 7, 8</p>
<p>Following an oral reading of a story or play, students engage in an art lesson in which they create costumes (e.g., crown, shield, etc.) for a class play, following teacher's oral instructions and demonstration. After the students present their work to the class, teacher reviews some questions or phrases that students might use to ask for assistance (e.g., Can you help me? Can you repeat that? How do I...?). Questions are compiled into a list and posted. <i>Performance indicators:</i> 1, 3, 6, 7, 9, 10, 11</p>	<p>Students complete Beginning task. Teacher elicits from students additional words, phrases, and questions that students might use to ask for assistance or clarification. Students refer to this list as they engage in subsequent art lesson. <i>Performance indicators:</i> 1, 3, 6, 7, 9, 10, 11</p>
<p>In pairs or small groups, students act out scenarios related to getting food from the cafeteria. Teacher supplies vocabulary and language as needed. <i>Performance indicators:</i> 1, 4, 8, 9, 11, 12</p>	<p>Students watch classmates role-play getting food from the cafeteria and describe actions of peers to other students. <i>Performance indicators:</i> 1, 4, 6, 8, 9, 11, 12</p>
<p>Students choose a greeting or saying from a teacher-made list to create an illustrated card and envelope with a computer program (e.g., "Amazing Writing Machine") to send to classmates via classroom mailboxes for Valentine's Day or other occasions. <i>Performance indicators:</i> 1, 9</p>	<p>Teacher presents an array of computer-generated greeting cards. Students categorize the cards according to holiday or event. Students choose one as a model and write their own for an upcoming occasion. <i>Performance indicators:</i> 1, 9, 11</p>
<p>Students contribute ideas orally to a class thank-you letter after a field trip or to guest speaker, and write the letter as a whole class. <i>Performance indicators:</i> 1, 4, 7, 9</p>	<p>Students contribute ideas orally to a class thank-you letter after a field trip or to a guest speaker, and add words or phrases to personalize the letter by indicating favorite parts of the event. <i>Performance indicators:</i> 1, 2, 4, 7, 9, 11</p>
<p>Students send an e-mail message to establish an e-pal (electronic pen pal) relationship with a student in another country by filling in blanks in a preestablished form for items such as name, age, hair color, favorite food, etc. <i>Performance indicators:</i> 1, 2, 3, 9</p>	<p>Students send an e-mail message to establish an e-pal relationship with a student in another country by filling in blanks in a preestablished form for items such as name, age, hair color, favorite food, etc. Following a model or pattern, they add other personal information. <i>Performance indicators:</i> 1, 2, 3, 9</p>

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

**Performance Indicators: See page 24**

### English Proficiency Level

#### Advanced

Students complete Intermediate task. Students and teacher create a list of rules for carrying out classroom routines. List is decorated and posted on wall.  
*Performance indicators:* 6, 7, 8

Teacher gives class a scenario of someone in need of assistance or clarification, and asks students for the most appropriate question or phrase from the list to use in this case. Students comment on various responses. In pairs, students create a scenario, possibly based on a time when they needed assistance, and ask another pair how they would respond to the scenario, using questions or phrases from the list.  
*Performance indicators:* 1, 3, 4, 5, 6, 7, 9, 10, 11

Students role-play getting food from the cafeteria; role-play includes requesting, refusing, or choosing food items. Students discuss appropriate behavior, language, and interactions between the student(s) and the cafeteria worker.  
*Performance indicators:* 1, 4, 6, 8, 9, 11, 12

Students brainstorm appropriate sayings and phrases for an occasion (holiday, birthday, festival, etc.) and teacher adds sayings and phrases to the list. Students make a card for an upcoming occasion.  
*Performance indicators:* 1, 3, 9, 11

From a class-generated list of appropriate phrases found in a thank-you letter (including teacher contributions), students follow a model to write a personalized thank-you note to a guest speaker or field trip sponsor.  
*Performance indicators:* 1, 7, 9, 11

Students send an e-mail message to establish an e-pal relationship with a student in another country by following a model chosen by the student and providing details such as name, age, hair color, and other personal information.  
*Performance indicators:* 1, 2, 3, 9, 12

#### Transitional

Teacher gives students a scenario of an activity that they will participate in (e.g., take a field trip, visit another teacher's class for a special event, etc.). Small groups of students discuss and develop suggestions for rules for this activity. Group either writes their rules or gives them to teacher to be written.  
*Performance indicators:* 6, 7, 8

Students reproduce list of questions and phrases that ask for assistance or clarification, using a word processing program and computer graphics. They add to the list when possible. Students distribute this list to Beginning-level ESL students or to Beginning-level ESL classes.  
*Performance indicators:* 1, 3, 5, 6, 7, 8, 9, 11

Students role-play requesting food from the cafeteria for a friend who cannot serve him- or herself. Students discuss interactions between and appropriate behavior and language for the student and the cafeteria worker.  
*Performance indicators:* 1, 3, 4, 5, 6, 8, 9, 11, 12

After reviewing several models of holiday cards that include short poems, students create their own illustrated card with a computer program (e.g., "Amazing Writing Machine") to send to classmates via classroom mailboxes or classroom e-mail.  
*Performance indicators:* 1, 3, 9, 11

Choosing from a number of models, students create a personalized thank-you letter after a field trip or to a guest speaker, and indicate favorite parts of the event.  
*Performance indicators:* 1, 2, 7, 9, 11

Students send an e-mail message to establish a pen pal relationship with a student in another country by following a model chosen by the student and providing details such as name, age, hair color, and other personal information. With a partner, students revise the letter before sending.  
*Performance indicators:* 1, 2, 3, 9, 12

ESL

4

Pre-K  
- 1

CLASSROOM  
TASKS

## Standard 5:

# Students will demonstrate cross-cultural knowledge and understanding.

### Early Childhood Sample Classroom Tasks:

English Proficiency Level	
Beginning	Intermediate
<p>After reading <i>There's a Nightmare in My Closet</i> by Mercer Mayer, teacher points out phrases used to express personal fears. Teacher develops a chart of scary things from student suggestions. Teacher offers additional phrases to demonstrate understanding of one another's feelings, such as "I am afraid of that, too," "It's not real," "I keep a night-light on at night." Students share and respond to scary personal experiences.</p> <p><i>Performance indicators:</i> 1, 3</p>	<p>Students complete Beginning task. Students role-play situations from the chart, using phrases to express fears and provide reassurance (e.g., "I'm afraid of the dark" and "You should keep a night-light on").</p> <p><i>Performance indicators:</i> 1, 3</p>
<p>After listening to and/or reading folktales from different cultures (e.g., <i>Why the Sun and the Moon Live in the Sky</i> [Africa] and <i>Why Opossum Is Gray</i> [Mexico]), students draw and label pictures on a class chart comparing setting, characters, and theme.</p> <p><i>Performance indicators:</i> 5,</p>	<p>After listening to and/or reading folktales from different cultures (e.g., <i>Why the Sun and the Moon Live in the Sky</i> [Africa] and <i>Why Opossum Is Gray</i> [Mexico]), students create an interpretive drawing of one of the stories and share with partner through sketch-to-stretch activity.</p> <p><i>Performance indicators:</i> 5,</p>
<p>After listening to <i>This Is the Way We Go to School</i>, students draw pictures of the way they come to school. After asking parents how they went to school in their country, they draw a picture depicting that mode of transportation. Pictures are placed on a comparison chart.</p> <p><i>Performance indicators:</i> 6</p>	<p>Students complete Beginning task. Class creates a web showing the different means of going to school, using labels. Students provide descriptions of various modes of transportation in New York and in parent's native country.</p> <p><i>Performance indicators:</i> 3, 6</p>
<p>After brainstorming activities and other features of Halloween, students list activities they enjoyed during a school celebration of Halloween.</p> <p><i>Performance indicators:</i> 2</p>	<p>Class reads and/or listens to a story featuring Halloween and describes how the activities associated with Halloween were similar to or different from their own Halloween experiences.</p> <p><i>Performance indicators:</i> 2, 3, 5</p>

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

**Performance Indicators: See page 28**

**English Proficiency Level**

**Advanced**

**Transitional**

Students complete Intermediate task. Students interview parents about ways the parents overcame some childhood fears listed on the class chart. Students present their findings to the class and, as a whole class, students compare and contrast fears and solutions from different cultures. Students share selected words, phrases, or utterances from their native language that describe or express fear.  
*Performance indicators: 1, 3, 6*

Students complete Advanced task. With teacher assistance, class compiles three or four fears from class chart and various cultural approaches to eliminating or diminishing these fears into a booklet for class library.  
*Performance indicators: 1, 3, 6*

After listening to and/or reading folktales from different cultures (e.g., *Why the Sun and the Moon Live in the Sky* [Africa] and *Why Opossum Is Gray* [Mexico]), students discuss themes of each story and share personal experiences of solving a problem in their lives by making a change. Teacher compiles these experiences, using the learning experience approach, into a class story.  
*Performance indicators: 5*

Students complete Advanced task. Teacher writes out story that class creates on the basis of the theme, using invented characters and setting. Pairs of students write out and illustrate different pieces of the story, which is compiled into a storybook.  
*Performance indicators: 5*

Students complete Intermediate task. In pairs, students develop an illustrated book entitled “These Are the Ways of Going to School,” which depicts parents’ and students’ methods of getting to school.  
*Performance indicators: 1, 3, 6*

Students complete Advanced task. Students add to the book with illustrations and descriptions by predicting and fantasizing about future methods of traveling to school.  
*Performance indicators: 1, 3, 6*

Students complete Intermediate task. They list types of costumes they have seen worn for Halloween. They bring in pictures, photos, or illustrations of costumes worn in their native country for a particular holiday. Class compares costumes from different countries to those worn for Halloween in the United States, and posts costumes side by side on holiday bulletin board.  
*Performance indicators: 2, 3, 5*

Students complete Advanced task. With teacher assistance, students write short descriptions of costumes and characters described in Advanced task, and include these descriptions with the illustrations on the holiday bulletin board.  
*Performance indicators: 2, 3, 5*

## Standard 1:

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

### Elementary Grade Sample Classroom Tasks:

English Proficiency Level	
Beginning	Intermediate
<p>After a neighborhood walk in which students identify various jobs and occupations in the community, students work in pairs to complete a chart for each job observed (e.g., job title, place of work, description of job duties). <i>Performance indicators:</i> 2, 7, 10, 13</p>	<p>With a partner, students interview a worker or another adult about a selected occupation, taking notes on job details. Students write a brief description of the occupation and share orally with the class, answering questions from peers. <i>Performance indicators:</i> 2, 5, 7, 8, 10, 12, 13, 16</p>
<p>Students listen to or read informational text about the environment. Class uses a graphic organizer provided by the teacher to organize information in pictures and simple phrases (e.g., sources of pollution, effects, helpful measures). Students cut out magazine pictures that illustrate environmental concepts. Class collaborates on making a collage, adding a few words or descriptive phrases. <i>Performance indicators:</i> 1, 4, 6, 7, 16</p>	<p>Students listen to or read informational text about the environment. Small groups use graphic organizers created by class (with teacher's help) to organize information in phrases (see Beginning task). Small groups collaborate on making posters showing different environmental problems and solutions, including explanatory phrases. <i>Performance indicators:</i> 1, 4, 6, 7, 13, 16</p>
<p>Students listen to or read two simple illustrated texts about the life cycle of frogs and salamanders (e.g., <i>Tadpole and Frog</i> (Stopwatch Series) by Christine Back, and <i>Frogs, Toads, Lizards and Salamanders</i> by Nancy Winslow Parker). Using a Venn diagram, class draws and labels pictures to show differences and similarities between the two animals. <i>Performance indicators:</i> 2, 3, 4, 16</p>	<p>Students listen to or read two illustrated texts about the life cycle of frogs and salamanders. Small groups work together to create Venn diagrams and write phrases showing differences and similarities. Groups use a variety of sources (e.g., <i>Zoo Books</i> or <i>Wide World of Animals</i> CD-ROM) to find additional facts about these animals. Groups collaborate on creating a question-and-answer book for other classes. <i>Performance indicators:</i> 2, 3, 4, 5, 7, 9, 13, 16</p>

ESL

1

Elem

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

**Performance Indicators: See page 12**

**English Proficiency Level**

**Advanced**

Students complete Intermediate task. Students choose additional information about the selected occupation from texts in library or Internet to find varieties of this job (e.g., volunteer vs. salaried firefighter, state police vs. local police, dentist vs. dental hygienist, small shop owner vs. supermarket employee). Students summarize information in a compare/contrast poster for display in classroom or school corridor.  
*Performance indicators:* 1, 2, 3, 4, 5, 7, 8, 9, 10, 12, 13, 16

**Transitional**

Students complete Advanced task. In small groups, students engage in a simulation activity. Teacher tells students, for example, that the mayor has only enough money to pay for 10 of the 12 occupations researched. Students decide which occupations should be eliminated and why. Each group presents conclusions to class.  
*Performance indicators:* 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12, 13, 16

Students complete Intermediate task. Students read or listen to a fiction book on this topic (e.g., *Just a Dream* by Chris Van Allsburg). After discussion of the different environmental issues and the book's message, class collaborates on creating an environmental board game to get this message across to others. (Small groups work on separate tasks, developing forward and backward moves based on environmental problems and solutions.)  
*Performance indicators:* 1, 3, 4, 6, 7, 13, 16

Students listen to and read information about the environment, using multiple sources (e.g., speakers, websites, non-fiction and fiction books including *Just a Dream* by Chris Van Allsburg and *The Great Kapok Tree* by Lynne Cherry). Students keep notes and use graphic organizers to organize information. Students reflect in dialogue journals on what they have learned, distinguishing between the various sources (e.g., fictional vs. nonfictional), and telling which they preferred and why. Students then draw their vision of the planet's future and describe it, using the writing process. Students' work is shared with the class and displayed on a hallway bulletin board.  
*Performance indicators:* 1, 2, 3, 4, 6, 7, 8, 9, 11, 12, 13, 16

Students listen to a variety of texts and take notes about the life cycle of frogs and salamanders. On the basis of their notes and readings, small groups create Venn diagrams showing differences and similarities. Groups research animals with similar characteristics (electronically or in print) and share information with class.  
*Performance indicators:* 1, 2, 3, 4, 7, 9, 10, 13, 16

Working in pairs, students choose two animals (with some similar characteristics) to read about. Students take notes and collaborate to create Venn diagrams showing differences and similarities. Each pair of students prepares an oral and visual class presentation, including key concepts and supporting details from the texts. They design a quiz to check on classmates' understanding.  
*Performance indicators:* 1, 2, 3, 4, 5, 7, 8, 9, 10, 12, 13, 16

Continued on next page

# Standard 1: Continued

## Elementary Grade Sample Classroom Tasks:

### English Proficiency Level

#### Beginning

Students listen to or read a simple book about bats (e.g., *Screech!* by Melvin and Gilda Berger, *Amazing Bats* by Frank Greenaway, *Bats* by Gail Gibbons, or *Ziping, Zapping, Zooming Bats* by Ann Earle). Teacher displays four sheets of poster paper, each bearing one of the following titles: What Bats Eat, What Bats Do, What Bats Look Like, Where Bats Live. Students look at a variety of picture books and draw and label (with teacher's help) interesting facts. Class collaborates to categorize information (i.e., attach it to the appropriate poster). Students create their own illustrated bat books, using a template provided by the teacher.

*Performance indicators:* 1, 2, 4, 7, 15, 16

#### Intermediate

Teacher shows pictures of bats. Class creates a KWL chart reflecting students' prior knowledge and their questions about the topic. Teacher makes available a variety of picture books on bats (see Beginning task). While students look through the books and discuss interesting finds with each other, teacher writes down comments verbatim. Teacher helps students share all their interesting facts and observations with the class as they enter them on poster paper, as described in Beginning task. Teacher and class read *Stellaluna* by Janell Cannon (identifying factual vs. fictional elements) or sing *B-b-bats!* by Norma Gentner (Wright Group Publishing. Co.). Students continue to add to posters. Students make their own illustrated books about bats by selecting and paraphrasing a variety of categorized information.

*Performance indicators:* 1, 2, 3, 4, 6, 7, 15, 16

Teacher brings in photographs of different life events (e.g., as a baby, on the first day of school, at graduation). Class brainstorms important events in students' lives. Students take home simple questions to gather information about events from family. They share information with class, including photographs, if possible. Teacher demonstrates the creation of a personal timeline using brief captions. Students order their photographs chronologically and create their timelines with teacher's help. Students share timelines and discuss similarities and differences. Timelines and photographs are displayed on bulletin board.

*Performance indicators:* 2, 3, 4, 5, 7, 9, 14

Students complete Beginning task, using more detailed information for the timelines. Students use the timelines to write simple autobiographies, which may be shared in class. Students listen to or read an illustrated biography of a historical figure such as Harriet Tubman (e.g., *Go Free or Die* by Jeri Ferris, *Escape North!* by Monica Kulling, *Minty: A Story of Young Harriet Tubman* by Alan Schroeder). With teacher's help, class creates a timeline of Tubman's life. Small groups collaborate to create parts of a matching game of questions and answers about Tubman's life, to be played by the class.

*Performance indicators:* 1, 2, 3, 4, 5, 7, 8, 9, 10, 12, 13, 14, 16

Students listen to or read *Pizza* by Saturnino Romay (Scholastic). Students pantomime the steps in pizza making (e.g., measuring, chopping, kneading, sprinkling), making sure steps are in correct sequence. Teacher creates word wall for vocabulary, including sequence words. Students write and draw simple steps in order. Class collaborates to make a real pizza, following the steps outlined.

*Performance indicators:* 1, 7, 9, 12, 13

Students read *Banana Shake*. Small groups list the steps involved in making a banana shake, using sequence words. Students take turns carrying out the steps to make a real banana shake, while the teacher (or a student) takes a (digital) photograph of each step. Class collaborates in the creation of their own "Banana Shake" book, (modeled after *Banana Shake* by P. Cartwright) using photographs and captions. Students do a presentation and demo in another classroom and share banana shake.

*Performance indicators:* 1, 3, 7, 9, 12, 13

ESL

1

Elem

## English Proficiency Level

### Advanced

Students complete Intermediate task. Students use *Stellaluna* Living Books (CD-ROM) and complete the bat quiz on the CD, using newfound information for their bat books. Students share their books in class.

*Performance indicators:* 1, 2, 3, 4, 5, 6, 7, 10, 12, 16

### Transitional

Students complete the Advanced task. Small groups collaborate to create classroom presentations about bats, using the information in their books. As part of the process, teacher and students design a rubric to guide the groups in evaluating the quality of the written and oral presentations. Teams of “bat experts” visit other classrooms to present their information and answer questions.

*Performance indicators:* 1, 2, 3, 4, 5, 6, 7, 8, 11, 12, 13, 15, 16

Students create personal timelines as in the Intermediate task. They use the writing process to create autobiographies, which may be shared in class. Working in cooperative groups, students gather information and take notes on Harriet Tubman’s life. Each group uses a different source (see Intermediate task). Class collaborates to create a detailed timeline, using each group’s notes. Students then select one or two events in Harriet Tubman’s life and describe (orally or in writing) the importance of these events and how they affected her and/or others’ lives.

*Performance indicators:* 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12, 13, 14, 16

Students create personal timelines and autobiographies as in the Advanced task. Students each choose a figure in U.S. history and do research, taking notes and creating timelines. Class brainstorms common questions about these figures. Using the timeline and the questions, students prepare for a “wax museum” event. Students dress up as their chosen figure and use props and/or posters. Classes are invited to the wax museum, where they meet the historical figures and ask questions.

*Performance indicators:* 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12, 13, 14, 16

Students read *Pizza* or *Banana Shake* (see previous tasks). They list steps for a pizza or a banana shake recipe and collaborate to make a pizza or a banana shake (see Beginning or Intermediate task). Students bring in other recipes (e.g., from their native countries). Each student explains to class how the dish is made. Recipes are illustrated and collected in a class book of recipes.

*Performance indicators:* 1, 2, 3, 5, 7, 8, 9, 12, 13, 14

Students complete Advanced task. Students examine children’s cookbooks that include cultural stories and, using one of these stories as a model, write a story that illustrates the importance of a particular recipe to his/her family. They may also write background information on the country of origin. Student work is included in the class book of recipes, together with photographs of the students.

*Performance indicators:* 1, 2, 3, 5, 7, 8, 9, 12, 13, 14

ESL

1

Elem

CLASSROOM  
TASKS

# Standard 1: Continued

## Elementary Grade Sample Classroom Tasks:

### English Proficiency Level

Beginning	Intermediate
<p>Students and teacher generate vocabulary and label items in the classroom. Using a template in the shape of the room, each student draws and labels a map of the classroom. Using their maps and following teacher's clues, students go on a treasure hunt.</p> <p><i>Performance indicators:</i> 1, 2, 7</p>	<p>Students create a map of the classroom as in Beginning task. Using this model at home, students create a map of their favorite room and write a paragraph describing it and explaining why it is their favorite room. Students share their work in class. Through a process of peer review, students revise their work.</p> <p><i>Performance indicators:</i> 1, 2, 7, 8, 10, 11, 12, 13, 15</p>
<p>Students look at different pictures of homes (e.g., in <i>This Is My House</i> by Arthur Dorros). Students and teacher brainstorm words for different homes and their parts, as well as colors and other characteristics, creating a word wall. Each student draws a picture of his/her home, labeling parts and writing his/her full address. Students use a template to write a few simple sentences to describe their home and what they like about it. Students share their work in class.</p> <p><i>Performance indicators:</i> 1, 3, 4, 7, 8, 11, 12</p>	<p>Teacher and students read <i>This Is My House</i> by Arthur Dorros, and discuss and compare different kinds of homes. Next, teacher and students read <i>My Global Address</i> (T. Nunn) and discuss their own "global address": street, neighborhood, town, state, country, continent, hemisphere, and planet. Students each draw a picture of their home with full "global" address, and write a paragraph to describe their home and tell what they like about it. Students work with a partner to edit, revise their writing, and share their work in class.</p> <p><i>Performance indicators:</i> 1, 2, 3, 4, 7, 8, 9, 11, 12</p>

ESL

1

Elem

## English Proficiency Level

### Advanced

Using a template in the shape of the school, students go on a guided tour of the building to help create a map of the school. Map will include important places as indicated by symbols (e.g., nurse's office, main office, library, bathrooms, gym, cafeteria), as well as a key. Students write a brief introduction about their school. Peer review will be part of the writing process. Maps and introductions will be provided to newcomers and/or distributed at open house or orientation for ESL parents.

*Performance indicators:* 1, 2, 7, 8, 10, 11, 12, 13, 15

### Transitional

Students complete Advanced task. Students add a compass rose and directions on how to get to the building. The introduction is more detailed, listing special programs and what students like about their school. Peer review is included as part of the writing process.

*Performance indicators:* 1, 2, 7, 8, 9, 10, 11, 12, 13, 15

Students complete Intermediate task. In addition, students draw and write about their homes in their native countries. They share their work in class. (An alternative, if students were born in the U.S., is to have students draw and write about their ideal home in the future.)

*Performance indicators:* 1, 2, 3, 4, 7, 8, 9, 10, 11, 12, 14

Students complete Advanced task. Students use the writing process to describe similarities and differences between the two homes, with a concluding paragraph about which one they prefer and why. In small peer review groups, students discuss and evaluate each other's work. Students revise as needed. Class collaborates to create a bulletin board display of their work, with a map showing native countries.

*Performance indicators:* 1, 2, 3, 4, 7, 8, 9, 10, 11, 12, 13, 14

ESL

1

Elem

CLASSROOM  
TASKS

## Standard 2:

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

### Elementary Grade Sample Classroom Tasks:

English Proficiency Level	
Beginning	Intermediate
<p>Teacher/students select a favorite author for an author study (e.g., Marc Brown, Arnold Lobel, William Steig). Teacher reads first story to class. On a simple teacher-made chart (e.g., Somebody... Wanted... But... So then...), students identify characters, setting, problem, solution. Students respond to book (e.g., illustrate their favorite part and write a caption, or act out scene). They repeat process with additional books from selection. In conclusion, students choose favorite book and explain why.</p> <p><i>Performance indicators:</i> 1, 2, 4, 7, 10</p>	<p>Teacher/students select a favorite author for an author study (e.g., Marc Brown, Arnold Lobel, William Steig). Teacher reads first story to class. Using a think-pair-share strategy, students make an oral response to a partner each time the teacher stops reading. Students begin open-ended response journals. Teacher provides list of options (e.g., favorite part, favorite character, one thing I hate, suggestions for change). On a teacher-made chart, class identifies characters, setting, problem, solution, lesson taught or implied. Students repeat process, using additional books, reading in pairs, etc. In culminating activity, students use journals and details from chart to write about their favorite book, explaining why they chose it. They share and discuss with class.</p> <p><i>Performance indicators:</i> 1, 2, 4, 5, 7, 9, 10, 12</p>
<p>Teacher reads a story about friendship (e.g., <i>Frog and Toad</i> by Arnold Lobel, <i>Fox and His Friends</i> by Edward Marshall, <i>Friends</i> by Helme Heine, <i>My First American Friend</i> by Sarunna Jin). Class discusses story. In groups of three, students illustrate the beginning, middle, and end of the story and use pictures to retell story. Students draw and write about their own friends.</p> <p><i>Performance indicators:</i> 1, 2, 4, 8, 9</p>	<p>Students complete Beginning task. Students find and orally “lift a line” of text that shows what friends do or don’t do. Class develops T-chart of things friends do and don’t do. Students listen to or read additional stories about friendship, adding to the T-chart as they discover new traits. Students write about an experience with a friend that includes a trait from the T-chart, and they share this experience in class.</p> <p><i>Performance indicators:</i> 1, 2, 4, 7, 8, 9</p>
<p>Teacher reads one fiction and one nonfiction book on a topic (e.g., <i>Clifford</i>/dogs, <i>The Little Engine</i>/trains) and discusses differences in genres. Students brainstorm topics they want to read about in preparation for a trip to the school library. Teacher and students visit the library and locate fiction and nonfiction books by topics. Students record titles, authors, and genres in reading logs. With teacher assistance, students read books and respond in their logs in words or pictures. Teacher provides ongoing opportunities for students to visit the library.</p> <p><i>Performance indicators:</i> 1, 2, 3, 7</p>	<p>Students complete Beginning task. Teacher holds brief discussion of new genres as students bring new books to class. Students maintain reading logs with genres noted. Periodically students read through logs and select one book to recommend to a friend. Class discusses how to talk about books (e.g., on the basis of plot, characters, ideas). Students write a friendly letter in which they talk about the book.</p> <p><i>Performance indicators:</i> 1, 2, 3, 4, 6, 7, 10</p>

ESL

2

Elem

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

**Performance Indicators: See page 16**

### English Proficiency Level

#### Advanced

Students complete Intermediate task. Students may use the Internet to learn more about author and books. As a culminating activity, teacher reads a final selection, stopping after the problem is established. Students write and illustrate an original ending, sharing and discussing with class. Class discusses how each ending compares to author's style. Teacher reads original text. Students write final reflections in response journal.

*Performance indicators:* 1, 2, 4, 5, 7, 8, 9, 10, 12

#### Transitional

Students complete Intermediate task. Students may use the Internet to learn more about author and books. With guidance, students discuss author's style (e.g., humor, predictability, common issues/themes), and add stylistic elements to class chart. Using response journals and class chart, the class develops a checklist of common elements in this author's books. Students write and illustrate original stories in the style of the author. They evaluate the stories, using the checklist, and collect them to make a class book.

*Performance indicators:* 1, 2, 4, 5, 7, 8, 9, 10, 11, 12

Students complete Beginning task. Class develops T-chart of things friends do and don't do. Teacher provides additional friendship stories in different genres (e.g., poetry, biography). Class discusses genres as they are introduced. Students add to the T-chart as they discover new traits. Students reflect on the T-chart and write a description of an ideal friend and an ideal day with that friend. They share this writing with class.

*Performance indicators:* 1, 2, 3, 4, 5, 7, 8, 9

Students complete Advanced task. Students select a genre and use the writing process to create an original friendship story. Students may use illustrative software (e.g., *My Own Stories* CD-ROM) to complete final drafts. Stories are shared with the class. Class discusses elements of genre and friendship traits expressed in each story.

*Performance indicators:* 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

Students complete Intermediate task. Students establish reading buddies (e.g., on the basis of friendly letters). Reading buddies choose a book to read together. During and/or after the reading, students maintain correspondence (e.g., dialogue journal, double-entry journal, or letters).

*Performance indicators:* 1, 2, 3, 4, 5, 6, 7, 9, 10

Students complete Advanced task. Class brainstorms list of ways to present books (e.g., posters, book talks, selective readings, character enactment). Students take turns preparing and making class presentations.

*Performance indicators:* 1, 2, 3, 4, 5, 6, 7, 9, 10, 12

Continued on next page

## Standard 2: Continued

### Elementary Grade Sample Classroom Tasks:

English Proficiency Level	
Beginning	Intermediate
<p>Teacher reads a simple fable or legend (e.g., Aesop, Leonna, Steig, Noble). Teacher develops a story map and identifies the problem and the solution. Class discusses what lesson/moral is taught. Process is repeated with additional fables/legends. When students are familiar with the genre, teacher may stop during a reading and ask students to predict a solution. Students draw pictures of a fable or legend they think teaches an important lesson, and write brief captions.</p> <p><i>Performance indicators:</i> 1, 2, 3, 5</p>	<p>Students complete Beginning task. When students are familiar with the genre, pairs of students guess the lesson/moral taught by the fable or legend and share their opinions with the class. In their reading logs, students create a chart to list and describe genres read. Students write a paragraph explaining the genre and reflecting on the value of fables and legends.</p> <p><i>Performance indicators:</i> 1, 2, 3, 4, 5, 7, 9</p>
<p>Class reads or listens to a few stories with dialogue (e.g., <i>Frog and Toad</i>, <i>Three Billy Goats Gruff</i>). Teacher converts stories to simple scripts. Students work in small groups to learn parts and present the skits. Teacher provides a simple checklist to guide and evaluate the skits.</p> <p><i>Performance indicators:</i> 1, 6, 9, 11</p>	<p>Class reads a few stories with dialogue (e.g., <i>Frog and Toad</i>, <i>Three Billy Goats Gruff</i>). Students work in small groups to convert stories to scripts. Class develops a simple checklist to guide and evaluate the performances. Students memorize parts, and they rehearse and present skits, using simple props.</p> <p><i>Performance indicators:</i> 1, 6, 9, 11</p>
<p>Students are introduced to poetry elements through nursery rhymes with visuals (e.g., using Steck Vaughn's <i>Magnetic Way</i>). After listening to the rhymes and manipulating the visuals, students begin saying the rhymes aloud chorally, first in unison, then by alternating lines (alternate between girls and boys or between any other two groups in the class). Students watch teacher write out the poem and listen for the rhyming words. Students circle, highlight, or underline the rhyming words on their own copy of the piece. Students take turns reciting the poem aloud and acting it out.</p> <p><i>Performance indicators:</i> 1, 2, 3, 6</p>	<p>Teacher and students read and reread aloud various poems together. Students look for poetry and bring it to class to share. Teacher explains poetic devices and form (see Advanced task) as they arise in works shared. Each student keeps a poetry journal to write in daily (new poem, revision, or brainstormed list of ideas). Teacher can provide poetry starter ideas (see Transitional task). Poems are works in progress; teacher provides general feedback to guide students in editing. Poetry party is planned to provide a forum for making poems "public." (See <i>Sunrises and Songs: Reading and Writing Poetry in an Elementary Classroom</i> by Amy A. McClure.)</p> <p><i>Performance indicators:</i> 1, 2, 3, 5, 6, 8</p>

## English Proficiency Level

### Advanced

Students complete Intermediate task. When students are familiar with the genre, pairs of students read additional fables/legends, and present summaries to the class. The class guesses the lessons/morals taught. In culminating activity, class creates a fable or legend, round-robin style.  
*Performance indicators:* 1, 2, 3, 4, 5, 6, 7, 8, 9

Students complete Intermediate task. In small groups, students select a story they know and convert it to a puppet show, adding original text if desired. Students make simple puppets and scenery, rehearse, and present the show. They evaluate the performances, using the checklist.  
*Performance indicators:* 1, 2, 5, 6, 9, 10, 11

Students take a pretest/survey on their understanding of poetry devices and form (e.g., matching the terms *haiku*, *cinquain*, *couplet*, *rhyme*, *rhythm*, *meter*, *alliteration*, *onomatopoeia*, *personification*, *metaphor*, *simile* with examples of those forms). Teacher and students read aloud poems such as “Keep a Poem in Your Pocket” by Beatrice Schenk de Regniers and books like *Many Luscious Lollipops* by Ruth Heller. Students write poetry and make a book of poetry definitions, using their own work. Students share one of their definitions with the class. Students take a posttest/survey on poetry terms.  
*Performance indicators:* 1, 2, 3, 5, 6, 8, 10

### Transitional

Students complete Advanced task. Class brainstorms elements of the genre and creates a checklist. Teacher selects one or two lessons/morals, and each student writes an original fable or legend in keeping with the genre. Students use the checklist to evaluate the writing. Students may use illustrative computer software (e.g., *Storybook Weaver* CD-ROM) to create their final draft. They share with class.  
*Performance indicators:* 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

Students complete Intermediate task. Students brainstorm possible scenarios for original puppet shows. In small groups, students write an original script, make puppets and scenery, rehearse, and present the show. Students may videotape the performances and evaluate them, using the checklist.  
*Performance indicators:* 1, 2, 4, 5, 6, 8, 9, 10, 11, 12

Students complete Advanced task. Students learn and practice additional ideas for poetry writing (e.g., ideas related to names or the senses; themes such as “Things I’ve never seen or done,” “I used to be ... but now I am ...,” and “What’s in a...”). Class work is published and read aloud in class. Students select a poem to recite in front of their peers, who score their performance with a rubric that addresses poise, pacing, expression, volume, pronunciation, and any other category agreed upon by teacher and performers.  
*Performance indicators:* 1, 2, 3, 5, 6, 8, 10, 11

ESL

2

Elem

CLASSROOM  
TASKS

## Standard 2: Continued

### Elementary Grade Sample Classroom Tasks:

English Proficiency Level	
Beginning	Intermediate
<p>Students watch children's theatre live or on video/DVD (e.g., <i>Faerie Tale Theatre</i> [Playhouse Video]). With the use of playback (if applicable), teacher helps students identify setting, character, and plot, using a simple chart (Somebody... Wanted... But... So then...). Students engage in drama games (e.g., Viola Spolin's <i>Theater Games for the Classroom</i>, Northwestern University Press, 1986) and collaborate to reenact the play they saw.</p> <p><i>Performance indicators:</i> 1, 2, 4, 9, 10, 12</p>	<p>Students read aloud <i>Six Plays for Girls and Boys to Perform</i> (Pleasant Co. Publications, 1998) by Valerie Tripp. Students use <i>The American Girls Premiere</i> CD-ROM to write, direct, and produce plays. Students keep a character diary based on their role. Diary includes descriptions of what the character does, says, thinks, hears, and feels.</p> <p><i>Performance indicators:</i> 1, 2, 3, 4, 7, 8, 9, 10, 12</p>
<p>Students listen to two versions of <i>Cinderella</i> (e.g., <i>The Golden Slipper</i>, <i>The Korean Cinderella</i>). After each version is read, students brainstorm elements of story in Venn diagram. Teacher may guide categories (e.g., characters, settings, magic objects). Working in small groups, students identify common elements and complete the center of the diagram. Class discusses which version they liked best and why.</p> <p><i>Performance indicators:</i> 1, 2, 3, 4, 7, 9, 12</p>	<p>Students listen to three versions of <i>Cinderella</i> (e.g., <i>Yeh-Shen</i>, <i>The Egyptian Cinderella</i>, <i>The Rough-Face Girl</i>). After each version, class adds to teacher-made chart, listing elements such as beginning and ending sentences, character descriptions, settings, lessons taught, quality of illustrations. In small groups, students discuss which story they liked best and identify elements in the class chart that support their opinion. Each student draws an illustration of his/her favorite story and writes a paragraph explaining why it was their favorite. Student work is displayed.</p> <p><i>Performance indicators:</i> 1, 2, 3, 4, 7, 9, 10, 12</p>

ESL

2

Elem

## English Proficiency Level

### Advanced

Students read a variety of plays (e.g., *Folk Tale Plays Round the World* by Paul T. Nolan, *Visitor from Another Planet* by George P. McCallum, *Six Plays for Girls and Boys to Perform* by Valerie Tripp) and rate them according to personal preferences. Students negotiate which play they will perform on the basis of their ratings and the needs of the group. Students prepare, rehearse, and perform for another class.

*Performance indicators:* 1, 2, 3, 4, 6, 7, 8, 9, 10, 11, 12

### Transitional

Students read a variety of plays and rate them (see Advanced task). Students brainstorm characteristics of a good play. They write a play with these characteristics, based on a story already read. Students prepare and later videotape a rehearsal in order to critique their performance and polish it, referring to their characteristics of a good play. Final performance is in front of a live audience of family and peers.

*Performance indicators:* 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

Students listen to two versions of *Cinderella* (e.g., *The Turkey Girl*, *Mufaro's Beautiful Daughters*). After each version is read, class brainstorms elements of story in story webs. With teacher's help, class distills the information from the webs into a chart of story elements (see Intermediate task). Teacher displays wide range of *Cinderella* books with audiotapes. Pairs of students select one to read or listen to. After finishing the books, students give book talks (including likes/dislikes) and add information to class chart. Students fill out teacher-made reflection sheets assessing the project.

*Performance indicators:* 1, 2, 3, 4, 7, 9, 10, 12

Students listen to two versions of *Cinderella* while taking notes (e.g., *Jouanah: A Hmong Cinderella*, *The Enchanted Anklet: A Cinderella Story from India*). After each version is read, class brainstorms elements of story in story webs. With teacher's help, class distills the information from the webs into a chart of story elements (see Intermediate task). Students read additional *Cinderella* stories as in Advanced task. With teacher's help, class creates a rubric for guiding and assessing students' original *Cinderella* stories. Students use the writing process and include peer review to complete their stories. Final products are assessed by rubric and assembled in class book.

*Performance indicators:* 1, 2, 3, 4, 7, 8, 9, 10, 12

## Standard 3:

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

## Elementary Grade Sample Classroom Tasks:

English Proficiency Level	
Beginning	Intermediate
<p>Students present a favorite toy or game to class, describing what they do with it and why they like it. Using a wall chart, class categorizes all toys by size, color, mode of operation, parts, and number of pieces.</p> <p><i>Performance indicators:</i> 1, 9</p>	<p>Class watches two or three videotaped commercial advertisements for toys. Students describe each ad and answer questions such as: For whom was the ad made? What parts of the ad made the toy appealing? What words were used to describe the toy and to make you like it?</p> <p><i>Performance indicators:</i> 1, 5</p>
<p>Teacher models browsing through a magazine (e.g., <i>Good Housekeeping</i>), pointing out to students practical and luxury items she would like to buy. Working in small groups, students cut out five items in each category they are interested in buying. Items are displayed on posters. The groups collaborate to prepare a presentation for class, noting reasons for choosing items in each category.</p> <p><i>Performance indicators:</i> 1, 3, 5, 7</p>	<p>Students complete Beginning task. Teacher presents ad(s) and class discusses facts and opinions in the ad (e.g., price and quality). Small groups revisit posters and create a T-chart listing facts and opinions in each ad. Charts are presented to class. Class discusses and evaluates the charts. Charts are revised as necessary.</p> <p><i>Performance indicators:</i> 1, 3, 4, 5, 7, 9</p>
<p>Teacher reads <i>City Mouse, Country Mouse</i> by John Wallner. Class brainstorms and charts advantages/disadvantages of urban and rural living. In a circle, students discuss where they live and compare their setting to the book. Students draw a picture of their house and write a simple opinion sentence.</p> <p><i>Performance indicators:</i> 1, 3, 7, 9</p>	<p>Students complete Beginning task. Teacher reads <i>The Little House</i> by Virginia Lee Burton and class discusses urbanization. Class divides into groups. Each group plans and develops a poster depicting the house in the different time periods (phases of urbanization). Class discusses how life in the little house must change with each time period (going from rural to suburban to urban to decay). Students write a paragraph describing the scene on their poster and they attach it for display.</p> <p><i>Performance indicators:</i> 1, 3, 7, 9</p>
<p>Teacher and students draw pictures of people and things that are important in their lives. Teacher helps students with basic vocabulary for each picture. Teacher models “good” and “bad” ways to do a basic oral personal introduction, using her pictures. Class identifies good/bad features of the presentation and develops checklist for oral presentations (e.g., body language, diction, volume, eye contact). Students give basic personal introduction, using their pictures. Class uses checklist to evaluate.</p> <p><i>Performance indicators:</i> 2, 4, 8, 9</p>	<p>Students complete Beginning task through development of oral presentation checklist. Next, students discuss content of teacher presentation, and determine what else they would like to know. Students brainstorm additional topics for introduction and develop a checklist for content. Students prepare introductions, using expanded checklist. Students give their presentations and class evaluates, using checklist.</p> <p><i>Performance indicators:</i> 2, 4, 7, 8, 9</p>

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

**Performance Indicators: See page 20**

**English Proficiency Level**

**Advanced**

**Transitional**

Students complete Intermediate task. They identify the two best features of each ad and in small groups make recommendations for improvements of one of the ads. They present recommendations and justifications to the class.  
*Performance indicators: 1, 2, 3, 5, 7*

Students choose a toy brought in by another student and create an ad persuading classmates to buy the toy. They present ads to the class.  
*Performance indicators: 1, 5, 6*

Students complete Intermediate task. Teacher provides a variety of magazines. Each small group chooses a magazine and studies the ads to determine major categories of products. Products are charted within each category and graphed. Groups analyze the graphs and discuss magazine's target audience. After reaching consensus, groups collaborate on a letter to the publisher, explaining the project and asking for confirmation of their conclusions.  
*Performance indicators: 1, 2, 3, 4, 5, 7, 9*

Students complete Advanced task through reaching consensus. Each group reviews two additional magazines and expands the original graph to show data from the three magazines side by side. Each student writes an essay comparing the data from each magazine and includes an explanation of conclusions. Group letters to publishers are used as model.  
*Performance indicators: 1, 2, 3, 4, 5, 7, 8, 9*

Teacher reads *The Little House* by Virginia Lee Burton. Class discusses urbanization. Class studies illustrations, looking for objects that can be dated (e.g., transportation, clothing). Students choose one object for research and in cooperative groups brainstorm ways to gather information. When research is complete, groups make a pictorial timeline for display. Each student selects a particular time period in the life of the little house and writes an essay explaining why that period appeals to him/her. Essays are shared in class.  
*Performance indicators: 1, 2, 3, 7, 9*

Students complete Advanced task. Teacher reads *City Mouse, Country Mouse* by John Wallner, and/or *The Journey* by Sarah Stewart. Class brainstorms and charts advantages/disadvantages of urban and rural living. With teacher's help, students do Internet research on current issues in urban and rural living and add information to the chart. Students form two teams, develop arguments, and debate pros and cons of urban versus rural living. Students may conduct the debate in a non-ESL classroom and poll the class before and after the debate.  
*Performance indicators: 1, 2, 3, 4, 6, 7, 8, 9*

Teacher and students draw pictures of people and things that are important in their lives. Teacher is videotaped modeling good and bad presentation of personal information. Class reviews video and lists aspects of poor delivery and good delivery. Teacher uses lists to create a four-point rubric. Students view the video again and discuss content as in Intermediate task. Students brainstorm 5 -10 categories of desirable info (e.g., biographical, future plans, early memories, parent input), and develop a checklist. Students give presentations and class evaluates, using rubric and checklist.  
*Performance indicators: 1, 2, 4, 7, 8, 9*

Students complete Advanced task. However, students create the oral presentation rubric as a class, with guidance from teacher. Students also develop a content rubric based on the checklist. Students are videotaped giving presentations. Students view the videos and self-assess, using the rubrics. Students adjust their presentations and are videotaped again to check for improvement. Class may evaluate presentations and compare personal and class assessments.  
*Performance indicators: 1, 2, 4, 7, 8, 9*

Continued on next page

## Standard 3: Continued

### Elementary Grade Sample Classroom Tasks:

#### English Proficiency Level

Beginning	Intermediate
<p>Teacher provides groups of students with copies of a newspaper. After becoming somewhat familiar with basic contents and format, students cut out pictures of people working. In groups, students place pictures on posters and label the occupations. Students talk about the jobs of people they know. They choose one job and act it out, and the class guesses the occupation. Students draw a picture of their chosen job and explain why they like it.</p> <p><i>Performance indicators:</i> 1, 3, 7</p>	<p>Teacher provides groups of students with copies of a newspaper. After becoming familiar with basic contents and format, students review the different sections of the newspaper (one section per group). Students cut out items of interest and create a poster for presentation to the class. Members of each group plan the presentation by discussing what is of interest and who will present each item. Groups present their posters. Class completes a teacher-made reflection sheet featuring categories such as “surprises,” “most interesting,” and “already known”</p> <p><i>Performance indicators:</i> 1, 3, 4, 7</p>
<p>Teacher divides class into cooperative groups. As a first task, students select a name for their group. Members propose possible names and group reaches consensus. Groups design posters to represent their group and chosen name. Cooperative groups may work on a variety of class projects.</p> <p><i>Performance indicators:</i> 3, 6, 7</p>	<p>Students complete Beginning task. Class reads <i>The Three Little Pigs</i> and <i>True Story of the Three Little Pigs</i> by John Scieszka. Students prepare for a mock trial of the wolf. Groups take on roles of judge, jury, defendant, plaintiffs, and attorneys. Trial is conducted and jury renders verdict. Judge hands down sentence. Students each write a response to the verdict, indicating reasons for agreement or disagreement. They share responses in class.</p> <p><i>Performance indicators:</i> 1, 2, 3, 4, 6, 7</p>
<p>Teacher presents the Pocahontas story, using a documentary video (e.g., “Pocahontas: Ambassador of the New World” [A&amp;E Network]) and/or picture books. In groups, students select an incident to reenact. With teacher’s help, the class discusses and evaluates the actions of the characters in each scene. The teacher captures the language. Each group makes life-size drawings of the characters in their scene and attaches language bubbles from the information collected by the teacher.</p> <p><i>Performance indicators:</i> 1, 3, 7</p>	<p>Students complete Beginning task. Students watch the Disney movie <i>Pocahontas</i>. In small groups students use a T-chart to speculate as to what is true and what is Hollywood fiction. Teacher provides simple reference material, and groups check facts. Groups revise T-chart. Whole class discusses rationale for fictional embellishments.</p> <p><i>Performance indicators:</i> 1, 2, 3, 7, 9</p>

## English Proficiency Level

### Advanced

Students complete Intermediate task. Class and teacher brainstorm facts and opinions about items in the room (e.g., the carpet is blue, the carpet is beautiful). Class creates a T-chart to list their facts and opinions. Pairs of students look through the newspaper to find one example of a fact and one of an opinion, using an individual T-chart to record data. They share and discuss examples with class. Teacher presents a simple article (e.g., human interest story, movie review, current or upcoming events article). Students write a brief response, noting facts provided in story and expressing their opinion about it.  
*Performance indicators:* 1, 3, 4, 7, 8, 9

### Transitional

Students complete Advanced task. Teacher outlines an issue and polls the class for pros and cons. Teacher then reads a letter to the editor on the topic. Students chart facts and opinions found within the letter and they are polled again. Class discusses outcome of the polls and explains changes in opinion. Students create a checklist or rubric for an effective opinion letter. Students brainstorm controversial issues; each selects one, and writes a letter to the editor expressing an opinion. Using the rubric, students assess letters. Then they revise them and mail them to newspaper.  
*Performance indicators:* 1, 2, 3, 4, 5, 6, 7, 8, 9

Students complete Beginning task. With teacher guidance, students plan a class newsletter for parents. Each cooperative group proposes a name and banner for the newsletter. Class chooses name and banner, and brainstorms newsletter topics. Each cooperative group takes on assignments and writes articles (e.g., news about upcoming or recently completed classroom or school events, student stories with features on the author, a variety of opinion pieces). Class collaborates on publishing the newsletter.  
*Performance indicators:* 3, 4, 6, 7, 8, 9

Students complete Beginning task. Class brainstorms important cultural holidays (e.g., Cinco de Mayo, Chinese New Year). Groups select several holidays to research and present to class. Class discusses holidays and selects one for class- or school-wide celebration. Class brainstorms possible projects. After discussion, class reaches consensus on which projects to include in the celebration and develops a timeline. Each group takes on one or more projects and completes work. Teacher provides guidance and materials as needed. Celebration takes place. Students write reflections on process and activities.  
*Performance indicators:* 1, 2, 3, 4, 6, 7, 8, 9

Students complete Intermediate task. Students complete character trait webs contrasting the traits displayed by the main characters in movie and in nonfiction sources. Students reflect on the information in the webs and individually write a rationale for any discrepancies (may include rationale from Intermediate discussion). They share and discuss insights in class.  
*Performance indicators:* 1, 2, 3, 7, 8, 9

Students complete Advanced task. Class reads sample movie reviews and develops a checklist of key elements (e.g., synopsis, rating, accuracy). Each student writes a review of Disney's *Pocahontas*. Peers assess each other's reviews on the basis of the checklist. Class votes on the best review, which may be submitted to a school publication or the local newspaper.  
*Performance indicators:* 1, 2, 3, 4, 7, 8, 9

ESL

3

Elem

CLASSROOM  
TASKS

## Standard 4:

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

### Elementary Grade Sample Classroom Tasks:

English Proficiency Level	
Beginning	Intermediate
<p>Students respond to verbal directions given by the teacher, with or without teacher modeling, to straighten up the classroom and prepare to leave school for the day. <i>Performance indicators:</i> 7, 8</p>	<p>Half the class leaves the room. Teacher provides instructions to remaining half to accomplish a school-related task such as taking a book out of the library or using the listening center. In pairs, students retell the instructions to peers who did not receive instructions from the teacher. <i>Performance indicators:</i> 3, 4, 6, 7</p>
<p>Students select magazine or newspaper pictures/photographs that they find interesting. Students ask teacher's help with vocabulary if needed. Pictures are displayed. Teacher describes one or two, and students guess which picture is being described. Students take turns describing their selected pictures for others to guess. <i>Performance indicators:</i> 3, 4, 6</p>	<p>Students select magazine or newspaper pictures/photographs that they find interesting. Students post pictures around the classroom and describe selected ones, using details and inferential clues. Other students guess which picture is being described. <i>Performance indicators:</i> 3, 4, 6</p>
<p>After examining a variety of thank-you notes, the class brainstorms the language and form of a thank-you card to a family member or friend for a gift recently received. Teacher remarks on students' ideas and provides additional ideas when needed. Students use this list to write and illustrate the card, and send it to the addressee. <i>Performance indicators:</i> 1, 4, 9</p>	<p>Students complete Beginning task. Teacher shares a selection of pen pal letters and points out features of style for a pen pal letter. Class brainstorms ideas for content of a pen pal letter. Students and teacher find suitable potential pen pals on Epals.com and compose and send an initial pen pal letter. This may be a class or individual letter. <i>Performance indicators:</i> 1, 2, 3, 4, 9</p>
<p>Teacher demonstrates appropriate and less appropriate behaviors in class (e.g., taking turns vs. interrupting) and with teacher assistance students identify which are appropriate. Teacher develops a list of rules with student input and students create a poster illustrating rules. <i>Performance indicators:</i> 4, 7, 9, 10, 11, 12</p>	<p>Teacher hands out situational role-plays to pairs of students, who act out the classroom situation in both appropriate and inappropriate ways after teacher modeling. Class discusses acceptable behavior. Class brainstorms list of rules and possible consequences to use in a class poster. <i>Performance indicators:</i> 4, 5, 7, 8, 9, 10, 11, 12</p>

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

**Performance Indicators: See page 24**

### English Proficiency Level

#### Advanced

Each pair of students chooses a different school activity (e.g., going to the lunchroom or library, taking a test) and writes out the procedures to accomplish this activity. Pairs share their writings with other pairs to clarify and refine the procedures. Class compiles the procedures into a booklet to present to newly arrived English language learners.

*Performance indicators:* 3, 4, 6

Students work in pairs. One partner describes a simple picture or illustration not visible to the other. Partner tries to draw the picture. Through a paired writing assignment, partners reflect on each other's ability to describe and follow directions (e.g., telling what was included and missed in drawing).

*Performance indicators:* 1, 3, 4, 6, 7, 8

Students complete Intermediate task. Students identify similarities and differences in style between a thank-you note and a pen pal letter. From teacher-made list with samples, small groups of students choose a third type of letter (e.g., letter to a relative in the student's native country or to a favorite author) and extend the comparison, using a graphic organizer. Students make posters comparing the three for classroom display.

*Performance indicators:* 1, 2, 3, 4, 8, 9

Pairs of students create written role-plays showing appropriate and inappropriate class behavior and some follow-up discussion questions. Pairs exchange and act out scenarios, using the questions to guide whole class discussion.

*Performance indicators:* 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

#### Transitional

Students brainstorm school services that they would like to see established (e.g., new computer lab, art center, band room). In small groups, students write the procedures for using such a service. Students present the procedures to the class and discuss alternatives and recommendations for improvements. Written recommendations and procedures for the most popular services may be sent to principal.

*Performance indicators:* 2, 3, 4, 5, 6

Students select magazine or newspaper pictures depicting current events, and separate the picture from its caption. Each student paraphrases in writing the caption for his/her picture. Pictures and paraphrases are displayed separately. Class tries to match pictures and paraphrases. Class discusses and evaluates quality of paraphrased caption including comparison with the original caption.

*Performance indicators:* 3, 4, 6, 7, 8, 11

Students complete the Advanced task. Referring to list of letter types, students each write a third type of letter, and discuss the differences among the three. Letters are mailed to recipients.

*Performance indicators:* 1, 2, 3, 4, 8, 9

Students complete Advanced task. In addition, class brainstorms ideas for a class poster aimed at helping beginners or new arrivals with classroom interactions and appropriate language (poster might include a picture of a student using the pencil sharpener, along with the caption "May I sharpen...?").

*Performance indicators:* 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

Continued on next page

ESL

4

Elem

CLASSROOM  
TASKS

## Standard 4: Continued

### Elementary Grade Sample Classroom Tasks:

#### English Proficiency Level

Beginning	Intermediate
<p>Class develops a list of sample questions to ask about a personal object, and teacher models asking and answering the questions. Each student brings in an object of personal significance (e.g., a cherished family picture, or a memento from native country). With teacher assistance, students take turns describing their item and explaining its importance. Students answer questions and clarify information as needed.</p> <p><i>Performance indicators:</i> 2, 3, 4, 5, 6, 7, 10, 12</p>	<p>Students bring in an object of personal significance, as in Beginning task, without revealing the item to the class. Items are displayed, and students give clues about their own object. Students take turns trying to match each item with its owner, explaining their reasoning. Owner claims the item, describes it in detail, and explains why it is important, answering questions and clarifying information as needed.</p> <p><i>Performance indicators:</i> 2, 3, 4, 5, 6, 7, 10, 12</p>
<p>With teacher assistance, class develops a simple invitation to an event such as a publishing party or class play to be sent to parents and principal (this will accompany a teacher-made flyer describing the event more fully). Individual students illustrate and use native language (e.g., to write "Welcome!") to personalize the invitation.</p> <p><i>Performance indicators:</i> 1, 3, 7</p>	<p>Class brainstorms ideas for an invitation to an event such as a publishing party or class play (see details in Beginning task). Referring to this list, individual students create and personalize invitations to be sent to parents. Students present their invitations to the class and class votes on which invitation will be sent to principal.</p> <p><i>Performance indicators:</i> 1, 3, 4, 7, 8, 9</p>
<p>Following an illustrated presentation by the teacher on hobbies, students answer teacher's questions related to a hobby or personal interest in a weekly dialogue journal. Use of pictures in journals is emphasized. Teacher responds, sharing personal information and asking follow-up questions.</p> <p><i>Performance indicators:</i> 1, 2, 3</p>	<p>Students describe hobbies or other interests, or recent school experiences, in a weekly dialogue journal. Teacher initially provides journal topics; later topics are self-selected or taken from a class-generated list.</p> <p><i>Performance indicators:</i> 1, 2, 3</p>
<p>In a small group with native speakers of English, students learn a movement poem (e.g., "Five Little Pumpkins Sitting on a Gate") based on a holiday theme (e.g., Halloween). After several rehearsals, in which creative input from students is encouraged, group performs their piece for the entire class.</p> <p><i>Performance indicators:</i> 2, 4, 7, 8, 9, 10</p>	<p>Students are paired with native speakers of English from their own or another classroom. Together they read from a favorite book (e.g., <i>The Scary Stories Treasury</i> by Alvin Schwartz, or <i>Spooky Riddles</i> by Marc Brown) and select a story or riddle that they will take turns reading aloud to the class.</p> <p><i>Performance indicators:</i> 2, 4, 6, 7, 8, 9, 10</p>

ESL

4

Elem

## English Proficiency Level

### Advanced

### Transitional

Students bring in an object of personal significance, as in Intermediate task. Class brainstorms a list of questions about such an object that would provide personal information about the object's owner. Students interview each other in pairs, referring to the questions on the list and taking notes. Students use their notes to introduce their partners to class, including information about the personal item.

*Performance indicators:* 1, 2, 3, 4, 6, 7, 8, 9, 10, 12

Students complete Advanced task. On the basis of their interview experiences, students brainstorm a list of effective interview techniques (e.g., using open-ended and follow-up questions, taking detailed notes, providing feedback) and discuss how using an object provides interesting information on a person. Class also brainstorms a list of school staff and students they might like to interview (e.g., teachers, custodians, principal, nurse, upper-grade students). Students conduct the interviews and use their notes to introduce these people to the class (through descriptions).

*Performance indicators:* 1, 2, 3, 4, 6, 7, 8, 9, 10, 12

Students complete Intermediate activity. Class brainstorms ideas for the flyer that will accompany the personal invitation to the event (see details in Beginning task). Class develops checklist or rubric to guide and assess students' work on flyer. Individual students create flyers and share with the class or in small groups. After assessment and revision (if needed), invitations and flyers are sent to parents. Class votes (see Intermediate task).

*Performance indicators:* 1, 3, 4, 5, 7, 8, 9, 10

Students complete Advanced activity. Students, in small groups, use word processing and graphics computer programs to create various posters announcing the event, to be displayed in hallways. Groups also prepare an announcement to be included in classroom or school newsletter. Class displays posters and chooses best announcement to submit to the newsletter.

*Performance indicators:* 1, 3, 4, 5, 7, 8, 9, 10

Students complete Intermediate task. Class compares the writing style of journals to styles of other written communication (e.g., letters, notes, reports). Through the writing process students develop ideas from weekly journal entries into personal writing of one of these forms to be shared in a writing circle.

*Performance indicators:* 1, 2, 3, 4, 6, 8, 9, 10

Students complete Advanced task. Students, individually or in small groups, develop class presentations based on their personal writing (e.g., reading it to class, creating a short skit).

*Performance indicators:* 1, 2, 3, 4, 5, 6, 7, 8, 9, 10

Students brainstorm ideas for a group poem on a holiday theme (e.g., Halloween). Everyone's paper begins with the same sentence starter (e.g., "Halloween is..."). Students quickly write the first thing that comes to mind, fold the paper horizontally to cover their sentence, and then write a different phrase on the next paper that is passed to them (round-robin style) until all the papers have been filled. Each member of the group reads aloud one of the papers, and students must agree on the best line from each paper and the order in which to incorporate these lines into a poem for presentation to the whole class, and for display on a bulletin board.

*Performance indicators:* 2, 4, 5, 6, 7, 8, 9, 10

Paired with native speakers of English, students read aloud to each other several writings on a holiday topic (e.g., scary stories for Halloween [see Intermediate task]). Students then collaboratively create and write a piece on a similar theme. Pairs present their story as part of a whole class storytelling session.

*Performance indicators:* 2, 4, 5, 6, 7, 8, 9, 10

ESL

4

Elem

CLASSROOM TASKS

## Standard 5:

# Students will demonstrate cross-cultural knowledge and understanding.

### Elementary Grade Sample Classroom Tasks:

English Proficiency Level	
Beginning	Intermediate
<p>Teacher and students collaboratively create a chart listing selected national holidays in the United States (e.g., 4th of July, Memorial Day, etc.) and categories such as date, food, and activities. Students complete chart, describing aspects of the holidays, with teacher assistance.</p> <p><i>Performance indicators: 2</i></p>	<p>Students complete Beginning task. Teacher and students develop interview questions for family members to use in obtaining details on a selected holiday in their country. Students interview family members and share the information with the class. Students add the details to the holiday chart.</p> <p><i>Performance indicators: 2, 6</i></p>
<p>Teacher shares information about the Pilgrims (e.g., <i>The Pilgrims of Plimoth</i> by Marcia Sewall, <i>The First Thanksgiving</i> by Jean Craighead George, <i>Squanto's Journey</i> by Joseph Bruchac). After class discussion, students use a teacher-made T-chart to fill out basic information about the Pilgrims (who they were, where they came from, why they came, how they traveled, when and where they landed, what their difficulties were, who helped them, how they were helped). Students take their chart home to fill out similar information about their own family's immigration, with parents' input. Students share these charts in class and then post them in room.</p> <p><i>Performance indicators: 2, 3, 6</i></p>	<p>Students complete Beginning task, adding inferences about what the Pilgrims might have missed the most from their native country and what they might have appreciated the most in the New World. Students fill out equivalent info from own families and share in class. Students listen to <i>Sarah Morton: A Day in the Life of a Pilgrim Girl</i> and/or <i>Samuel Eaton: A Day in the Life of a Pilgrim Boy</i>, both by Kate Waters, and study the photographs. Class discusses the book(s) and develops a chart listing certain aspects of a Pilgrim child's life (e.g., chores or clothing). Next to each item students describe their own chores, clothing, etc. Students use the info in the chart to make illustrated books of a day in their lives in America. They share their books and discuss them in class.</p> <p><i>Performance indicators: 2, 3, 6</i></p>
<p>Students listen to two or three simple "why" (<i>pourquoi</i>) stories or myths from different countries on a similar theme (e.g., animals, sun/moon/Earth). Examples are <i>Why Opossum Is Grey</i>, <i>Why Owl Comes Out at Night</i>, <i>Why Mosquitoes Buzz in People's Ears</i>. Class discusses similarities. Students identify, orally or in pictures, one or two elements that show that the stories take place in different countries (e.g., names, language, clothing, landscape).</p> <p><i>Performance indicators: 5</i></p>	<p>With teacher's help, students read three why (<i>pourquoi</i>) stories or myths from different countries. Class develops chart or Venn diagram listing similarities and differences among the stories. Students draw and write about culture-specific elements in the various stories (see Beginning task).</p> <p><i>Performance indicators: 5, 6</i></p>

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

**Performance Indicators: See page 28**

**English Proficiency Level**

**Advanced**

Students make a multimedia presentation to a non-ESL class on a holiday from their country. Presentations might include pictures, food, costumes, artifacts, and a description of traditional activities.

*Performance indicators: 4, 6*

Students complete Intermediate task. Class discussion on *Sarah Morton* and *Samuel Eaton* includes a focus on gender differences between the time of the Pilgrims and the 21st century; that is, what did it mean to be a boy or girl Pilgrim and what does it mean to be a boy or girl in America today? Students create illustrated “day in my life” books including a glossary of terms unknown at the time of the Pilgrims (e.g., school bus, computer).

*Performance indicators: 2, 3, 6*

Small groups read different why (*pourquoi*) stories or myths (if possible from their native lands). Each group collaborates on a summary and poster of their story to present to class. Class develops chart listing similarities and differences in the stories. Students identify culture-specific elements (see Intermediate task) and in small groups write about how they contributed to the story.

*Performance indicators: 5, 6*

**Transitional**

Students select one American holiday and a corresponding holiday from their country (e.g., national independence days 4th of July and Cinco de Mayo) and compare/contrast these holidays by researching their history and purpose. Students compile information into a booklet on international holidays for school or class library.

*Performance indicators: 2, 5, 6*

Students complete Beginning task, using a multiple-column chart instead of a T-chart. They add inferences, as in Intermediate task. Teacher reads to the class *How Many Days to America* by Eve Bunting. Class discusses how this family’s experiences on their journey to America compare to the Pilgrims’ and what life may be like for them after they get settled here. Teacher makes available fiction and nonfiction books about various families’ immigration experiences (e.g., *The Feather-Bed Journey* by Paula Feder, *I Was Dreaming to Come to America* by Veronica Lawlor, *The Long Way to a New Land* by Joan Sandin, *Making a New Home in America* by Maxine Rosenberg). Small groups each select one book to read and present to class. Students add info on the chart (see questions in Beginning task). Class discusses common struggles and other aspects of immigration experiences.

*Performance indicators: 2, 3, 6*

Students complete Advanced task. Class reviews different elements of a why (*pourquoi*) story or myth and brainstorms topics for their own stories in this genre, including themes from North American culture (e.g., why a hot dog is a popular item at baseball games). Groups or individual students create illustrated *pourquoi* stories or myths, to be collected in class book.

*Performance indicators: 2, 5, 6*

Continued on next page

## Standard 5: Continued

### Elementary Grade Sample Classroom Tasks:

#### English Proficiency Level

##### Beginning

Students read or listen to a story dealing with emotion (e.g., *Who Wants an Old Teddy Bear*). During the reading, students look at the pictures and describe, with teacher assistance, the emotions expressed by the main character. After reading, students act out the story verbally and non-verbally. Teacher elicits “feeling” words. Students brainstorm, draw, and share their own feelings, specifically as they relate to cross-cultural experiences. Pictures can be labeled and assembled into “feelings” books.

*Performance indicators:* 3, 4, 6

##### Intermediate

Students read or listen to a story dealing with emotion (e.g., *Who Wants an Old Teddy Bear*, *Santiago* by Pura Belpre, or *Abuelita’s Paradise* by Carmen Santiago Nodar). Teacher stops periodically, anticipating important events in the story. Students use large paper folded in eight squares, drawing or writing short sentences in the top four squares to describe their predictions of what will happen and how the main character will feel. After the reading, students use the bottom squares to draw or write what actually happened and how the character felt, noting whether or not their predictions came true. Feeling words from the story and from other sources (e.g., *Feelings* by Alike) can be used to elicit students’ own experiences, orally or in writing (see Beginning task).

*Performance indicators:* 3, 4, 6

Students listen to (or read) a story with recurrent dialogue (e.g., *The Three Little Pigs*). Students and teacher discuss dialogue (“Little pig, little pig, let me come in,” etc.). Class brainstorms/acts out different ways this could be said, depending on who’s inside and who’s knocking at the door.

*Performance indicators:* 1, 4

Students complete Beginning task. Teacher makes available cards with roles and situations (e.g., teacher asks student for homework; friend calls to invite someone to a party; mother requests help in the kitchen; student apologizes for bumping into classmate). Pairs of students take turns acting these situations out. After role-plays, class discusses phrases and expressions that could be used as alternatives to what the students presented.

*Performance indicators:* 1, 4

Teacher shares *I Hate English* by Ellen Levine. After class discussion, students illustrate beginning, middle, and end of the book, showing the main character’s initial problems and gradual mastery of English. Teacher provides a simple rating scale (e.g., showing smiley, neutral, doubtful, and frowning faces) and asks individual students to rate how they like English. Teacher helps class create a list of things one can do to learn more English (e.g., play with English-speaking friends, watch TV, read/look at picture books, ask questions). Class creates posters with these suggestions, to be displayed in classroom or hallway.

*Performance indicators:* 3, 4, 6

Teacher shares a variety of books about the school experiences of newly arrived immigrants (e.g., *I Hate English* by Ellen Levine, *Aekyung’s Dream* by Min Paek, *Angel Child, Dragon Child* by Michele Surat, *Molly’s Pilgrim* by Barbara Cohen, *My First American Friend* by Sarunna Jin). With teacher’s help, class creates a chart listing different problems experienced by the main characters and how they are (or could be) solved. Students draw, write about, and share their own problems (past or current) in adapting here, and add information to the chart. Class helps figure out possible solutions. Student writings are included in a class book.

*Performance indicators:* 3, 4, 6

## English Proficiency Level

### Advanced

Students read/discuss a book on emotions (as mentioned in Intermediate task). Students cut out magazine pictures that show different emotions and hang these pictures around the room. Each student secretly selects one to describe and interpret in detail (orally and/or in writing) to the rest of the class. Other students guess which picture it is, and discuss whether they agree with the interpretation and why. Students select one of the emotions depicted in a picture and, through the writing process, write about an emotional experience (e.g., feeling sad about leaving their country). Students share final drafts and compile stories into a class feelings book.

*Performance indicators:* 3, 4, 6

### Transitional

Students complete Advanced task. Class brainstorms a list of important events (e.g., wedding, funeral, birth, graduation, relocation). In pairs, students research (through Internet, books, and interviews) the ways these events are commemorated in different (including students' native) cultures and in the U.S., paying attention to how grief, happiness, excitement, etc. are expressed. Share and discuss findings in class.

*Performance indicators:* 2, 3, 4, 5, 6

Class brainstorms a few social situations to be enacted through role-plays (see Intermediate task). After the role-plays, pairs of students develop and act out a selected situation. Students present possible alternative language for scene and explain why they made the language choices they did (see Intermediate task).

*Performance indicators:* 1, 4

Students complete Advanced task, but each pair acts out appropriate and less appropriate language and ways of interacting in various situations. Class is asked to select which is appropriate and why. The role-plays and ensuing discussions and evaluations are videotaped for future use with ESL students.

*Performance indicators:* 1, 4

Teacher shares one of the books listed as part of the Intermediate task, and small groups of students read additional books. Groups present books to class. Class creates and fills out chart (including pertinent information from the books as well as personal experiences), as in Intermediate task. Class uses the information in the chart to collaborate on a simple illustrated "problems/solutions" guide for newly arrived students.

*Performance indicators:* 3, 4, 6

Students complete Advanced task. Before creating the guide for newcomers, class brainstorms a list of additional helpful information about school in America (e.g., useful phrases, school personnel, calendar, map, daily schedule, school rules, procedures for cafeteria and library use). Guides are made available upon registration of new ESL students and/or at ESL orientation meetings.

*Performance indicators:* 2, 3, 4, 6

Continued on next page

ESL

5

Elem

CLASSROOM  
TASKS

## Standard 5: Continued

### Elementary Grade Sample Classroom Tasks:

#### English Proficiency Level

Beginning	Intermediate
<p>Teacher gradually introduces a variety of American games (e.g., Simon Says, I Spy, Bingo) and/or board games (e.g., Chutes and Ladders, Candy Land, Dominoes). If possible, students are paired with native English speakers while learning to play the games. Teacher conducts a survey of favorites and helps students make bar graphs. Students take turns bringing in/demonstrating games played in their native cultures, for all to share. Resources may include parents, Internet, or books such as <i>Multicultural Game Book</i> by Louise Orlando.</p> <p><i>Performance indicators:</i> 1, 2, 4</p>	<p>With teacher's help, class brainstorms list of American games, both simple ones (see Beginning task) and more complex ones (e.g., Scrabble Junior, Hangman, Pictionary Junior). Teacher provides a variety of these games and students take turns explaining/demonstrating games not known to others. After playing the games, students take turns bringing in/demonstrating games played in their native cultures (see Beginning task). Class discusses how these games are similar to/different from the American games. Students fill out surveys of favorite, least favorite, hardest, easiest, etc. games. They share results in class.</p> <p><i>Performance indicators:</i> 1, 2, 4, 6</p>
<p>Students listen to several simple folktales (e.g., <i>Goldilocks</i> and <i>Little Red Riding Hood</i>). Students do choral readings or simple role-playing of key parts, noting repetitive patterns and using different characters' voices and intonation. Teacher helps students identify beginning, middle, and end of the stories. Students work in groups to draw and label pictures of these story parts.</p> <p><i>Performance indicators:</i> 1, 4</p>	<p>Students listen to several simple folktales (e.g., <i>Goldilocks</i> and <i>Little Red Riding Hood</i>). Students retell and/or role-play both stories, using different voices and intonation. Teacher and students make a chart comparing beginning and ending sentences, repetitive patterns, and lessons taught or implied. Students draw and write about the lessons from the stories in their learning journals.</p> <p><i>Performance indicators:</i> 1, 4, 5</p>

## English Proficiency Level

### Advanced

Students complete Intermediate task. Class collaborates on the creation of an illustrated book of American games, for use with Beginning-level students.

*Performance indicators:* 1, 2, 4, 6

### Transitional

Students complete Intermediate task. Class collaborates on the creation of an illustrated book of international games. Teacher helps the class organize an international game day (school wide, or in selected classrooms). Stations are set up to demonstrate games from various regions of the world. ESL students demonstrate games and help visiting classes play the games. Surveys are conducted (see Intermediate task). A copy of the book is presented to each visiting class.

*Performance indicators:* 1, 2, 4, 6

Students listen to and read independently a variety of multicultural folktales. In small groups students retell and/or role-play their favorite story, using different voices and intonation, and they make a chart as in Intermediate task. Students write in their learning journals about lessons taught and how they still apply.

*Performance indicators:* 1, 4, 5

Students complete Advanced task. After careful analysis of the commonalities and differences of these stories, small groups collaborate to create their own story with similar features/lessons, to be acted out in class. Teacher and students generate a rubric to evaluate the presentation.

*Performance indicators:* 1, 4, 5

ESL

5

Elem

CLASSROOM  
TASKS

## Standard 1:

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

### Intermediate Grade Sample Classroom Tasks:

English Proficiency Level	
Beginning	Intermediate
<p>Teacher shows brief timeline of her life. Students use a graphic organizer (e.g., wheel) to brainstorm important events in their lives (e.g., moving, starting school). They choose at least five events from their own lives, place these events on a timeline, and select one event and write a short description of it. Timelines and descriptions are posted in classroom.</p> <p><i>Performance indicators:</i> 3, 12, 13</p>	<p>Students use Beginning brainstorming and timeline task. They interview family members to expand the timeline with events such as their first word or first steps. Students present timelines to class. Peers comment on most surprising/interesting events. Each student selects one significant event and writes a brief description of it and an explanation of why it was memorable.</p> <p><i>Performance indicators:</i> 3, 5, 8, 9, 12, 13, 14</p>
<p>Students peruse <i>Zoo Books</i> and choose an animal. Class brainstorms a vocabulary list of the parts of an animal. Students in small groups make a large drawing of their animal and label it. Teacher posts labeled pictures in the classroom.</p> <p><i>Performance indicators:</i> 2, 7</p>	<p>Students peruse <i>Zoo Books</i>, choose an animal, and list 5-10 facts extracted from pictures and text. Then they draw and label their animal and use facts to write two questions and answers about the animal. Students exchange pictures and questions, and writer supplies correct answers when necessary.</p> <p><i>Performance indicators:</i> 1, 2, 4, 5, 7, 9</p>
<p>Teacher shares picture book on an upcoming social studies topic such as the Iroquois or the Age of Exploration, and then talks about pictures, using key vocabulary from social studies text to be used. Teacher then adapts a section of a social studies textbook, identifies key vocabulary, and illustrates vocabulary words where necessary to use as a study guide. Students highlight vocabulary words in text, and teacher/students read and discuss text. Students demonstrate text comprehension through participating in a trivia game or crossword puzzle.</p> <p><i>Performance Indicators:</i> 1, 2</p>	<p>Students may complete Beginning task before brainstorming types of transportation used by explorers, as gleaned from their social studies textbooks, and scan their textbooks for these and other types. They discuss boats, distance, and time. Then they chart boat passage from Europe to New World (distance/miles per day), tracking daily.</p> <p><i>Performance indicators:</i> 1, 2, 3, 9</p>
<p>Class generates a list of basic personal questions (e.g., name, age, address, favorites) for paired interviews with a classmate. Each student prepares answers, partners interview one another, and each writes brief bio of partner and introduces partner to the class. Teacher publishes class book for distribution to all classmates with photos taken in class or during home visits.</p> <p><i>Performance indicators:</i> 3, 5, 7</p>	<p>Class discusses issues of career choice and preparation for different careers. Together, class generates a list of basic personal questions for interviewing an adult from the student's home country about his/her career choice (what education, experiences, or other preparation the person had for his/her career, what the person's goals were, etc.). After conducting the interview, students may share information with class. Students complete self-reflection forms, noting what was surprising, interesting, and informative about the interviewee or career.</p> <p><i>Performance indicators:</i> 2, 3, 4, 5, 7, 10, 12, 15</p>

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

**Performance Indicators: See page 12**

**English Proficiency Level**

**Advanced**

**Transitional**

Students use Intermediate brainstorming, interview process, and timeline presentations. Classmates take notes on student's presentation. Students use notes to write follow-up questions to the student presenter about particular events. Student presenters then conduct follow-up family interviews based on these questions and report findings back to class.

*Performance indicators:* 3, 5, 8, 9, 12, 13, 14

Students complete Advanced task and write a short autobiography to be published and displayed in classroom library. They include a picture of the author and comment sheets at the back of the book. Books may be shared orally in an author's circle.

*Performance indicators:* 3, 5, 8, 9, 10, 11, 12, 13, 14, 15

Students peruse *Zoo Books* and choose an animal. They complete what they know and what they want to know on a K-W-L chart on their animal. Then they locate at least two sources in the library or on the Internet, answer at least three questions from the "Want to Know" list, and write a brief report.

*Performance indicators:* 1, 2, 4, 5, 6, 7, 9, 12, 16

Students choose an animal, identify their research questions on any aspect of this animal, and research and write a brief report. They use the Internet to locate pictures that illuminate their research. Then they categorize their pictures and information to make a presentation, using overheads, slides, or PowerPoint for a kindergarten, first-grade classroom, or other class.

*Performance indicators:* 1, 2, 4, 5, 6, 7, 9, 11, 12, 15, 16

Teacher and students discuss concepts of exploration, for example, with pictures if available. After studying the Age of Exploration, students assume the role of an important figure from this age and write a diary entry(s) about an important life experience (diary entries by Lewis and Clark serve as examples). Students read their entries to the class, and the class guesses the character's identity.

*Performance indicators:* 1, 2, 3, 5, 7, 9, 15

Students choose a significant person or event from the Age of Exploration, generate student-made rubric for evaluating a research report, research the topic in books or through the Internet, and write the report to be shared in class. Students self-assess, citing evidence and justifying rubric score.

*Performance indicators:* 1, 2, 3, 7, 8, 9, 11, 15, 16

Students complete Intermediate task. Before conducting the interview they expand the interview questionnaire to include a few other life experiences, and tape record it. In small groups, students select one taped interview to listen to and take notes on. Each student focuses on a different event and writes a summary. All summaries are compiled into a composite biography. Biographies are shared with interviewee.

*Performance indicators:* 2, 3, 4, 5, 7, 10, 11, 12, 15, 16

Students complete Advanced task. They select one aspect of the biography for further study (e.g., career, education, local customs, war, tradition). Then they research selected topic and write a letter back to the interviewee that summarizes the information from the interview, includes new information about the researched topic, and asks follow-up questions if appropriate.

*Performance indicators:* 2, 3, 4, 5, 7, 10, 11, 12, 15

Continued on next page

# Standard 1: Continued

## Intermediate Grade Sample Classroom Tasks:

English Proficiency Level	
Beginning	Intermediate
<p>Focusing on a topic of interest to the class, students navigate a personal computer as they listen to, take notes on, and follow instructions given by the teacher for a task such as using a search engine.</p> <p><i>Performance indicators:</i> 2, 3</p>	<p>Students navigate specific websites that the teacher provides on the Internet and gather information on a topic of interest. They record steps followed and prepare a set of instructions for peers to use in researching this topic.</p> <p><i>Performance indicators:</i> 2, 3, 4, 7, 8, 9, 12, 15, 16</p>
<p>Students cut out pictures of foods from magazines and newspapers. They label the pictures with teacher assistance. Students produce a list of the foods their families frequently buy at the grocery store. Then they role-play shopping at the grocery store, using pictures and paper money.</p> <p><i>Performance indicators:</i> 3, 5, 12</p>	<p>Students survey their neighborhood and write a list of the stores found, including items that might be purchased there. Then they write a report comparing and contrasting these stores (e.g., in regard to diversity of foods, prices, patrons, employees/owners, etc.). Reports are compiled into a class booklet about shopping in the neighborhood to share with other ESL students and their families.</p> <p><i>Performance indicators:</i> 2, 3, 4, 7, 8, 10, 11, 14, 15</p>
<p>At the beginning of a theme study, students brainstorm list of topics of interest for which they would like to check out books from the school library. They take notes while exploring the library with the teacher to become familiar with functions, sections, and resources of the library. Students find at least two books, journals, articles, etc. to check out and bring back to class to begin theme study.</p> <p><i>Performance indicators:</i> 1, 2, 3, 5</p>	<p>In addition to the Beginning task, students review with the teacher the parts of the school library. Then they prepare an advanced organizer about sections of the library and compose questions to ask the librarian in an upcoming library visit.</p> <p><i>Performance indicators:</i> 1, 2, 3, 5, 15</p>

## English Proficiency Level

### Advanced

Students compare and contrast two sites on the Internet related to the same topic. In the form of a brief report, they evaluate the effectiveness of one site over the other, using class-generated criteria such as clarity, quality and scope of information, ease of navigation, details provided, links, visual appeal and illustrations, etc.

*Performance indicators:* 2, 3, 4, 7, 8, 9, 11, 12, 15, 16

In small groups, students research the ingredients for preparing dishes for a traditional meal (from their own culture or another culture). Groups locate illustrations of these dishes in the library or on the Internet, and research the nutritional value of each dish (carbohydrates, proteins, sodium, calories, etc.). Students label each illustration with selected nutritional labels and values. Class prepares a booklet of nutritional values of foods.

*Performance indicators:* 2, 3, 7, 8, 13, 14, 15

Students choose one book by a selected author and other material that provides information about the author (e.g., biography, collection of photographs that depict life during the author's lifetime, map of area author lived in, etc.). They create a class guide or poster that identifies locations of various materials and describes procedures for accessing these materials.

*Performance indicators:* 1, 2, 3, 5, 7, 8, 9, 12, 13, 15

### Transitional

Students complete Advanced task and write a letter or e-mail to the webmaster of the less effective website, making recommendations for improving the site, and basing their recommendations on criteria such as clarity, quality and scope of information, ease of navigation, details provided, links, visual appeal and illustrations, etc.

*Performance indicators:* 2, 3, 4, 7, 8, 9, 11, 12, 15, 16

Students complete Advanced task. Groups compare and contrast different dishes and meals in regard to nutrition, and develop a recommended weekly diet from foods researched in the class. Students try to follow the diet for a week, keeping a journal of what they eat, and report back to class on their success. Class may chart nutritional intake of students and discuss ways of improving their normal diets.

*Performance indicators:* 2, 3, 4, 6, 7, 8, 9, 13, 14, 15

Students prepare a script to be used in a guided tour of the school library for new students (ESL and non-ESL students). Students include information found in Advanced task on sections, resources, and functions of the library.

*Performance indicators:* 1, 2, 3, 5, 7, 8, 9, 12, 13, 15

ESL

1

Interm

CLASSROOM  
TASKS

## Standard 2:

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

### Intermediate Grade Sample Classroom Tasks:

English Proficiency Level	
Beginning	Intermediate
<p>Students listen to one or two versions of <i>The Three Little Pigs</i>. They retell one of the versions, using a storyboard, and together they create a new ending. Teacher writes new ending on newsprint for students to review later.</p> <p><i>Performance indicators:</i> 1, 2, 8</p>	<p>Students read <i>The Three Little Pigs</i> and <i>The True Story of the Three Little Pigs</i> by John Scieszka (the latter presents the wolf's point of view). They write their answers to open-ended questions such as "Who do you believe, and why?" In small groups, they share answers and discuss differences.</p> <p><i>Performance indicators:</i> 1, 2, 4, 5, 7, 10</p>
<p>Students read, listen to, or view a fiction and a nonfiction piece (including picture books) on a similar topic (e.g., <i>The Lion and the Mouse</i> and a text on lions; <i>Little Red Riding Hood</i> and a text on wolves). Using a Venn diagram or other graphic, students compare the treatment of the topic in the fiction and nonfiction pieces (they look, for example, at how the authors portray lions).</p> <p><i>Performance indicators:</i> 1, 2, 4, 7, 10, 12</p>	<p>Students complete the Beginning task, then compare/contrast other works of fiction and nonfiction they find in the school library. They write a brief opinion on which genre they like best and why, using evidence from the texts. They share their opinions with the class.</p> <p><i>Performance indicators:</i> 1, 2, 3, 4, 7, 10, 12</p>
<p>Class brainstorms a list of titles of stories and poems read in class during the year. Then they generate a list of various genres of fiction in English (e.g., poetry, myths, science fiction, plays) with basic definitions and attach appropriate labels to the list of materials read. Class creates a chart of the titles, genres, and their definitions/descriptions and posts it in the classroom.</p> <p><i>Performance indicators:</i> 1, 3</p>	<p>Teacher provides definitions and some examples of literary elements (e.g., metaphor, foreshadowing, dialect, rhyme, meter, irony). As a whole class, students read a fictional piece (e.g., <i>The Little Prince</i>, <i>The Pearl</i>) and identify examples of literary elements. Students complete a web map for each of these elements, using examples from the text.</p> <p><i>Performance indicators:</i> 1, 3, 4, 12</p>
<p>Teacher reads fable(s) (e.g., Leoni, Aesop, Steig, Noble) aloud to students and uses story map(s), with students, to identify characters, setting, problem, and solution. In small groups, students brainstorm author's intended moral.</p> <p><i>Performance indicators:</i> 1, 3, 5</p>	<p>Students complete Beginning task. Teacher reads a new fable but stops after the problem. Each student writes an original ending for the fable. Teacher continues reading the fable. Students discuss the author's moral/lesson and then compare their endings with the author's.</p> <p><i>Performance indicators:</i> 1, 3, 5</p>

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

**Performance Indicators: See page 16**

### English Proficiency Level

#### Advanced

Students complete Intermediate task. Teacher divides the class according to point of view. Each group discusses arguments for its point of view. Students hold a class debate, and teacher videotapes the debate. Class critiques the debate. Class may also develop rubric for evaluating debate techniques.

*Performance indicators:* 1, 2, 3, 4, 5, 7, 9, 10, 11

Students complete Intermediate task. They form two groups based on genre preference. Groups make list of characteristics of their genre. Groups present an argument for their preference, using the characteristics of the genre as support. Lists of genre characteristics are posted on bulletin board for future reference.

*Performance indicators:* 1, 2, 3, 4, 7, 10, 12

As a whole class, students maintain a chart of examples of various literary elements from texts along with titles that they read or hear throughout the year.

*Performance indicators:* 1, 3, 4, 12

Students complete Intermediate task. They select a fable from their culture to present to the class, and illustrate four critical scenes from the fable for presentation. They practice presentation with ESL classmates and when ready, formally present the fable to other small groups (e.g., younger students, invited guests).

*Performance indicators:* 1, 3, 5, 6, 7

#### Transitional

Students read *The Three Little Pigs*, *The True Story of the Three Little Pigs*, and *Little Red Riding Hood*. Pairs of students take turns role-playing a conversation in a diner between the wolves from the two stories. Teacher provides dialogue starters (e.g., “You won’t believe what happened to me...” “I am so frustrated because...”) and guidelines (e.g., express feelings, provide details of story, ask follow-up questions). After role-plays, students write dialogue between the three little pigs and Little Red Riding Hood for performance in another class.

*Performance indicators:* 1, 2, 4, 5, 7, 9, 10, 11

Students complete Advanced task. With a partner, students write a persuasive letter to the school librarian or editor of the school paper. They might argue for a stronger emphasis on one of the two genres represented in school literary publications or in the school library.

*Performance indicators:* 1, 2, 3, 4, 7, 10, 12

Students individually choose a reading of fiction and identify examples of literary elements on an individual chart or in their reading logs. They compare the use of these elements in their individual reading to the use of the elements in the text read by the whole class during class discussions or in reading circles.

*Performance indicators:* 1, 3, 4, 11, 12

Students complete Intermediate task. They critically analyze the elements of the genre (moral, animal messenger). They each write an original fable, selecting an animal and a problem, and they publish a class anthology of fables.

*Performance indicators:* 1, 3, 5, 7, 8, 10, 11, 12

Continued on next page

## Standard 2: Continued

### Intermediate Grade Sample Classroom Tasks:

English Proficiency Level	
Beginning	Intermediate
<p>Teacher reads aloud a book or story by a particular author (e.g., Steig, Dahl, DiPaola, Blume). Students then listen to the book on tape and respond to questions on comment sheet in writing or pictures. Students read aloud with the tape when possible.</p> <p><i>Performance indicators:</i> 1, 2, 6, 11</p>	<p>Students complete Beginning task. They select a book or story by the same author to read and listen to on tape. Students practice reading the book aloud with fluency and accuracy (in class and at home). Class watches book talk segments from “Reading Rainbow” video. Each student gives a book talk to class, incorporating a short reading of a favorite passage.</p> <p><i>Performance indicators:</i> 1, 2, 6, 7, 9, 11, 12</p>
<p>Students listen to or read a simple illustrated story with dialogue. Teacher prepares a verbatim script and demonstrates a skit format using stick figure puppets. Students work in small groups and prepare skit, using the script. Skits are presented to class.</p> <p><i>Performance indicators:</i> 2, 8, 9</p>	<p>Students complete the Beginning task. In small groups, they select a simple, familiar story for a puppet show. Students write a script, make simple puppets and scenery, choose roles, and present show to class.</p> <p><i>Performance indicators:</i> 2, 8, 9</p>
<p>Teachers and students read aloud a variety of simple poems (e.g., rhyme, haiku, concrete poems). Each student writes an acrostic poem about herself, using the letters of her first name as the beginning letter for each line (e.g., <i>P</i> is for polite, <i>A</i> is for the apples I love to eat, <i>T</i> is for trying my hardest, etc.).</p> <p><i>Performance indicators:</i> 1, 3, 8, 10</p>	<p>Students read a variety of intermediate-level poems. They choose one of the various forms of poetry (e.g., sonnet, quatrain, ode, limerick) to write a personal poem, and they read their poems to the class. Poems are posted with decorative borders on class bulletin board.</p> <p><i>Performance indicators:</i> 1, 3, 6, 8, 10</p>

ESL

2

Interm

## English Proficiency Level

### Advanced

Students complete Intermediate task by selecting a book by a particular author and reading it. Teacher presents a number of book reviews of the author's books. Class analyzes the critical elements of book reviews. Each student, using the writing process, writes a book review of his/her selected book, and includes it as a companion to the book.

*Performance indicators:* 1, 2, 4, 6, 7, 9, 11, 12

Students read a few short plays and watch videos or films of plays (e.g., *Fairy Tale Theatre*, *West Side Story*). Class discusses elements of genre and features of performance. Class selects a segment of one play to perform, with simple scenery, props, and costumes.

*Performance indicators:* 1, 3, 4, 8, 9

Students read various forms of poetry. Using Venn diagrams, they analyze the differences between poetry forms and write a cogent description of each form based on their analysis. Then they write a personal poem in two different poetry forms. Poems may be shared orally in a poetry circle and posted in classroom.

*Performance indicators:* 1, 3, 6, 8, 10

### Transitional

Students complete Advanced task. They read biographical material on the author. Class identifies literary elements techniques, and genre(s) employed by the author. Students speculate on connections between the author's life and subject matter of author's literary works. Each student writes and sends a letter to the author with questions/reflections on these connections.

*Performance indicators:* 1, 2, 3, 4, 6, 7, 9, 11, 12

In small groups, students prepare and perform impromptu skits, combining random characters, settings, and problems provided by teacher. On an audience response sheet, viewers write a brief description of characters, setting, and plot, and they develop these descriptions into a short narrative of the play. Skits and reviews/narratives are put into book form and added to class library.

*Performance indicators:* 1, 3, 4, 8, 9

Individually, students read 10-15 poems and publish an anthology of their favorites, using a word processing computer program. The collection includes an introduction with personal comments about the selections. Students read a few selections to the class. Anthologies become part of class library.

*Performance indicators:* 1, 3, 6, 7, 8, 10

ESL

2

Interm

CLASSROOM  
TASKS

## Standard 3:

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

## Intermediate Grade Sample Classroom Tasks:

English Proficiency Level	
Beginning	Intermediate
<p>Students read or listen to a brief retelling of the Rosa Parks bus incident. They role-play Rosa Parks' taking a stand/being arrested, using the vocabulary from the text. Teacher prepares an outline of a T-chart showing Parks' perspective and the bus driver's or the government's perspective.</p> <p><i>Performance indicators: 3</i></p>	<p>Students watch movie, <i>The Long Walk Home</i>. In small groups, they speculate as to what is nonfiction and what is Hollywood fiction. Teacher provides groups with simple reference material to check facts. Groups compare the fictional representation with the facts. Whole class discusses rationale for fictional embellishments. Students then prepare role-plays as in Beginning task.</p> <p><i>Performance indicators: 1, 2, 5</i></p>
<p>Students brainstorm a list of their favorite TV programs. Using this list, teacher prepares an inventory form for students to use to keep track of their TV viewing. Students complete inventory over a period of two weeks. Class discusses viewing habits, tallies the inventories, and creates a graph. Each student writes a summary of results (e.g., favorite programs in the class, number of hours watched per day or week, average number of hours per student, preferred hours for watching TV).</p> <p><i>Performance indicators: 1, 7</i></p>	<p>Students complete Beginning task. Class designs a survey to assess TV interests of other students, using the categories from Beginning task. Each student interviews five students, tabulates data, and graphs results. Students write essays comparing their TV interests with those of the peers they interviewed, incorporating reflections on similarities and differences. Essays are shared in class.</p> <p><i>Performance indicators: 1, 2, 3, 7, 9</i></p>
<p>Students cut 10 advertisements from various types of magazines and newspapers, in English or in their native language. Students mount and number the ads on poster paper. They complete a teacher-made chart that indicates product and target audience for each ad. Students present ad posters and share information from charts. Class discusses differences of opinion during presentations through question-and-answer session.</p> <p><i>Performance indicators: 1, 2, 3, 7, 9</i></p>	<p>Students complete Beginning task. Teacher hangs posters. Students develop categories for products displayed in posters and regroup advertisements by category such as target audience, product, medium (color or black-and-white photos, drawings), or purpose (sell, inform, persuade). In small groups, students discuss which advertisement in each category is most effective and why, and develop a list of criteria for effective ads. Small groups compare results and discuss similarities and differences.</p> <p><i>Performance indicators: 1, 2, 3, 7, 9</i></p>
<p>In small groups, students move through three classroom centers dedicated to a single topic (Civil War): 1) maps, photos, timeline; 2) encyclopedias and reference books with relevant pages flagged; 3) textbooks, trade books, adapted text. At each center small groups complete a teacher-made activity sheet that asks for particular information, varied for each center. Class discusses answers and talks about how and where they found the answers. Students rate centers and materials on a simple scale (e.g., quality, quantity, clarity, ease of use, etc.).</p> <p><i>Performance indicators: 2, 3, 5, 7, 9</i></p>	<p>After completing Beginning task, students brainstorm strategies (e.g., using pictures, bold text, headings, etc.) for obtaining information from materials in the center rated the most difficult. They repeat the process for each of the centers. In small groups, students complete a second activity sheet for each center, employing new strategies. Again, they rate centers on a simple scale and answer an open-ended question assessing their preferences and abilities in using various materials and strategies.</p> <p><i>Performance indicators: 1, 2, 3, 5, 7, 9</i></p>

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

**Performance Indicators: See page 20**

**English Proficiency Level**

**Advanced**

**Transitional**

Students watch movie, *The Long Walk Home*, and a documentary about the Montgomery bus boycott. They take notes on the facts of the bus boycott and then write a summary of the story in *The Long Walk Home*. They write an evaluation of the two films by answering the question "If you were the teacher, which film would you use to teach about Rosa Parks and the bus boycott, and why?" In small groups, students share and compare answers.  
*Performance indicators:* 1, 2, 4, 5

Students watch a documentary on the Montgomery bus boycott, take notes, and as a whole class discuss the issues raised in the film. Then they watch *The Long Walk Home*, paying close attention to an antagonist on each side of the issue. They write a brief character analysis of each antagonist with a rationale for the filmmaker's purpose for writing the two characters into the script and a discussion of how these characters contributed to or embellished the documentary.  
*Performance indicators:* 1, 2, 4, 5

Students complete Intermediate task and as a whole class predict TV viewing habits of adults. Each student interviews three or four adults, tabulates data, and graphs results. Students engage in a class discussion of similarities/differences between predictions and results, and between adult and student viewing habits. In small groups, students discuss possible explanations for these differences and individually write a position paper. Papers are shared in class.  
*Performance indicators:* 1, 2, 3, 7, 9

Students complete Advanced task. As a whole class they analyze data to devise optimal schedule of TV programming and, in small groups, compare predictions to actual programming. Groups summarize their findings, compare their findings to those of other groups, and report them in letters or e-mails to TV stations with graphs and suggestions based on findings.  
*Performance indicators:* 1, 2, 3, 4, 5, 6, 7, 8, 9

Students complete Intermediate task. From criteria for effective ads, students create a rubric for assessing degrees of effectiveness on a scale of 1-4. Using the rubric, students reevaluate the original ads, ranking each ad in each category. They compare the objective analysis to their earlier subjective opinions and, using the writing process, write an essay explaining what they have learned about advertising or prepare an effective ad based on the rubric.  
*Performance indicators:* 1, 2, 3, 7, 9

Students complete Advanced task. Students are given a variety of magazines (e.g., sports, health, travel, etc.) to be categorized. They brainstorm product categories and tally the types of ads in each magazine category. They graph results, then choose a product, select an appropriate magazine, and develop an ad for this product. Students present ads to classmates, and edit according to feedback. Finally they present a proposal to the manufacturer.  
*Performance indicators:* 1, 2, 3, 7, 9

Students complete Intermediate task. Class brainstorms features that facilitate the use of reference materials (e.g., index, pictures, captions, charts, large print, etc.). The school librarian directs students to reference materials germane to a topic (e.g., Civil War). Students evaluate materials, using the established criteria and class-made rubrics. They select the 10 most useful reference materials and produce an annotated bibliography for use by other students.  
*Performance indicators:* 1, 2, 3, 5, 6, 7, 9

Students complete Intermediate and Advanced tasks, expanding scope to include using the Internet as a source for information and a fourth center. After exploring various search engines, students generate criteria for effective and efficient search engines and create assessment rubrics to rate returns on requests. They develop an annotated list of useful websites germane to a topic (e.g., Civil War) for use by other students, organizing sites in categories such as biographies, histories, maps, or illustrations.  
*Performance indicators:* 1, 2, 3, 5, 6, 7, 9

Continued on next page

## Standard 3: Continued

### Intermediate Grade Sample Classroom Tasks:

#### English Proficiency Level

Beginning	Intermediate
<p>Teacher shows object (e.g., small sculpture, textile, tool, etc.) to students. Students describe object and speculate on its use, meaning, production, etc. They generate vocabulary associated with the object. In small groups or pairs, students make up a story about the object and tell it to the class. Class discusses which of the stories is the most plausible and why.</p> <p><i>Performance indicators:</i> 1, 2, 4, 6, 7</p>	<p>Students complete Beginning task. Teacher presents three possible identities for object. Students choose and defend the most plausible. Teacher reveals true identity (e.g., old tool, rain gauge, mold, potsherd, etc.). Students begin a KWL chart on object, read information on object, and complete the KWL chart.</p> <p><i>Performance indicators:</i> 1, 2, 4, 6, 7</p>
<p>Teacher presents a variety of hats (e.g., baseball cap, rain hat, wool cap, trendy hat, etc.). Students discuss why people wear each kind of hat. They draw pictures of hats worn in their cultures and show them to the class and tell why they are worn. Looking at the array of hats and pictures, students consider which would be appropriate for school and why.</p> <p><i>Performance indicators:</i> 1, 3</p>	<p>Students complete Beginning task. They complete a brief teacher-made questionnaire about their use of hats (e.g., type, frequency, locations, etc.). The last question is "Do you want to wear a hat in school? Why?" Students tally responses and graph results. Rephrasing question, teacher asks, "Should students be allowed to wear hats in school? Why?" Students tally responses. In small groups, students compare graphs and discuss possible reasons for the disparity in results.</p> <p><i>Performance indicators:</i> 1, 3, 7</p>
<p>Teacher presents background information on the death penalty (i.e., timeline, legalization, U.S./international status, criteria, methods, etc.). Questions and answers follow. Teacher simplifies pros and cons. In a mock referendum, students take a side for or against legalization of the death penalty.</p> <p><i>Performance indicators:</i> 3, 7, 9</p>	<p>Teacher presents background information on the death penalty (i.e., timeline, legalization, U.S./international status, criteria, methods, etc.). Questions and answers follow. Teacher guides students through adapted resource materials. In small groups, students simplify one side of the argument, and produce a pamphlet in preparation for referendum. Then they hold a mock referendum with ballot.</p> <p><i>Performance indicators:</i> 1, 2, 3, 4, 6, 7, 8, 9</p>

## English Proficiency Level

### Advanced

Teacher shows students four or five objects that are important in her life. Students speculate on the identity and purpose of each object and its meaning to the teacher. They write a short story about the teacher, using objects as clues. Teacher writes and reads his/her own story to class. Students discuss and reflect on differences between perception and reality.

*Performance indicators:* 1, 2, 3, 7, 9

Students complete Intermediate task. They discuss the pros and cons of wearing hats in school, using a T-chart to track the discussion. They invite school administrator(s) to their class to comment on T-chart and answer questions. Students write a summary of the administrator's position and compare it to their own. As a class, students write a thank-you letter to administrator, including their personal position on students' wearing hats in school.

*Performance indicators:* 1, 3, 6, 7, 8

Teacher presents background information on the death penalty (i.e., timeline, legalization, U.S./international status, criteria, methods, etc.). Questions and answers follow. In two groups (pro/con), students outline aspects of issue for research, and each member researches one aspect of issue. Teams collaborate to develop position paper, and they present positions in preparation for referendum. Then they hold a mock referendum with ballot.

*Performance indicators:* 1, 2, 3, 4, 6, 7, 8, 9

### Transitional

Each student secretly puts four or five personal objects in a bag. Students randomly choose a bag and study the objects. They predict the owner and the significance of the objects and write a story about the owner based on the objects. True identity is revealed only after all have guessed. Owners comment in writing on validity of stories.

*Performance indicators:* 1, 2, 3, 7, 9

Students complete Advanced task through discussion with school administrator. Using T-chart, they design a school-wide survey. They tally the results and graph the findings. Then they reassess their personal positions and write a position paper, using the writing process. The class votes on the two papers that best represent each point of view. Winning papers are submitted to school newspaper.

*Performance indicators:* 1, 2, 3, 4, 6, 7

Teacher presents background information on the death penalty (i.e., timeline, legalization, U.S./international status, criteria, methods, etc.). Questions and answers follow. In two groups (pro/con), students outline aspects of issue for research, and each member researches one aspect of issue. Teams collaborate in preparation for a debate. Class agrees on debate protocol. Debate is staged and videotaped. Videotape is reviewed and scored.

*Performance indicators:* 1, 2, 3, 4, 6, 7, 8, 9

ESL

3

Interm

CLASSROOM  
TASKS

## Standard 4:

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

### Intermediate Grade Sample Classroom Tasks:

English Proficiency Level	
Beginning	Intermediate
<p>After teacher models examples of language for selected social purposes (e.g., making introductions, inviting a friend to go to a movie, asking for directions), students choose a simple social situation to role-play. Role-plays are performed for whole class. <i>Performance indicators:</i> 3, 4, 7, 9</p>	<p>Students role-play social situations that include an element of conflict. Each student is given an “attitude” or “behavior” unknown to the student’s partner (e.g., stubborn, conciliatory, angry). Teacher provides scenarios. Partners in role-play reflect on what they learned about appropriate communication skills and include these reflections in their individual learning journals. <i>Performance indicators:</i> 4, 6, 7, 8, 9, 11, 12</p>
<p>Students brainstorm and create a list of a variety of class activities performed each day. Teacher presents one or two formats for a friendly letter. With a partner, student writes a friendly letter to the teacher describing a favorite class activity, and gives reasons why s/he would like to participate in that activity again. <i>Performance indicators:</i> 1, 2, 9</p>	<p>After a class discussion about school experiences (e.g., eating in the cafeteria, changing classes, using metal detectors), students write a letter to the principal describing what they like and what they would like to change about school routines, giving specific suggestions. <i>Performance indicators:</i> 1, 2, 5, 9, 10</p>
<p>In preparation for school open house, students discuss and implement plans for hosting family members in the ESL classroom. Plans might be made for invitations, refreshments, greeters, guides, and presentations. <i>Performance indicators:</i> 1, 3, 4, 8, 9, 10</p>	<p>In small groups, students develop proposals for bulletin board display of information appealing to families (e.g., student work, photos, schedules, news, etc.). Class compares the proposals. Using various computer programs (e.g., word processing, graphics, spreadsheet) and agreed-upon elements from each proposal, class creates bulletin board display. <i>Performance indicators:</i> 1, 3, 4, 8, 9, 10</p>
<p>Students brainstorm a variety of volunteer and recreational activities they are interested in pursuing. They select one activity about which they want more information. Teacher provides models of letters to request information and language used in phone requests. With teacher assistance, they use the phone book to call or write for information. Then they complete teacher-made information sheet. <i>Performance indicators:</i> 1, 2, 3, 6, 8, 9, 11, 12</p>	<p>Students complete Beginning task. Intermediate students select two to three activities and summarize the information in a brief paragraph for display on a class bulletin board. <i>Performance indicators:</i> 1, 2, 3, 6, 8, 9, 11, 12</p>

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

**Performance Indicators: See page 24**

### English Proficiency Level

#### Advanced

Teacher provides students with scenarios for role-playing difficult social situations. Students brainstorm a list of possible attitudes and/or behaviors. They secretly choose an attitude/behavior for the role-play and conduct the role-play. Class discusses the consequences of the observed behaviors. Partners in role-play reflect together on what they learned about appropriate communication skills and include these reflections in their individual learning journals.

*Performance indicators:* 4, 6, 7, 8, 9, 11, 12

After a class discussion about school experiences (e.g., eating in the cafeteria, changing classes, using metal detectors), students send a friendly note describing activities in their school to an Internet pen pal through Epals.com, or to a friend who lives in another community.

*Performance indicators:* 1, 2, 5, 9, 10

Students complete Intermediate task. In small groups, they write descriptions of artifacts and student work posted on bulletin board and display these descriptions along with the artifacts.

*Performance indicators:* 1, 3, 4, 7, 8, 9, 10

Students complete Intermediate task. They collect information on a wide range of activities to meet the interests of a broad audience. Then they compile their information in a notebook, organized by category and type of activity.

*Performance indicators:* 1, 2, 3, 6, 8, 9, 11, 12

#### Transitional

Students brainstorm a variety of behaviors that might arise in a class discussion (e.g., tapping a pencil, talking too much, interrupting, raising hands, disagreeing). They read a highly controversial article and conduct a class discussion while assuming one of the listed roles. Roles may shift in five-minute intervals. Students reflect in writing on what they learned about appropriate communication skills.

*Performance indicators:* 4, 6, 7, 8, 9, 11, 12

Using a computer program (e.g., word processing, graphics, spreadsheet), students design and write a brochure for prospective students and their families describing specific programs and activities offered by their school.

*Performance indicators:* 1, 2, 9

Students create a computer slide show that introduces the school and all the ESL students to families. They prepare a display of student and staff pictures, including student bios and staff roles.

*Performance indicators:* 1, 3, 4, 6, 7, 8, 9, 10

Students complete Advanced task. They host a "job fair" for interested students. ESL students host information booths organized by category and activity, answer questions, make suggestions, and pass out information on specific activities (duplicated from notebook).

*Performance indicators:* 1, 2, 3, 4, 8, 9, 10, 11, 12

Continued on next page

## Standard 4: Continued

### Intermediate Grade Sample Classroom Tasks:

English Proficiency Level	
Beginning	Intermediate
<p>Students brainstorm possible cultural and educational field trips. After discussion, class chooses the three of greatest interest. Teacher provides information sheets on the three sites, reviews key words or phrases regarding logistics of visit, and models how to find these data on the information sheet. In small groups, students research logistics of visit (i.e., cost, distance, location, etc.) and develop rationale for the trip. Class discusses feasibility of each proposal and selects trip. Class goes on trip. <i>Performance indicators:</i> 3, 4, 5, 9</p>	<p>Students complete Beginning task. They discuss the trip and identify needs (i.e., transportation, money, dates, parental permission, etc.). Then they form committees to address needs. Each committee produces a list of jobs that need to be completed. Using a word processing program, students write summary of proposal (in English and the native language) to explain field trip to parents. Tasks are completed and class goes on trip. <i>Performance indicators:</i> 3, 4, 5, 9</p>
<p>Teacher and students compile a list of restaurants in the neighborhood. Teacher and a selected student model sample dialogue of ordering food in one of the restaurants. In pairs or small groups, students role-play ordering food. Teacher provides simplified menus and sets up a mock restaurant. Students take turns in roles (i.e., customer, server, manager, cashier). <i>Performance indicators:</i> 3, 4, 6, 7, 8, 9, 10</p>	<p>Students complete Beginning task. Teacher and students develop a phrase bank of possible responses to various scenarios (e.g., sending food back, dealing with mistake in check, not having silverware, etc.). Class and teacher co-construct a dialogue, using this phrase bank. Students refer to dialogues to develop role-plays in pairs and small groups. <i>Performance indicators:</i> 3, 4, 5, 6, 7, 8, 9, 10, 11, 12</p>
<p>Teacher periodically organizes game day. Students learn to play a few board games (e.g., Clue, Sorry, Pictionary, Life, etc.). Emphasis is on following directions, taking turns, and observing rules of etiquette. Class debriefs after game playing, focusing on language learned and interactions that promoted or distracted from the game. <i>Performance indicators:</i> 2, 3, 4, 7, 8, 9, 10</p>	<p>Students complete Beginning task. Teacher provides example of simplified rewritten rules of a particular board game. As games are mastered, students in small groups rewrite rules for simplest games and then play several matches, following rewritten rules to make sure the rules are complete. Students write simplified rules, using a word processing program, and share them with the class. Students make adjustments to rules according to comments made by other students. Final versions are stored with games for use by other students. <i>Performance indicators:</i> 2, 3, 4, 6, 7, 8, 9, 10</p>

## English Proficiency Level

### Advanced

Students complete Intermediate task. Committees write job descriptions for all jobs except fundraising, and students sign up for jobs after reading the descriptions. Committee membership is reorganized around jobs, job descriptions are clearly defined and posted, timetables are established by committees, and groups accomplish their tasks. Class goes on trip.

*Performance indicators:* 3, 4, 5, 8, 9, 10

### Transitional

Students complete Advanced task. A fundraising committee is established; it prepares proposals for activities and makes a presentation on the proposals to classmates. The class selects one or more proposals. All members of the class participate in some form of fundraising. Fundraising committee manages activities and monies. Class goes on trip.

*Performance indicators:* 1, 2, 3, 4, 5, 8, 9, 10

Students complete Intermediate task. Students provide menus from neighborhood restaurants (representing cultural and culinary diversity, if possible) and set up a mock restaurant, role-playing with these and other materials. Students examine several newspaper restaurant reviews and then pairs of students write reviews of the class restaurant and compare reviews.

*Performance indicators:* 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

Students complete Advanced task and write scenarios, including dialogues, that take place in various types of restaurants (formal, informal, buffet, sit-down, etc.).

*Performance indicators:* 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

Following the procedures outlined in the Intermediate task, students rewrite the rules for the more complicated games (e.g., Monopoly, chess). Students play several matches of those games to make sure the rules are complete, review rules with classmates, and store final version with games for use by other students.

*Performance indicators:* 2, 3, 4, 6, 7, 8, 9, 10

Class investigates three Internet sites that support online games and tournaments. Class discusses merits of each site and selects the site they will use for an online tournament. Students design a tournament schedule for one or more games. Matches are organized, and pairs of students compete in online tournament, following online protocol.

*Performance indicators:* 1, 2, 3, 4, 7, 8, 9, 10

ESL

4

Interm

CLASSROOM  
TASKS

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

### Intermediate Grade Sample Classroom Tasks:

English Proficiency Level	
Beginning	Intermediate
<p>Teacher displays pictures showing everyday activities of an American family (e.g., shopping, registering for school, eating in restaurant, etc.). Students/teacher talk about pictures and collect words for each picture. In small groups, students write a caption for each picture. Students draw pictures of personal and humorous experiences in the U.S., talk about pictures with the class, collect words, and write a brief caption.</p> <p><i>Performance indicators:</i> 3</p>	<p>Students complete Beginning task. Individual or pairs of students write a skit depicting a personal and humorous cross-cultural experience. Students form small groups to refine the skits and perform for the class, paying attention to intonation, pace, volume, and gestures. Teacher provides checklist for audience feedback on performances with attention to indicators. Class and teacher discuss elements that made the skit humorous.</p> <p><i>Performance indicators:</i> 1, 3, 4</p>
<p>Students listen to books on tape (e.g., <i>Everybody Cooks Rice</i> or <i>Everybody Makes Bread</i>) and peruse books to examine pictures about ways different cultures perform activities such as cooking or using foods. Each student writes a question about the book on one side of an index card, and the answer to the question on the other side. Cards are distributed and classmates try to answer the questions without looking at the reverse side.</p> <p><i>Performance indicators:</i> 6</p>	<p>Students listen to books on tape (e.g., <i>Everybody Cooks Rice</i> and <i>Everybody Makes Bread</i>). Each student brings a recipe for bread or rice from home, and tape-records his/her recipe. Each student listens to another's tape and writes the recipe. Student compares his/her recipe to the recipe brought in by the other student, and checks for accuracy. Recipes are compiled and included in a class recipe book.</p> <p><i>Performance indicators:</i> 6</p>
<p>Students read/listen to two "Cinderella stories" (e.g., <i>Rough Face Girl</i> and <i>Lon Po Po</i>) without identifying the stories as variations of the fairy tale <i>Cinderella</i>. Then they compare the stories in a Venn diagram. In pairs, students discuss the common elements/lessons of the stories and report back to the class. Class reaches consensus on authors' intent.</p> <p><i>Performance indicators:</i> 5</p>	<p>Students complete Beginning task through Venn diagram. They create a chart of common elements (e.g., magic, good, evil, happy ending). Teacher divides students into four groups, and each group reviews one story, looking for cultural indicators (e.g., clothing, geography, food, housing, values). Each group presents its findings to the whole class.</p> <p><i>Performance indicators:</i> 5, 6</p>
<p>Students brainstorm aspects of their culture (e.g., food, school, clothes, music), and they distill this list to four topics. Then they fold a large piece of paper into eight sections and label each of the top four sections with topics related to their native culture. They label each of the bottom four sections with topics related to "U.S. culture." Students illustrate examples of the topic and write what they know about the topic in each square. Then they report to classmates and solicit questions. Each student finds answers to questions from books, family, or native English speakers, and reports back.</p> <p><i>Performance indicators:</i> 2, 3, 5</p>	<p>Students complete Beginning task, including both family and other interviews and reference material. Then they choose one of the four topics and write a brief comparison of the two cultures, illustrating their work, for the class bulletin board.</p> <p><i>Performance indicators:</i> 2, 3, 5</p>

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

**Performance Indicators: See page 28**

**English Proficiency Level**

**Advanced**

**Transitional**

Students complete Intermediate task and videotape each skit. Class discusses each skit in terms of misunderstandings, miscues, and misinformation that made the experience noteworthy (e.g., what made it funny, frightening, confusing, etc.). Misinformation is categorized by situation (e.g., involving schools, doctors, directions, transportation, etc.). Teacher provides students with strategies and phrases in American English to avoid these problems or repair miscommunication.

*Performance indicators:* 1, 3, 4

Students complete Advanced task. They develop a “culture quiz” based on their own experiences as depicted in the skits. The quiz provides the situation and three optional responses, one of which is most appropriate for American English-speaking culture. Quiz is shared with other ESL classes.

*Performance indicators:* 1, 3, 4

Students phone reference librarians for titles of stories that celebrate food around the world. Students locate stories and read them (silently, with a partner, or in groups). Students discuss the celebratory nature of foods. Then they bring from home a recipe that is prepared for special occasions, and they write about a memorable time when the dish was prepared. Recipes and essays are included in a class recipe book.

*Performance indicators:* 3, 6

Students call local restaurants and make inquiries to find a restaurant that serves a dish from their country. Students ask to have menus mailed to them, and they publish a simple “where to go” guide for international cuisine. The class sends the guide to local organizations (e.g., Chamber of Commerce, Welcome Wagon, city Public Relations Department) with a brief description of how the project evolved.

*Performance indicators:* 1, 3

Students complete Intermediate task. They create a chart of common elements (e.g., magic, good, evil, happy ending). Then they read two more Cinderella stories and complete the chart for all four stories. Students reflect on the chart and each student writes a short essay comparing two of the stories. Students share essays in class.

*Performance indicators:* 5, 6

Students complete Advanced task. Class creates a rubric for writing and assessing an original Cinderella story (e.g., cultural indicators, common elements, writing process). Students write a Cinderella story based on their own culture. They use the writing process (e.g., peer conferencing, revising, editing) to publish stories for class book.

*Performance indicators:* 5, 6

Students complete Intermediate task, comparing all four topics. Each student produces a brief informative pamphlet for native English-speaking peers that compares the two cultures and highlights what an American can expect in the student’s native country.

*Performance indicators:* 1, 2, 3, 5

Students present their brochure to native English-speaking students in a non-ESL class. Students confirm their description of American culture and add variations provided by the non-ESL students. Topics comparing U.S. cultures with other cultures are chosen by class for inclusion in intercultural newsletter. Class negotiates research responsibilities. Each student writes an article and assumes a production role (e.g., editing, layout). Students publish newsletter.

*Performance indicators:* 1, 2, 3, 5

**Continued on next page**

# Standard 5: Continued

## Intermediate Grade Sample Classroom Tasks:

### English Proficiency Level

Beginning	Intermediate
<p>Students read/listen to immigration story (e.g., “My Grandfather’s Journey,” “Long Way to a New Land”). Then they make a picture book of their own immigration journey and tell their story. With teacher support, students add text to their picture books.</p> <p><i>Performance indicators:</i> 3</p>	<p>Students read/listen to immigration story (e.g., “My Grandfather’s Journey,” “Long Way to a New Land”). Then they write an illustrated account of their own immigration. For an epilogue they reflect on the experience, describing, for example, the hardest part, best part, or best place to live.</p> <p><i>Performance indicators:</i> 3</p>
<p>Class watches a selection of interactions on video without sound (from television shows, films, etc.), and discusses the behavior, feelings, and intentions of the actors as indicated by gestures, body language, proxemics, etc. Next, the teacher provides two grab bags and a prop box. One grab bag contains a collection of people’s roles (e.g., principal, parent, friend, stranger, neighbor, etc.) and the second contains types of situations (e.g., various greetings, introductions, requests for information or assistance, emergencies). Referring to the norms identified in the discussion of the video vignettes, students combine random people and situations, and use items from the prop box, to role-play scenarios.</p> <p><i>Performance indicators:</i> 1, 4</p>	<p>Students complete Beginning task. Teacher describes a few social situations (e.g., eating in the cafeteria, socializing with other cultures, attending a party, etc.). In small groups, students develop a short skit illustrating each situation and perform their rendition of the situation for the class. Class discusses and records factors that facilitate communication and those that don’t in each group’s rendition. Teacher provides culturally appropriate alternatives such as variations in tone or gestures.</p> <p><i>Performance indicators:</i> 1, 4</p>
<p>Teacher provides students with a variety of pictures and symbols representing the U.S. government (e.g., President, White House, American eagle, branches of government, etc.). Using the Internet and other sources, students locate and copy corresponding symbols from their native country. Students make posters and label pictures and symbols for a hallway display.</p> <p><i>Performance indicators:</i> 2, 5</p>	<p>Students complete Beginning task. Posters include a simple diagram of governmental structure from their country (e.g., legislative, executive, judicial). Each student presents his/her poster to the ESL class and briefly explains the symbols and pictures. Students refine presentation and present poster in non-ESL social studies class.</p> <p><i>Performance indicators:</i> 2, 5</p>

## English Proficiency Level

### Advanced

Teacher reads aloud an account from *New Kids in Town: Oral Histories of Immigrant Teens*. Students write about their arrival in the U.S., spending 10 minutes on positive memories and 10 minutes on challenges. Teacher collects writing and posts on classroom walls. In small groups, students discuss similarities in the accounts.

*Performance indicators:* 3

Students complete Intermediate task. In small groups, they use the records from one situation to write a model script to be used as a teaching tool for other ESL students. Students synthesize the variety of responses generated by the class performances into an acceptable example for managing a social situation with appropriate language and nonverbal communication. The class reads the scripts aloud.

*Performance indicators:* 1, 4

Students complete Intermediate task. In the presentation, they note the similarities and differences between the political structure of the U.S. and that of their native country. Students in social studies class write follow-up questions to ask presenter. Presenter researches, writes answers, and sends responses back to individual students in the social studies class via e-mail.

*Performance indicators:* 2, 5

### Transitional

Students read *Who Belongs Here: An American Story*. They discuss immigration policies as they relate to their own experience. Then they complete teacher-made reflection sheet, noting, for example, new understandings and new attitudes. Teacher presents some information on U.S. immigration policy and class recommends amendments to the policy.

*Performance indicators:* 2, 3

Students complete Advanced task. After revising/staging/rehearsing the model scripts, they videotape performances. Videotapes are placed in class lending library. Students write to ESL programs in other schools, describing the videos and offering them for loan.

*Performance indicators:* 1, 4

Students complete Advanced task. Class completes a KWL chart on aspects of the U.S. government (e.g., voting, the presidency, law-making, the Constitution, amendments, etc.). Each student selects a topic of interest for additional research and produces a teacher-directed research paper. Students read each other's papers and write comments about the most informative/interesting aspects of the research.

*Performance indicators:* 2, 5

## Standard 1:

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

## Commencement Sample Classroom Tasks:

### English Proficiency Level

#### Beginning

Students complete a simple anticipation guide (following a KWL exercise) about how the school handles an environmental issue such as paper recycling. The teacher, or a guest such as the principal, presents accurate information about the issue orally to students, using pictures and props, and students refer to the anticipation guide to check their answers or answer their questions. Students ask the speaker questions about the issue, and later, through whole class discussion, formulate opinions on whether they believe the school is doing enough to address the issue. Students vote on which opinion was most convincing.

*Performance indicators:* 1, 5, 6

#### Intermediate

Students brainstorm environmental issues relevant to the school context, such as paper recycling, air pollution caused by local traffic, or waste removal, and decide on one to investigate. In pairs, they prepare interview questions regarding the issue for different school personnel, and conduct the interviews, taking notes on the answers. Teacher leads a discussion in which students present their information and identify different points of view on the issue. After the pairs organize the information they collected, the teacher assigns pairs of students a point of view, and stages a debate, following traditional debate rules. After the debate, students vote on which point of view was argued most convincingly.

*Performance indicators:* 1, 3, 4, 5, 6, 7, 8, 9, 12, 13, 14, 15, 16

Students look through magazines for pictures of natural disasters—hurricanes, tornadoes, blizzards, earthquakes—and their consequences (destroyed homes, fallen branches, broken bridges). The class uses the pictures to rank the disasters from bad to worst on the basis of the criteria “disaster I would least like to experience” and they place the pictures in order on a bulletin board. Students label all pictures with words or simple sentences. In small groups, students guess and/or describe the consequences of each disaster, and each group lists these consequences next to the appropriate picture.

*Performance indicators:* 1, 2, 7, 9

Students brainstorm a list of natural disasters. Using teacher-provided resources such as magazine pictures and simple articles, students work in pairs to research the consequences of these disasters. They compare two of their choice, using a Venn diagram. Together, the students decide which disaster they would least like to experience. Pairs report on their preferences to the class, giving reasons for their choice. Class ends by ranking all disasters from bad to worst on the basis of consequences, and creating a bulletin board similar to that described in the Beginning task, with short paragraphs used to describe pictures.

*Performance indicators:* 1, 2, 6, 7, 9, 13

Teacher creates a “scavenger hunt” from one chapter of a textbook students are familiar with, using pictures, captions, and graphs to construct the scavenger hunt. (Use a sheltered or ESL content-based text, if possible.) For example, in a chapter on the Civil War, students are directed to locate a picture of a soldier, name of the president, number of states involved in the war, etc. After the teacher models the activity using a couple of the items, students work in pairs to locate the rest of the items, identifying page numbers. Students discuss strategies they used to find the information.

*Performance indicators:* 1, 2, 3, 15, 16

Teacher creates a scavenger hunt from one or two chapters of a textbook students are familiar with by writing answers to questions based on factual information from the text (e.g., “General Lee”). Students find the information in the text, and write a question that corresponds to the answer (e.g., “Who was the leader of the Southern army during the Civil War?”). After the teacher models the activity using a couple of items, students work in pairs to locate the rest and write the questions. At the end of the activity, students compare questions and note that some answers correspond to more than one question. They discuss effective strategies for finding the information, and note them in their learning logs.

*Performance indicators:* 1, 2, 3, 5, 15, 16

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

**Performance Indicators: See page 12**

**English Proficiency Level**

**Advanced**

Students brainstorm environmental issues relevant to the school context, such as paper recycling, air pollution caused by local traffic, or waste removal, and select one issue to study in depth. In pairs, students research the issue, using library and Internet resources and interviewing key school personnel. They stage a mock “Earth Summit” with pairs of students taking on the roles of different school personnel affected by the issue, and presenting resolutions similar to Model U.N. resolutions to address the issue. At the end of the summit, students vote on the resolutions, and present the winning resolution to the student government or administration in a class letter.  
*Performance indicators:* 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12, 13, 14, 15, 16

**Transitional**

Students complete the Advanced task, but individually take on roles of different school personnel. Each student is responsible for writing one resolution and arguing its merits to the summit. Students individually write letters to the student government or administration.  
*Performance indicators:* 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16

Students select and read a news article about a natural disaster from teacher-provided materials. They create a T-chart listing the elements of the disaster along with its consequences (e.g., hurricane—high winds—roofs blown off buildings). Using the Internet, students research ways of preventing damage and injury from the disaster (e.g., alternative construction techniques). Using a word processor or desktop publisher, they create a brochure for the public, explaining possible consequences of the disaster, and measures people should take to prevent damage or injury.  
*Performance indicators:* 1, 2, 3, 7, 9, 10, 11, 12

Students complete the Advanced task through the Internet research activity, but choose an article about a disaster common to their native country. They continue their research by finding out what services FEMA provides in case of each disaster in the U.S. They find out what disaster services the government (or the U.N.) offers, if possible, in their own country, and write a report comparing the two. Students share their reports and discuss differences in government responses to disasters.  
*Performance indicators:* 1, 2, 3, 7, 9, 10, 11, 12, 14

Teacher creates a scavenger hunt from two or three sources of information about a topic students are studying, such as the Civil War, in a content area class. Sources of information could include the regular textbook, a web page, excerpts from primary source documents, or reference materials. The teacher provides information for answers in the scavenger hunt, and students develop the questions based on information they find in the texts (see Beginning and Intermediate tasks). Students work in pairs to locate the information and write the corresponding questions. At the end of the activity, students compare questions and note that some answers correspond to more than one question. Students discuss strategies they used to find the information, and record effective strategies in their learning logs.  
*Performance indicators:* 1, 2, 3, 5, 13, 15, 16

Students complete the Advanced task, except that they, not the teacher, create scavenger hunts for one another from two or three sources of information. In creating their own scavenger hunts, students should exclude nonessential information. At the end of the activity, students note strategies they used to figure out what information to exclude in developing their hunt, as well as strategies they used to find information.  
*Performance indicators:* 1, 2, 3, 5, 13, 15, 16

Continued on next page

# Standard 1: Continued

## Commencement Sample Classroom Tasks:

### English Proficiency Level

Beginning	Intermediate
<p>Using teacher-provided materials (usually available in theme books on ancient Egypt), students arrange pictures of the mummification process in sequential order. The teacher hands out simple sentence strips describing the mummification process, and students glue each strip next to the appropriate picture. Students combine the sentences and add transition words such as <i>first, second, next, later, etc.</i> with the teacher's help to form descriptive paragraphs. <i>Performance indicators:</i> 1, 9, 12, 15</p>	<p>Students read a simple article describing the mummification process, and then arrange pictures of the process in sequential order. Using a vocabulary list provided by the teacher to help them, students write a description of each picture. They combine their descriptions and add transition words such as <i>first, second, next, etc.</i> to form an extended multiparagraph description of the mummification process. <i>Performance indicators:</i> 1, 2, 9, 12, 13, 15</p>
<p>Students look at copies of car ads supplied by the teacher, and create a list of features available in new cars (all-wheel drive, side air bags, etc.), which the teacher posts on chart paper. Pairs of students create a one-page ad for an imaginary car that includes the labeled features the student thinks are most important, using the magazine ads as models. Students are encouraged to suggest fantasy features for their cars. <i>Performance indicators:</i> 2, 7, 13</p>	<p>Students complete the Beginning task through the list activity. The teacher hands out slips of paper to each student describing a car customer (e.g., college-age boy, elderly lady, father of four children, etc.). Students prepare for their roles by listing the features their character needs in a car. They also prepare for their car salesman role by listing the available cars and their features (8-10 possible cars). Students work with partners to role-play looking at cars in a dealership, with one student taking on the role of the car salesman and the other student playing the role assigned by the teacher. Students use the information they gathered through the initial activity to discuss the car features the customer wants, and hopefully, to make a "sale." <i>Performance indicators:</i> 2, 5, 7, 13</p>

ESL

1

Comm

## English Proficiency Level

### Advanced

In pairs, students use Internet sources to find information about the mummification process, and take notes on the information that they find. They take on the role of “master mummifiers” and create a mummification manual (using web design software if available) describing the process for “apprentice mummifiers.” Students use illustrations and written details to describe each step of the process. Students use a teacher-created rubric to check each other’s work for sequential order, use of transition words, adequate detail, and clear directions. Students share their manuals with their native English-speaking peers in their global history class during the unit on ancient Egypt.

*Performance indicators:* 1, 2, 3, 4, 5, 9, 10, 11, 12, 13, 15

Students review car ads and TV or Internet commercials (if possible) and take notes. Then they discuss car features and advertising strategies, including persuasive language. They work in groups to script a TV commercial advertising an imaginary car that includes what the group thinks are the most important features. Groups write and rehearse the commercial, using advertising strategies and language identified in the first activity. They perform for the class while the teacher videotapes each one. Students watch the tape and use a rubric to analyze their performances; criteria for the rubric include how convincing the commercial is, how well the features are described, and how effectively students use persuasive speech.

*Performance indicators:* 1, 2, 3, 4, 5, 6, 7, 8, 10, 12, 14, 15, 16

### Transitional

Students complete the Advanced task, but create their final manuals independently rather than with a partner. With the help of the teacher, the class creates a rubric, using the criteria listed in the Advanced task, and students peer edit one another’s work. Students finalize their manuals, and use them to present the process of mummification to their native English-speaking peers in their global history class during the unit on ancient Egypt.

*Performance indicators:* 1, 2, 3, 4, 5, 9, 10, 11, 12, 15

Students review real car brochures the teacher obtains from dealerships to identify interesting car features and effective advertising strategies, including persuasive language. They work in pairs to create multipage sales brochures for an imaginary, ideal car, using the real brochures as models. Ads must include details about appearance, safety features, reliability, efficiency, etc. Using the brochures as visual support, students stage sales presentations to the class highlighting unique features of their cars. Students evaluate one another’s ads and presentations, using a student-generated rubric developed from the criteria identified in the first activity.

*Performance indicators:* 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12, 13, 14, 15, 16

ESL

1

Comm

CLASSROOM  
TASKS

## Standard 2:

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

### Commencement Sample Classroom Tasks:

English Proficiency Level	
Beginning	Intermediate
<p>On a concept map, students brainstorm the characteristics that make a person a good friend. Students listen to teacher read aloud a brief poem on friendship. Students then add to the concept map any new ideas about friendship that the poem may prompt. Each student then writes a brief description of his/her own best friend, using the vocabulary generated on the concept map.</p> <p><i>Performance indicators:</i> 1, 2, 7</p>	<p>With teacher support, students read a short story on friendship, and complete a story map including theme, setting, characters, problem, and resolution. Working in small groups, students write a different ending to the story, or write a story about what they believe happens afterward. They share their stories with the rest of the class.</p> <p><i>Performance indicators:</i> 1, 2, 4, 7, 8, 10</p>
<p>Students view an excerpt of a film about a social problem (e.g., discrimination, violence in school, etc.). Working in small groups, the students write down a few ways in which the problem could be improved or eliminated, and share their ideas with the rest of the class.</p> <p><i>Performance indicators:</i> 1, 2, 5, 7, 9</p>	<p>Students and teacher read a short story about a social problem (e.g., substance abuse, sexuality, peer pressure, etc.). The class constructs a problem/solution organizer based on the story. As a whole class, the students discuss other social problems facing them. Working in pairs, they write and act out a brief skit about one of these problems. Then they present it to the class, answering questions from peers.</p> <p><i>Performance indicators:</i> 1, 2, 5, 6, 7, 8, 9, 10, 11</p>
<p>Students brainstorm problems they have had to overcome with parents, grandparents, or other adults. They then listen to the teacher read aloud a short literary selection (or adapted text) on intergenerational conflict, and identify the problems in the selections and learn how they were resolved. In small groups, they list other possible ways in which the problem could be resolved, and recommend one to the class. The class then votes on the solution most likely to work.</p> <p><i>Performance indicators:</i> 1, 2, 5, 9</p>	<p>With teacher support, students read a short story or an excerpt from a novel on intergenerational conflict, omitting the ending. As a whole class, students identify the factors that lead to the conflict. Working in pairs, students write a joint letter of advice to the character in the story on how to solve the problem. The ending of the story is then read and compared with the advice they offered.</p> <p><i>Performance indicators:</i> 1, 2, 4, 5, 8, 9</p>
<p>Students brainstorm ways in which they have changed or grown. Students listen while teacher reads aloud a poem or short text in which personal growth or change is the theme. Students compare the text with their prior ideas. Students then write their reactions to the text in reading journal, citing related personal experiences if they wish.</p> <p><i>Performance indicators:</i> 1, 2, 7, 12</p>	<p>After reading a short story or one-act play on the topic of change, students, with teacher support, identify the literary elements that contribute to the effectiveness of the story. Working in small groups, each group chooses one literary element, and finds specific examples of it in the text. Groups then report their results to the whole class, creating a chart of examples of various literary elements to refer to in future literary analysis.</p> <p><i>Performance indicators:</i> 1, 2, 4, 5, 7, 9, 12</p>

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

**Performance Indicators: See page 16**

### English Proficiency Level

#### Advanced

Students read a short story on friendship via paired reading, and identify the two most important characters in the story. Working together, they complete a character web for each character, and then complete a Venn diagram comparing the two. Each student then takes on the role of one of the characters and writes a letter to another character.

Students exchange letters and answer them.

*Performance indicators:* 1, 2, 4, 7, 8, 9, 10, 12

Students independently read a one-act play about a social problem. In pairs, they identify the author's point of view on the topic. Then they write their own interpretation of the problem, and, on the basis of their own experiences, agree or disagree with the author's point of view. Pairs share their interpretations and assessments with other pairs.

*Performance indicators:* 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

Students view a selection from a film that shows intergenerational conflict. They then read the text on which the film was based. In small groups, they compare and contrast the two forms of media, and note the differences and similarities between the two. Afterwards, working independently, they write an essay expressing which version was more realistic and engaging for them. Essay should include specific details of plot and character.

*Performance indicators:* 1, 2, 3, 4, 5, 7, 8, 10, 11, 12

On the basis of an independent reading of an abridged novel or complete short story about personal growth or change, students work in small groups to dramatize a scene from the text. Each group writes a different scene, giving stage directions and using dialogue from the text. With teacher support, class develops an assessment rubric for dramatizations. Students present their scenes in chronological order. Teacher and students use the rubric to evaluate each scene.

*Performance indicators:* 1, 2, 3, 4, 5, 6, 7, 9, 10, 11, 12

#### Transitional

Students read a poem and a short story or essay on friendship. Class discusses elements of friendship exemplified in the works. Students use the writing process to compose an essay on their personal view of friendship, citing examples from their own experience to support their views.

*Performance indicators:* 1, 2, 8, 9, 10, 11, 12

Students read two short stories about a social problem by authors from different countries or cultural backgrounds. They work in small groups to identify how the perceived problem and the perspective of the author are influenced by his/her background. Class compiles list of cultural and social influences represented or implied in the readings. Then, working independently and using information from the list, students write an extended essay on how the problem might be resolved in another cultural setting.

*Performance indicators:* 1, 2, 3, 4, 5, 6, 7, 9, 10, 11, 12

Students view the film *West Side Story* and a traditional version of *Romeo and Juliet*. As a whole class, they compare and contrast the stories. After reviewing common literary elements and techniques previously learned, students make note of the elements and techniques used in both stories. In pairs, students take the role of a film reviewer, each student rating a different film on a scale of 1-10, and prepare a defense of their rating. Using the format of a film review show on TV, pairs present their views to class and debate their differences of opinion.

*Performance indicators:* 1, 2, 3, 4, 5, 7, 9, 10, 11, 12

Students read an essay on growing up by a known author. They write their own response to the readings. In groups of three, students share their responses and differences in their perspectives. They discuss the factors that influence responses and produce such different responses to the same piece of writing. Students write a reflection piece addressing their discoveries about the influences on literary response.

*Performance indicators:* 1, 2, 5, 7, 9

Continued on next page

## Standard 2: Continued

### Commencement Sample Classroom Tasks:

#### English Proficiency Level

##### Beginning

Students bring in a tape or CD of a popular song they enjoy. Class listens and decides which song is most enjoyable. The teacher obtains the lyrics to this song, reviews the lyrics with students, and helps students to identify the song's literary elements and techniques, rhyme scheme, and meter. In pairs, students then study their choice of song, writing the lyrics and listing its literary elements. Class compares songs and results of study.

*Performance indicators:* 1, 2, 3, 4, 9

##### Intermediate

With teacher support, students read two lyric poems about love. Using a Venn diagram, the whole class compares and contrasts the two poems in regard to the language and literary elements contained in them. Using some of these features, students write a short love poem about or for someone they know, and include in their writing at least two elements of the poems.

*Performance indicators:* 1, 2, 3, 4, 8, 12

## English Proficiency Level

### Advanced

Students select a dramatic poem from a list or group supplied by the teacher, and write a personal response to the poem in their journals. The journals are then shared with a partner who chose to write about the same poem. They discuss the entries, and write a reply to each other's writing. The journals are then shared with the teacher, who also responds to the journal entries.

*Performance indicators:* 1, 2, 7, 9, 10

### Transitional

Students choose one narrative poem from a group of poems that have been read aloud in class. Working in small groups, the students create a brief dramatic presentation about the poem for the class. Group leads a class discussion on their interpretation of the poem, entertaining questions from peers.

*Performance indicators:* 1, 2, 4, 5, 6, 7, 9, 10, 11

ESL

2

Comm

CLASSROOM  
TASKS

## Standard 3:

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

### Commencement Sample Classroom Tasks:

English Proficiency Level	
Beginning	Intermediate
<p>With teacher support, students view a half-hour commercial television program, making note of the amount of time devoted to commercials and the kinds of products advertised. They brainstorm the kinds of audiences the commercials as a whole would appeal to. That night, they choose a television show on their own, and keep track of the amount of time used for commercials and the kinds of commercial ads that appear. They share their findings with the class the next day.</p> <p><i>Performance indicators:</i> 1, 5, 9</p>	<p>Using various popular teen magazines, students keep track of the percentage of the magazine devoted to advertising. Working in small groups, they choose two advertisements from one magazine, use class-developed assessment rubrics to analyze them for truthfulness and persuasiveness, and present their findings to the whole class. As a class, the students decide upon three products they would purchase and three products they would not purchase, on the basis of the advertisement.</p> <p><i>Performance indicators:</i> 1, 2, 3, 4, 5, 7, 9</p>
<p>Teacher leads the class in a KWL activity on the electoral process in the U.S. Teacher presents a list of candidates running in an upcoming election, along with their posters or pamphlets. Students find ads, articles, and other writing about the candidates in a newspaper brought in by the teacher, and identify the main issues of each candidate's campaign and which candidate's publicity is most visually appealing. Students keep a log of campaign ads seen on TV and the issues addressed in the ads, and report findings to class as the campaign progresses.</p> <p><i>Performance indicators:</i> 2, 4, 9</p>	<p>Students view a short political speech given by a well-known political or historical figure. They read the text of the speech afterwards. Working in pairs, they decide whether the spoken text or the written text was more effective, and they determine the reasons for their choice. Class compares and tallies responses.</p> <p><i>Performance indicators:</i> 1, 2, 3, 4, 5</p>
<p>Students listen to or view a dramatic scene in which a personal problem is presented. As a whole class they discuss the problem, and list ways in which the problem could be solved. Working in small groups, students discuss the alternatives and choose one, explaining why they believe it would be the best response to the problem.</p> <p><i>Performance indicators:</i> 1, 3, 6, 7</p>	<p>Teacher reads aloud three letters to a newspaper column such as "Dear Abby" while the students read the letters silently. Working in pairs, students choose one of the letters and discuss possible answers to the problem. They write a brief response to the letter they chose. Pairs compare responses with one another and ultimately to the ones printed in the column.</p> <p><i>Performance indicators:</i> 1, 3, 6, 7</p>
<p>With teacher support, students review a chart that displays demographic data from the years 1990 and 2000. They identify trends among selected variables in terms of increases or decreases. In small groups, they write a brief description of the data and discuss the possible reasons behind the changes. Groups compare their conclusions.</p> <p><i>Performance indicators:</i> 1, 2, 3, 6, 7, 9</p>	<p>Using a list of questions brainstormed in class about immigration experiences, students conduct a three-to-five-minute interview of a family member or recent immigrant, and they tape-record it. Interviewer plays recording in class and other students take notes. (Teacher pauses tape and reviews language as needed.) After a selected number of interviews have been played, students in small groups compare and contrast the experiences of the interviewees.</p> <p><i>Performance indicators:</i> 1, 3, 7, 9</p>

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

**Performance Indicators: See page 20**

**English Proficiency Level**

**Advanced**

**Transitional**

On the basis of their own interests, pairs of students find at least three advertisements for one product they use. The pair then uses class-developed assessment rubrics to analyze the advertisements, looking for sources of appeal, and fallacies or truth in marketing. They then create their own advertisement for the product on poster board. The class votes for and discusses the most appealing, truthful, and convincing advertisements.

*Performance indicators:* 1, 2, 4, 5, 6, 7, 9

Students brainstorm qualities that make commercial ads convincing. Class then views an infomercial. Working in small groups, students brainstorm the ways in which the infomercial did or did not succeed in convincing the audience to buy the product, and share their findings with the whole class. Students write an extended essay in which they analyze the infomercial's marketing strategies with reference to its appeal, values, fallacies, and truthfulness. Small groups send recommendations for improvement of infomercial to producers.

*Performance indicators:* 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

Students read two opposing editorials on a current social or political topic. Working in small groups, they research the issue in the library and/or on the Internet, and take notes. Each student independently writes a letter to the editor either agreeing or disagreeing with the editorials they read, using gathered information and data as support

*Performance indicators:* 1, 2, 3, 4, 5, 6

Students choose and research a social or political issue, and write a persuasive speech in which they present their own point of view on the subject. They deliver the speech to the class. Peers use a student-created rubric to evaluate the speeches, including such items as persuasiveness, truth, clarity, and effectiveness of the speaker.

*Performance indicators:* 1, 2, 3, 4, 5, 6, 8

Students read a short story, memoir, or essay in which the writer is faced with a dilemma and resolves it. As a whole class, students brainstorm other ways in which the writer could have chosen to respond to the problem. Each student then writes a letter to the author, agreeing with the author's decision or giving an alternative method of solving the problem.

*Performance indicators:* 1, 2, 3, 6

Students read two differing reviews of a film viewed in class. Following these models, students in small groups write a review in which they provide a summary of the plot, information about the characters, and comments on the effectiveness of the acting, directing, and other features. They make their own recommendation about whether or not to see the film, and present their review to the class. One review is submitted to the school newspaper.

*Performance indicators:* 1, 2, 3, 5, 6, 7, 8

Students complete Intermediate task. They read a brief memoir, diary, or short story on an immigration experience. In pairs, they use a graphic organizer to compare and contrast the author's experience of immigration with their own or a family member's experience. Each student then writes a short essay based on the comparison, using examples and details from each. Essays are collected, peer edited, and compiled into a class book on immigration experiences.

*Performance indicators:* 1, 3, 4, 6, 7, 9

Students read an essay about one aspect of the impact of immigration in U.S. history (e.g., economic development, population growth in cities, changes in traditional cuisine, etc.). They take double-entry notes on the passage to discuss with the whole class. Later, working in pairs, students research relevant facts about the topic and prepare a brief that supports or rebuts the author's perspective.

*Performance indicators:* 1, 4, 6, 7, 9

**Continued on next page**

## Standard 3: Continued

### Commencement Sample Classroom Tasks:

#### English Proficiency Level

##### Beginning

Students share proverbs they know from their home countries, explaining the meaning. A list of these proverbs is compiled, and each student selects the proverb that has the most meaning for him/her. In small groups, students present their selection and identify the social or personal issue or problem the proverb addresses (e.g., “A penny saved is a penny earned” addresses the problem of waste or squandering).

*Performance indicators:* 3, 7

##### Intermediate

With teacher support, students discuss and list problems experienced by teenagers in high school both in the United States and in their native countries. Students in small groups choose and investigate one problem, developing possible solutions. The groups report their investigation to the whole class, along with a proverb that applies to the situation. Class votes on and discusses the best solution offered.

*Performance indicators:* 1, 3, 4, 6, 7

ESL

3

Comm

## English Proficiency Level

### Advanced

Students brainstorm critical problems in society, such as health, morality, education, or human rights, and discuss details of each that make the issues problematic. In small groups, students choose one topic and locate and read two articles from contemporary periodicals or the Internet on the topic. Students discuss similarities and differences between the two articles, recommend one to the whole class, and justify this recommendation

*Performance indicators:* 1, 2, 4, 5, 7, 9

### Transitional

After reading a magazine article about a critical problem in society, such as health, morality, education, or human rights, students work in pairs to research a related issue. They create a brief skit to dramatize the issue and present it to the whole class. Peers use a class-developed rubric to evaluate the skits on originality, pertinence of issue, development of idea, use of multiple perspectives, and use of appropriate technical vocabulary.

*Performance indicators:* 2, 3, 4, 6, 7, 8

ESL

3

Comm

CLASSROOM  
TASKS

## Standard 4:

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

### Commencement Sample Classroom Tasks:

English Proficiency Level	
Beginning	Intermediate
<p>Students are given the task of greeting a foreign exchange student on the first day of school, and introducing him/her to the principal, secretaries, teachers, students, and other school personnel. After the teacher models various ways to introduce people, students are assigned different school personnel roles, and role-play the introductions and greetings.</p> <p><i>Performance indicators:</i> 3, 4, 6, 9, 11</p>	<p>Students brainstorm cultural situations the foreign exchange student may find confusing (cafeteria purchases, hall passes, opening a locker, etc.) and role-play a question-and-answer scenario between the exchange student and the host student. Students reflect on communication strategies for making their guest feel comfortable, and note them in their individual learning journals.</p> <p><i>Performance indicators:</i> 1, 3, 4, 6, 9</p>
<p>Teacher models using a particular graphic organizer to compare and contrast three sports. In pairs, students choose sports they are familiar with and complete the same graphic organizer to compare them. Students choose their favorite sport of the three and explain to their partner why they prefer it, referring to their chart.</p> <p><i>Performance indicators:</i> 2, 4, 9</p>	<p>Students complete Beginning task. After a discussion about favorite sports, students write a letter to their gym teacher describing a particular sport, citing reasons why they like it and explaining why it should be kept in, or added to, the physical education curriculum.</p> <p><i>Performance indicators:</i> 1, 2, 4, 5, 9, 12</p>
<p>Students brainstorm a list of careers that interest them. The teacher asks them to speculate about the kind of education that each career requires (college, vocational program, apprenticeship, graduate degree, etc.), and students complete a T-chart listing each career with its educational requirements. Each student is assigned one or two careers to investigate and, with teacher-provided resources (including the school counselor if possible), students check their speculations and revise them if necessary.</p> <p><i>Performance indicators:</i> 3, 9</p>	<p>Using teacher-provided resources, students research the requirements of various career paths and take notes. Choosing one career, students prepare a list of interview questions that can be used to find out more about the career from someone in the field. Students then interview people in their chosen careers, and report their findings to the class.</p> <p><i>Performance indicators:</i> 1, 3, 4, 6, 9, 12</p>
<p>The teacher uses pictures to present various situations that require emergency personnel, describes agencies that provide assistance for emergencies, and models making a 911 call. The teacher provides pairs of students with emergency scenarios. Students take turns role-playing 911 calls, rotating the role of the 911 operator. Operators must decide, on the basis of the information provided by the caller, which public agency to call. Students provide feedback to callers and operators.</p> <p><i>Performance indicators:</i> 1, 3, 6, 9, 12</p>	<p>Students share newspaper reports of accidents, fires, or other situations that require emergency personnel. In pairs, they role-play 911 calls on the basis of the information provided in the newspaper articles. Afterwards, students analyze their speaking and discuss alternative phrases and expressions to communicate more effectively.</p> <p><i>Performance indicators:</i> 1, 3, 6, 9, 11, 12</p>

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

**Performance Indicators: See page 24**

**English Proficiency Level**

**Advanced**

**Transitional**

Students complete Intermediate task, and take notes during the role-plays. In groups, they prepare a question-and-answer orientation booklet to be given to new foreign exchange students or newly arrived immigrant students.  
*Performance indicators:* 1, 3, 4, 6, 9

Students read articles about high schools in various countries and brainstorm aspects of American high schools that exchange students from these countries might find confusing. Students are each assigned a country, and they write a friendly welcome letter to a hypothetical exchange student from that country, describing these aspects of their high school and making suggestions on how to adjust to the new environment. Students share their letters with the whole group, and reflect on written communication strategies they used to help the exchange student feel more at ease.  
*Performance indicators:* 1, 3, 5

After a discussion about favorite sports, the teacher provides students with several scenarios in which the sport will be removed from the interscholastic sports program (on account of budget issues, too few players, problems with scheduling practices, etc.). In pairs, students prepare a statement to be read to the board of education persuading them not to eliminate the sport.  
*Performance indicators:* 1, 2, 4, 5, 9, 12

Using a computer program (word processing, desktop publishing), students design and write a brochure describing the schools' interscholastic sports program for incoming freshmen. The brochure should include details such as academic standards for student athletes, criteria for lettering in varsity sports, demands of different sports, schedules for tryouts and practices, etc.  
*Performance indicators:* 2, 9, 12

Using teacher-provided resources, students research the requirements of various career paths and take notes. The teacher organizes a mock job fair. Half the class role-plays recruiters from various careers, and the other half role-plays job seekers. Recruiters must prepare a list of interview questions suitable for their "vacancy." Students circulate through the fair, interviewing for various jobs. Then students switch roles, and circulate through the fair again. Class debriefs on types of interview questions that were challenging, simple, informative, etc.  
*Performance indicators:* 3, 4, 5, 6, 7, 8, 9, 12

Using teacher-provided resources, students research the requirements of various career paths of interest to them, and choose one they are interested in pursuing. They develop a written career plan which includes: how they will meet the educational requirements (degree, certificate, or other training); how they will pay for the training/education through loans, grants, gifts, etc.; and where and how they will search for a job once their training is completed. Students present their plans to the class.  
*Performance indicators:* 3, 5, 9

The teacher provides groups of students with different emergency scenarios. Each group member is provided with descriptions of various roles involved in the emergency (i.e., victim, firefighter, neighbor, ambulance driver, etc.). Students improvise the emergency scene while staying in character. Afterwards, students analyze their speaking and discuss how factors such as tone, vocabulary, and intonation can affect communication.  
*Performance indicators:* 1, 3, 6, 9, 11, 12

Students read newspaper reports of various emergencies such as fires, accidents, weather disasters, etc. After class brainstorms other emergency scenarios, students pretend that they are a newspaper reporter at the scene of an emergency, and they write a newspaper article about the situation, which includes dialogue from interviews with victims, 911 calls, etc. In small groups, students read and respond to each other's articles.  
*Performance indicators:* 1, 3, 6, 9, 11, 12

**Continued on next page**

## Standard 4: Continued

### Commencement Sample Classroom Tasks:

English Proficiency Level	
Beginning	Intermediate
<p>The teacher creates a generic opinion phrase such as “What a great idea.” Teacher models various ways of adding meaning to the phrase with facial expressions and gestures (enthusiastic, doubtful, sarcastic, jealous, encouraging, etc.). Teacher secretly assigns each student a different emotion or intention, and has students use facial expressions and gestures to illustrate the emotion or intention when saying the phrase. Other students try to guess the emotion.</p> <p><i>Performance indicators:</i> 1, 9</p>	<p>Teacher goes over a list of emoticons (emotional icons) and acronyms commonly used in e-mail messages (e.g., :-) [funny], lol [laughing out loud], btw [by the way]), writing in capital letters, etc.). In pairs, students write e-mail messages to each other, using various emoticons and acronyms from the list. Recipients read messages to the class, substituting appropriate gestures, expressions, and voice inflections for emoticons and acronyms. The class guesses which emoticons were used.</p> <p><i>Performance indicators:</i> 1, 9</p>
<p>Students choose a safety procedure from one of their content area classes (science, technology, PE, etc.). With teacher support, they create a flowchart poster describing the procedure, and use the poster as they demonstrate the safety procedure for the class.</p> <p><i>Performance indicators:</i> 10, 11</p>	<p>Students choose a safety procedure from one of their content area classes (science, technology, PE, etc.). In small groups, they prepare a handout describing the procedure, using step-by-step directions. They refer to the handout while demonstrating the procedure to the class.</p> <p><i>Performance indicators:</i> 3, 5, 10, 11</p>

ESL

4

Comm

## English Proficiency Level

### Advanced

Students complete the Intermediate task. They act out a typical school situation (e.g., not having change for a vending machine), using expressions, gestures, and voice inflections implied by certain emoticons on the list. Partners try to guess which emoticon is being implied, and write an e-mail message to their partner, “translating” their actions into words and emoticons.

*Performance indicators:* 1, 4, 9

### Transitional

After going over a list of emoticons and acronyms commonly used in e-mail messages, students write several e-mail messages on the same topic to various recipients (a friend, their mother, the teacher, etc.), using emoticons and wording appropriate to the audience. In groups, students analyze the messages and reflect on how the audience affects the writer’s choices.

*Performance indicators:* 1, 4, 9

Students choose a safety procedure from one of their content area classes (science, technology, PE, etc.). In pairs, they prepare a cause-and-effect chart describing the procedure step-by-step along with possible consequences of not following the proper procedure at each step. They teach the procedure to the class, referring to the chart to emphasize the importance of following the correct procedure.

*Performance indicators:* 3, 4, 5, 10, 11

Students complete the Advanced task, taking notes on other students’ presentations. Students work with others who chose a task from the same content area class to create a written procedure handbook for that class with clear step-by-step directions and descriptions of possible consequences of not following the proper procedure.

*Performance indicators:* 3, 4, 5, 10

ESL

4

Comm

CLASSROOM  
TASKS

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

### Commencement Sample Classroom Tasks:

English Proficiency Level	
Beginning	Intermediate
<p>With teacher support, students read a popular comic strip such as "Peanuts" or "Blondie" from the newspapers. Teacher facilitates a whole class discussion of the comic strip, noting any culturally embedded issues and dialect. Students then choose another comic strip, and write a brief paragraph about their interpretation of the strip. Students present comic strips and interpretations to class. Teacher provides information on cultural or linguistic referents as needed.</p> <p><i>Performance indicators:</i> 1, 4</p>	<p>Students listen to a popular song while reading its lyrics. As a whole class they brainstorm ways in which it reflects the perceptions of the popular culture. Any idiomatic, regional, or nonstandard dialects are discussed and listed. Each student then chooses his/her own favorite song, transcribes the lyrics, and writes his/her interpretation in a response journal, including items discussed in class.</p> <p><i>Performance indicators:</i> 1, 4</p>
<p>Students listen to a recording and read the lyrics of the national anthem of the United States. With the class, the teacher brainstorms the major themes in the song and the values that are embedded in it. Students compare this song to the national anthems of their native countries. They individually complete a Venn diagram to compare and contrast the major themes and values of the two anthems.</p> <p><i>Performance indicators:</i> 2, 5</p>	<p>With teacher support, students plan a field trip to Ellis Island and the Statue of Liberty. They create a K-W-L chart and prepare a list of questions they want to answer as a result of the trip. Working in pairs, they investigate and take notes on at least three questions during the field trip. The student pairs write up the results of the questions and present their report to the class. The report is evaluated through a rubric created by the teacher for their written work and oral presentation.</p> <p><i>Performance indicators:</i> 2, 3, 5, 6</p>
<p>Teacher and students bring in photos of an important event in their lives or in the lives of their families. Teacher models and students later give an oral presentation about the photo to the whole class. With teacher support, students create categories for the photos, using a list-group-label method. Students write a brief description of their photo, and categorize it according to the labels created in class.</p> <p><i>Performance indicators:</i> 3</p>	<p>Teacher and students brainstorm and list customs about dating and marriage in the U.S. and in their native countries, including ages, range of choices, weddings, etc. Teacher provides additional information on U.S. customs. Using the items listed, students work in small groups to discuss at least two of these customs. They prepare an oral presentation in which they present their opinions on the two items to the whole class.</p> <p><i>Performance indicators:</i> 2, 3, 5</p>
<p>Students bring a photo or childhood memento from their culture to share. They talk about the object in a sharing circle. Then they write descriptions of objects, including details to add interest (e.g., age, event, place, significance).</p> <p><i>Performance indicators:</i> 3</p>	<p>Students bring a photo or childhood memento from their culture to share, and talk about the object in a sharing circle. They read books that depict childhood in other cultures (e.g., <i>The Whispering Cloth</i>, <i>Annie and the Old One</i>), and write three things about the child's experience in each story (e.g., whether it was sad, honest, frightening, or difficult). Then they write a brief story about a similar time in their own lives, including culturally relevant details.</p> <p><i>Performance indicators:</i> 3, 5</p>

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

**Performance Indicators: See page 28**

**English Proficiency Level**

**Advanced**

**Transitional**

Students read two poems on the same theme, one of which contains regional or nonstandard dialects. In small groups, students discuss which of the poems is more effective and why. A mock debate based on the small group opinions follows, with each side arguing for the merits of the poem they chose. Students write a summary of the debate and identify which side they believe won the debate. Results are posted in room.

*Performance indicators:* 1, 4, 5

Students read three short stories or literary excerpts from different regions of the world on a related theme or topic. In whole class discussion, students brainstorm the ways in which cultural and social conditions influenced the three authors. As a follow-up, each student chooses an author, researches his/her life, and writes an extended essay indicating how society and culture may have influenced the author's perspective.

*Performance indicators:* 1, 4, 5

Working in small groups or pairs, students choose one national monument in the U.S. and one national monument in another country of their interest. They research the history and meaning of the monuments, including the designers, the locations chosen, and events they commemorate. The results of the investigation are displayed on a poster, and each small group or pair makes an oral presentation about their project. The whole class then votes on the best presentation.

*Performance indicators:* 2, 5

Working independently, students choose a branch of government in the United States, and compare it with a similar branch of government in their native countries. They research various dimensions of the powers of the branch of government in each country, and compare and contrast these dimensions in a formal research paper of three to five pages. The report must contain at least five references and a bibliography. A teacher- and student-created rubric is used to evaluate the reports.

*Performance indicators:* 2, 5

Students complete Intermediate task. Working in small groups, students investigate the history of selected dating and marriage customs in the U.S., ways in which the customs have changed over time, and some cultural variations within the United States regarding these customs.

*Performance indicators:* 2, 3, 5

Working in small groups, students select one ritual or tradition involving such events as birth, coming of age, dating, marriage, death, etc. in the U.S. and in one other country of their choice. They research the history of the rituals or traditions, and create a short dramatic presentation on the changes and development of these two rituals or traditions for the class. The presentation is evaluated on the basis of a teacher-created rubric.

*Performance indicators:* 2, 3, 5

Students complete Intermediate task. Class reads Tomie di Paola's memoir and make a list of details that add interest to memoirs. Students read aloud their personal stories, and classmates ask questions about them. Students rewrite their personal stories, addressing these questions and incorporating unique cultural details and a better understanding of the memoir genre.

*Performance indicators:* 3, 5, 6

Students complete Advanced task. To enhance their understanding of genre and enrich their writing, they read Cynthia Rylant's memoir (*When I Was Young in the Mountains*) in addition to Tomie di Paola's. Students develop their personal story into a memoir.

*Performance indicators:* 3, 5, 6

**Continued on next page**

## Standard 5: Continued

### Commencement Sample Classroom Tasks:

#### English Proficiency Level

Beginning	Intermediate
<p>The teacher obtains two well-illustrated copies of variations of ancient flood myths, using students' native cultures as a source if possible, and reads them to students. In pairs, students discuss the stories and as a class compare them in a Venn diagram. Students discuss the similarities in the myths. They reflect on whether the lessons the myths were intended to teach are relevant in modern-day American culture or in their native cultures.</p> <p><i>Performance indicators:</i> 5</p>	<p>Students complete the Beginning task. In pairs, they create a chart listing the reasons that the gods in the myths chose to flood the earth, the consequences of each flood, and the lessons learned. Groups of students brainstorm modern-day problems that correspond to the ancient problems, and choose one. Together, they create a modern-day flood myth skit that teaches a lesson, and present it to the class, with each student taking a part (narrator, angry god, person, etc.). Students respond to each other's skits, and discuss issues common to all the skits.</p> <p><i>Performance indicators:</i> 5, 6</p>
<p>The teacher tells students they will be learning how to disagree politely, and announces a ridiculous new rule to the class to spark protests and questions from the students (e.g., students will only be allowed to complete homework assignments using crayons). The teacher coaches students on how to use the appropriate register to phrase their concerns, and responds to their concerns with more ridiculous responses (...because the teacher thinks crayons are prettier than pens) to draw out the experience. At the end of the activity, students discuss how comfortable they felt while disagreeing, and compare strategies for disagreeing in their native cultures with the strategies they learned through their activity.</p> <p><i>Performance indicators:</i> 1, 4</p>	<p>Students complete the Beginning task, and then take turns role-playing other nonsense situations in which students must disagree, using characters such as grandfather and grandson, husband and wife, principal and teacher, etc. to focus on levels of formality and rhetorical patterns in disagreements. The teacher coaches students on responses considered appropriate in American culture. After the activity, students discuss similarities and differences between their own culture and American culture and create a chart of relationships (old/young, boss/employee, parent/child) with notes on how each person would appropriately respond in a disagreement in both cultures.</p> <p><i>Performance indicators:</i> 1, 4</p>

## English Proficiency Level

### Advanced

Students complete the Intermediate task through the brainstorming activity. Each student writes a flood myth that teaches a modern-day lesson appropriate either for their culture or for American culture. Students read and respond to each other's stories, and discuss common problems for all cultures, ancient and modern.

*Performance indicators:* 5, 6

### Transitional

The teacher obtains several copies of variations of flood myths. Students choose three or more stories to read independently, and complete a matrix listing the story, culture of origin, reasons for flood, consequences, and lessons learned. In groups, they discuss the similarities and differences, and compare views of ancient cultures with modern-day views. After brainstorming modern-day problems, students independently write a flood myth that teaches a modern-day lesson. They read and respond to each other's myths and discuss common problems for all cultures, ancient and modern.

*Performance indicators:* 5, 6

The teacher creates a nonsense issue and assigns groups of students to two sides of the issue (e.g., crayon advocates vs. marker advocates—see Beginning task). Students meet in their groups to prepare their arguments, and then stage a mock debate. The teacher coaches students on appropriate ways to disagree and defend their point of view. After the debate, students reflect on strategies for discussing controversial issues, and discuss whether or not strategies would work in their own culture. Students write about their insights in their learning journals.

*Performance indicators:* 1, 4

Students complete the Advanced task. They follow it up by researching real, controversial issues relevant to a school context, and choosing an issue to debate. The teacher assigns sides, and facilitates the debates. Students apply the insights they learned in the previous task during the debate, and follow up by discussing how culture affects interactions during conflict, and the importance of debate in a democracy.

*Performance indicators:* 1, 4



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## Response Form ESL Learning Standards

The purpose of the NYS ESL Learning Standards is to guide local decision making in the development of curriculum, instruction, and assessments for all LEP/ELLs. The ESL standards articulate the abilities and competencies that LEP/ELLs must demonstrate to successfully integrate into the English academic mainstream.

This response form is being used throughout New York State to collect data on this draft of the **New York State ESL Learning Standards**. The next version of this document will reflect comments from those who respond.

Please return this form to Carmen A. Perez Hogan, New York State Education Department, Room 367 EBA, Albany, NY 12234, by **March 1, 2002**. Thank you very much for your comments.

(Check the *one* most appropriate category below)

- |   |   |
|---|---|
| 1 <input type="checkbox"/> Parent of Pre-K-12 student   | 7 <input type="checkbox"/> School Board Member                          |
| 2 <input type="checkbox"/> Teacher (○ elem ○ middle ○ high school)<br>_____ (subjects taught) | 8 <input type="checkbox"/> Teacher Center Employee                      |
| 3 <input type="checkbox"/> Student  | 9 <input type="checkbox"/> Teacher Union Representative                 |
| 4 <input type="checkbox"/> School Administrator   | 10 <input type="checkbox"/> BOCES Employee                              |
| 5 <input type="checkbox"/> Business Community Member  | 11 <input type="checkbox"/> Post-secondary Teacher or Administrator     |
| 6 <input type="checkbox"/> Cultural Institution Representative                                | 12 <input type="checkbox"/> Interested Reviewer _____<br><i>specify</i> |

If you are interested in continuing your involvement in activities related to the ESL Learning Standards, please provide the following information:

Name \_\_\_\_\_

Office \_\_\_\_\_

Address \_\_\_\_\_

Telephone: \_\_\_\_\_

