

**Chicago Public Schools  
Office of Language and Cultural Education**



**ENGLISH AS A  
SECOND LANGUAGE**

*Goals and Standards*

*Pre-K through 12*



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Chicago Public Schools

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**Therese Connors**, *John F. Eberhart School*  
**Arlene Crandall**, *Gage Park High School*  
**Annette Daum**, *Portage Park Elementary*  
**Howard Emmer**, *Inter - American Magnet*  
**Margo Gottlieb**, *Illinois Resource Center*  
**Else Hamayan**, *Illinois Resource Center*  
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**Debra Ann Plotkin**, *George Armstrong Elementary*  
**Elizabeth Putz**, *Richard Edwards School*  
**Nikolai Repkin**, *George B. Swift Specialty School*  
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**Guadalupe Shields**, *Gale Community Academy*  
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**Ursula Ulankiewicz**, *Peter A. Reinberg School*  
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**PREFACE**

ENGLISH AS A SECOND LANGUAGE instruction is a component of bilingual education. Bilingual education has been an integral part of the instructional program of the Chicago Public Schools for more than 25 years, during which time several curriculum guides have been written. Each had a defined purpose aimed at a specific population by age, grade, or language background, and incorporated methods, strategies and materials that were “state-of-the-art” at the time they were published.

In February, 1998, in its ongoing commitment to the improvement and strengthening of the educational programs offered to students who are English Language Learners, the Chicago School Reform Board of Trustees (Chicago Board of Education) approved the *Language and Cultural Education Initiatives: A Framework for Success*. These initiatives have, as a primary focus, the teaching of English as a Second Language to those students, from a background other than English, who enter the Chicago Public Schools without the fluency and literacy in English necessary to be successful in their school experience. Thus this new curriculum guide, *English as a Second Language Goals and Standards*, has been developed. The goals of this guide are: 1) to standardize ESL instruction throughout the schools and 2) to set a continuum of skills which students are to master from one level to another.

This decision came after a series of meetings with various focus groups from all levels of instruction and different parts of the city. In the process of developing this guide, a number of resources were reviewed and discussed. It was agreed that *ESL Standards for Pre - K - 12 Students* published by Teachers of English to Speakers of Other Languages, Inc., (TESOL) would be an excellent model for the Chicago Public Schools' ESL standards. Permission for the use of their copyrighted material was secured from TESOL. A steering committee was formed; a project coordinator was designated; reviewers and a consultant were selected; formats, time lines and budgets were approved; and groups of writers, who are actually currently teaching in ESL and Bilingual Education classrooms, were asked to identify the performance indicators for each of the standards. The project coordinator and consultant were responsible for integrating all of the material written by the teachers in the field. This guide is written to be concise and easily used in daily instruction by teachers who have no special training or expertise in teaching English Language Learners as well as by ESL and Bilingual teachers.

*English as a Second Language Goals and Standards Pre - K through 12* was implemented as a “field test” document during the 1998 - 1999 school year. Comments and suggestions from teachers and administrators were sent to the Office of Language and Cultural Education and incorporated into this final version to make it more a complete and user friendly document.

## INTRODUCTION

Approximately seventy thousand students in the Chicago Public Schools speak a language other than English. In order to take full advantage of their academic opportunities, the students must acquire fluency and competence in the English language. The Chicago Public Schools' *Language and Cultural Education Initiatives: A Framework for Success* is mandated by the Chicago Public Schools Reform Board of Trustees (Chicago Board of Education). These initiatives provide the scope and sequence for a three - year course of study for English language instruction known as the *English as a Second Language Goals and Standards* and comply with the state's time requirements for Transitional Bilingual Education.

The *English as a Second Language Goals and Standards Pre - K through 12* incorporates opportunities to develop critical thinking, problem solving, and decision making skills in the new language and to implement them within the cultural setting of the United States. It delineates what the students should know and be able to do at different age, grade and ability levels, keeping in mind that the language acquisition process is not only the learning of facts but also depends on developmental and maturational factors.

### The Goals and Standards

Students will learn to understand, speak, read and write English fluently, competently and proficiently in order to succeed academically and participate actively in the U. S. social, economic and political environment.

This seemingly overwhelming demand becomes less daunting when organized into **three major goals**. Each goal is divided into **several standards** which state the **language functions** which the student is expected to be able to perform in order to meet that goal.

#### **GOAL I: To use English to achieve in all academic areas and settings.**

- Standard A:** Students will use English for personal and instructional interactions in the classroom.
- Standard B:** Students will use English to obtain, process, construct, manipulate, provide and expand knowledge and information through spoken and written media.
- Standard C:** Students will use appropriate learning strategies to construct and apply academic knowledge.
- Standard D:** Students will acquire English across the curriculum through the use of technology.

#### **GOAL II To use English for all social and personal purposes.**

- Standard A:** Students will use English to communicate and meet personal needs.
- Standard B:** Students will interact in and through spoken and written English for personal expression and enjoyment.
- Standard C:** Students will use English to participate in social and business interactions.
- Standard D:** Students will use appropriate learning strategies to extend their communicative competence.

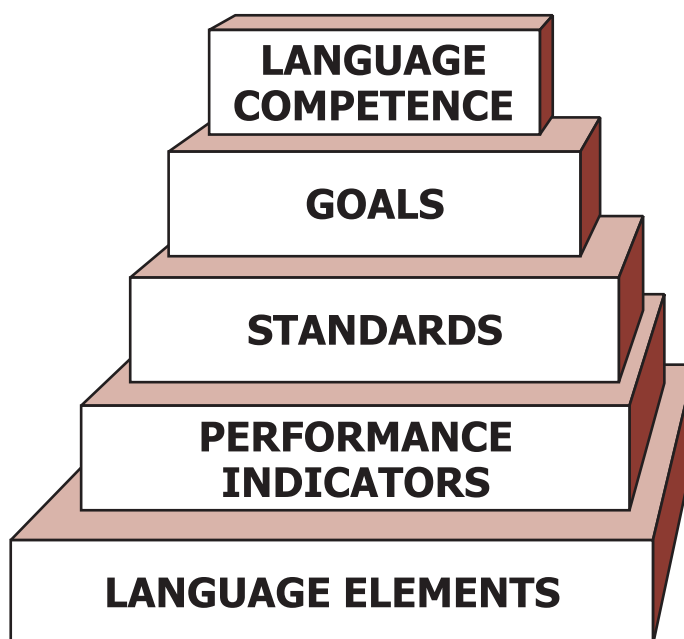
**GOAL III: To tailor the English language for various and specific purposes and uses.**

**Standard A:** Students will use the appropriate language variety according to audience, purpose and setting.

**Standard B:** Students will use non-verbal communications appropriate to audience, purpose and setting.

Each standard has a number of **performance indicators** which explain what a student must be able to do in order to meet that standard; they will be the **core items of instruction**. These are grouped according to expectations of achievement for students in Grades PK - 3, 4 - 8, and 9 - 12. The performance indicators are also clustered into what is to be learned in Level 1, Level 2, and Level 3.\*

Another section of this program enumerates what we have labeled “**Language Elements**” or, in other words, the sounds, grammar and vocabulary which, combined, make up the English language. These are also grouped into three levels, so that in order to be able to perform the indicators in Level 2, the student must have learned the language elements in Level 1, and so on. The following is an illustration of the hierarchy:



*\*Level is not equivalent to years in program.* A student may enter the Bilingual Program already able to enter Level 2 ESL instruction; conversely, a student who is in the third year of the Bilingual Program may be making slow progress and not yet be ready to learn Level 3 of the ESL instruction continuum.

## **IMPLEMENTATION**

*All teachers who have English Language Learners in their classes will be able to use these Goals and Standards to guide their instruction.* This document will assist them in knowing how much English a student may already know and which language elements and vocabulary may be used to best assist the student in learning new material in the ESL class and in the content area subjects.

## **VISION STATEMENT FOR ENGLISH AS A SECOND LANGUAGE PROGRAMS**

Limited-English-proficient students in Chicago Public Schools will learn to understand, speak, read and write English fluently, competently and proficiently in order to succeed academically and participate actively in the U.S. social, economic and political environment. In order to make this vision a reality, the following statements will be the basic guidelines:

- Effective programs for English Language Learners (ELLs) provide for the attainment of proficiency in English.
- Effective programs for English Language Learners show respect for the English Language Learners' native languages in school, community and workplace contexts.
- All educational personnel have responsibility for the education of English Language Learners.
- Effective schools require that high quality services be available to English Language Learners.
- English Language Learners have full access to all services rendered to the general school population.
- Knowledge of more than one language and culture is advantageous for all students.

**GOALS AND STANDARDS FOR ENGLISH AS A SECOND LANGUAGE PROGRAMS**

Students will learn to understand, speak, read and write English fluently, competently and proficiently in order to succeed academically and participate actively in the U. S. social, economic and political environment.

**GOAL I: To use English to achieve in all academic areas and settings.**

- Standard A:** Students will use English for personal and instructional interactions in the classroom.
- Standard B:** Students will use English to obtain, process, construct, manipulate, provide and expand knowledge and information through spoken and written media.
- Standard C:** Students will use appropriate learning strategies to construct and apply academic knowledge.
- Standard D:** Students will acquire English across the curriculum through the use of technology.

**GOAL II: To use English for all social and personal purposes.**

- Standard A:** Students will use English to communicate and meet personal needs.
- Standard B:** Students will interact in and through spoken and written English for personal expression and enjoyment.
- Standard C:** Students will use English to participate in social and social interactions.
- Standard D:** Students will use appropriate learning strategies to extend their communicative competence.

**GOAL III: To tailor the English language for various and specific purposes and uses.**

- Standard A:** Students will use the appropriate language variety according to audience, purpose and setting.
- Standard B:** Students will use non-verbal communications appropriate to audience, purpose and setting.



*Goals and Standards  
for  
**ESL***

# Grade Cluster

*grades pre-K through 3*

**ESL Goal I:** To use English to achieve in all academic areas and settings.

**Standard A:** Students will use English for personal and instructional interactions in the classroom.

## Performance Indicators

### Level 1

The student will:

- a** distinguish and reproduce sounds of English in words, phrases and simple sentences.
- b** use appropriate introductions, greetings, formulaic expressions and farewells.
- c** accompany oral language with appropriate body language.
- d** acquire the vocabulary necessary for instruction.
- e** match written language to pictures.
- f** state and write personal and identifying information.
- g** understand and follow non-verbal and verbal safety instructions and procedures.
- h** explain actions using both verbal and non-verbal cues (e.g. distance apart, facial expression, etc.).
- i** understand and use cardinal and ordinal numbers; recognize Roman numerals.
- j** understand and use expressions related to time.
- k** respond to and make requests.
- l** respond to and ask questions.
- m** give and ask for permission.
- n** listen to and incorporate feedback regarding school behavior.
- o** interact with English - speaking peers.
- p** request assistance from teachers and peers.
- q** participate in simple dialogues.
- r** express likes and dislikes.
- s** participate in cooperative groups verbally and/or non-verbally.
- t** follow simple oral directions.
- u** carry on conversations regarding classroom activities.

## Level 2

The student will:

- a** ask the teacher to restate, simplify and expand information and directions.
- b** carry out written directions with teacher assistance.
- c** maintain a personal journal.
- d** share personal experiences both orally and in writing.
- e** give broad descriptions both orally and in writing.
- f** interact in a small group.
- g** restate or rephrase information (e.g. directions).
- h** expand vocabulary through context clues.
- i** express ideas both orally and in writing.
- j** ask for and give information both orally and in writing.
- k** ask for and give directions both orally and in writing.
- l** write level - appropriate compositions.
- m** participate in a teacher - controlled discussion.

## Level 3

The student will:

- a** give reports of events or descriptions of people, places and things.
- b** distinguish between standard and non - standard English vocabulary.
- c** give detailed descriptions.
- d** express ideas using increasingly complex language (e.g. embedded phrases, cause and effect and reported speech, etc.).
- e** argue and defend a point of view.
- f** make inferences.
- g** compare and contrast.
- h** predict outcomes.
- i** make generalizations.
- j** draw conclusions.

**ESL Goal I:** To use English to achieve in all academic areas and settings.

**Standard B:** Students will use English to obtain, process, construct, manipulate, provide and expand knowledge and information through spoken and written media.

## Performance Indicators

### Level 1

The student will:

- a** learn the Roman alphabet and decoding.
- b** recognize the sound patterns for statements, questions, rhymes, etc.
- c** follow printed text during oral reading.
- d** record ideas through pictures.
- e** copy written material.
- f** use picture and context clues.
- g** form questions to elicit data.
- h** follow sequence of a story or event.
- i** comprehend conversational sequence.
- j** create story frames in sequence.
- k** classify objects according to number, shape, size, use, etc.
- l** participate in simple show and tell.
- m** attempt to convey gathered information in writing.
- n** illustrate a story.
- o** give general oral descriptions from pictures, charts, etc.

### Level 2

The student will:

- a** create lists of ideas.
- b** retell a story or narrate an experience using sequence and detail.
- c** record or list events of interest from books, stories, or personal experiences.
- d** give written summaries of a paragraph, story, or event.
- e** create a booklet with illustrations for a content area project.
- f** participate as a speaker in small group activities to obtain information.
- g** construct a chart or other graphic organizer to show information.
- h** use a chart or graphic organizer to write a story.
- i** write a story after seeing or hearing a presentation.
- j** edit own work with assistance.

- k** access information from a newspaper, dictionary, encyclopedia, thesaurus, etc.
- l** read for information.
- m** write a description from a sequence of pictures.
- n** give written descriptions from pictures, charts, etc.
- o** take part in role - playing employing familiar situations and learned language.

### Level 3

The student will:

- a** compare stories, poems, events, etc. orally and in writing.
- b** write compositions with supportive information.
- c** write reports using information from a variety of sources.
- d** summarize material which has been read.
- e** give a short oral report on a familiar topic and be able to answer questions about it.
- f** synthesize new and old information.
- g** summarize material received orally as well as visually.
- h** read level - appropriate children's literature and magazines.
- i** read textbooks independently.

**ESL Goal I:** To use English to achieve in all academic areas and settings.

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

## Performance Indicators

### Level 1

The student will:

- a** begin to use learning strategies.
- b** use illustrations and pictures for meaning.
- c** use verbal and non-verbal cues to focus attention.
- d** rehearse and visualize information.
- e** use gestures and mime to get ideas across.
- f** repeat information given orally in class.
- g** use picture illustrations to comprehend stories.
- h** use pictures for purposes of classification.
- i** apply word attack skills.
- j** use manipulatives and illustrations to elicit verbal understanding of various concepts.
- k** find speech and writing patterns required in various content areas (e.g. intonation, stress, word boundaries, etc.).
- l** ask assistance from teachers, peers, etc.
- m** participate in formal spoken activities such as choral reading, poetry, plays and readings.

### Level 2

The student will:

- a** take simple dictation.
- b** arrange events in chronological order.
- c** follow guided writing activities.
- d** solve problems by drawing pictures.
- e** state verbally information given in written form.
- f** ask for opinions.
- g** explain answers by rephrasing for clarity.
- h** create graphs, charts, timelines, etc. from written material to illustrate or simplify data.
- i** write short paragraphs to convey factual information.
- j** learn to summarize the main idea of a story printed on a worksheet by highlighting.
- k** describe parts of a book, magazine, or letter.

- l** solve problems using data from tables or graphs.
- m** improve fluency and understanding by using such strategies as rereading, retelling and summarizing.
- n** connect new information to prior knowledge and experience.
- o** use a variety of resources including glossaries and dictionaries and other resource materials to clarify word meaning or improve usage.
- p** use verbal and non-verbal context to grasp meaning.

### Level 3

The student will:

- a** take risks with language.
- b** rephrase, explain and expand oral or written information to check comprehension.
- c** collect and organize information.
- d** select materials from school resources to complete a project.
- e** use key words.
- f** write and edit with peers and independently.
- g** begin to self - correct speech.
- h** give oral reports.
- i** utilize information from maps, charts, brainstorming, timelines, graphs, graphic organizers, etc. to generate questions on text and/or topics.
- j** learn and apply test - taking skills.
- k** scan entry in book to locate information for an assignment.

**ESL Goal I:** To use English to achieve in all academic areas and settings.

**Standard D:** Students will acquire English across the curriculum through the use of technology.

## Performance Indicators

### Level 1

The student will:

- a** develop basic keyboard skills using the Roman alphabet.
- b** become familiar with the keyboard, control keys, mouse, etc. through oral instruction.
- c** learn to handle, insert, and eject disks and CDs, audio and video tapes, etc.
- d** learn how to start and exit a computer following oral directions.
- e** identify forms, purposes and operations of technology (e.g. computer, printer, telephone, overhead projector, cassette recorder, radio, calculators, etc.).
- f** produce simple documents, such as banners, flyers and calendars.
- g** participate in instructional activities using computer software.
- h** use technology to develop and improve reading, listening and speaking skills.
- i** use pictures, icons and graphics for meaning.

### Level 2

The student will:

- a** use appropriate software to improve writing skills.
- b** identify different technological equipment and the respective functions orally.
- c** create story outlines on word processor.

### Level 3

The student will:

- a** learn to access sites on the Internet.
- b** e - mail to communicate with other ELLs to create journals and other projects.
- c** use technology to receive and transmit information.
- d** follow written directions for programming (e.g. digital watch, VCR, etc.).
- e** use electronic information sources such as indices, databases, encyclopedias and CD - ROMs.
- f** create a booklet with illustrations for a content area project using desktop publishing program and paint program.

**ESL Goal II:** To use English for all social and personal purposes.

**Standard A:** Students will use English to communicate and meet personal needs.

## Performance Indicators

### Level 1

The student will:

- a** interact with others.
- b** share and request information.
- c** model authentic language in particular situations and settings.
- d** initiate conversation.
- e** answer basic questions on a one - to - one basis.
- f** convey personal information in writing.
- g** understand and use verbal and non-verbal cues.
- h** communicate personal needs and wishes.
- i** learn names and titles of address.
- j** introduce oneself and greet others.
- k** use a calendar.
- l** give phone numbers and addresses.
- m** tell time.
- n** give and carry out common commands.
- o** express quantity.
- p** ask and tell the cost of an item; make simple purchases.
- q** ask about and describe the weather.
- r** ask and tell where someone is going.
- s** ask and tell where someone or something is located.
- t** conduct a simple phone conversation.
- u** ask and tell about a person's physical appearance/condition.
- v** know rooms and parts of the house and school.
- w** talk about family relationships.
- x** describe personal hygiene and daily routines.
- y** summon help from 911.
- z** understand and respond verbally using appropriate social formulae (e.g. please, thank you, etc.).

## Level 2

The student will:

- a** chat on the phone and take messages.
- b** understand and respond to simple directions.
- c** participate as speaker/listener in group activities.
- d** write memos and notes.

## Level 3

The student will:

- a** practice new language while engaging in informal and formal conversation.
- b** demonstrate, read about, or participate in a favorite activity.
- c** maintain an interactive journal.

**ESL Goal II:** To use English for all social and personal purposes.

**Standard B:** Students will interact in and through spoken and written English for personal expression and enjoyment.

## Performance Indicators

### Level 1

The student will:

- a** recount events of interest/importance.
- b** tell about favorite foods, celebrations, games, toys, etc.
- c** express reactions to favorite books, songs, TV shows, humorous stories, situations, etc.
- d** share feelings and ideas.
- e** participate in games, activities, etc.
- f** express regrets, apologize, etc.

### Level 2

The student will:

- a** engage in dialogue about events of interest/importance.
- b** participate in humorous stories, situations.
- c** discuss favorite books, songs, etc.
- d** initiate games, activities, etc.
- e** maintain a inventory of books read.

### Level 3

The student will:

- a** write about events of interest/importance.
- b** describe process involved in creating favorite food or celebration.
- c** express humor using word plays, jokes and riddles.
- d** teach others how to play a game, tell a joke, recite a poem, etc.
- e** read a story to peers.
- f** act out book or story characters.

**ESL Goal II:** To use English for all social and personal purposes.

**Standard C:** Students will use English to participate in social and business interactions.

## Performance Indicators

### Level 1

The student will:

- a** engage listener's attention non-verbally and verbally.
- b** ask and respond to questions about self and family.
- c** describe basic physical appearance, condition and feelings.
- d** elicit information.
- e** ask for and give permission.
- f** express likes, dislikes and preferences.
- g** use non-verbal communication.

### Level 2

The student will:

- a** volunteer information about self, family and emotions.
- b** restate and clarify information.
- c** describe interests.

### Level 3

The student will:

- a** explain and support opinions.
- b** discuss cultural topics.

**ESL Goal II:** To use English for all social and personal purposes.

**Standard D:** Students will use appropriate learning strategies to extend their communicative competence.

## Performance Indicators

### Level 1

The student will:

- a** listen to and imitate how others speak and write English.
- b** associate icons, pictures, diagrams, etc. with words to build vocabulary.
- c** ask about the meaning of a word using questions, body language and/or inflection.
- d** use icons, pictures, diagrams, etc. with language to foster oral and written communication.
- e** try out newly acquired language.
- f** indicate non-verbally and/or verbally that a direction in English was not understood.

### Level 2

The student will:

- a** predict meaning from situational clues.
- b** contribute information that is relevant for specific purposes.
- c** practice learned language with an English - speaking peer.
- d** understand verbal directions with less reliance on non-verbal cues.
- e** experiment with learned language chunks to construct meaning in oral and written forms.
- f** summarize written/oral material.

### Level 3

The student will:

- a** explore alternative ways to express communicative competence.
- b** use context to construct meaning.
- c** reinforce recently learned language by teaching something to a peer.

**ESL Goal III:** To tailor the English language for various and specific purposes and uses.

**Standard A:** Students will use the appropriate language variety according to audience, purpose and setting.

## Performance Indicators

### Level 1

The student will:

- a** recognize differences between language used with peers and with adults.
- b** recognize differences between formal and informal language.
- c** recognize different speech patterns and intonations.
- d** receive compliments and gratitude.
- e** make appropriate formal and informal requests.
- f** choose appropriate greetings and farewells.

### Level 2

The student will:

- a** use appropriate language with peers and with adults.
- b** use formal and informal language.
- c** use appropriate language for a variety of settings and purposes (e.g. letter writing, speeches, in a library, in the school cafeteria, etc.).
- d** use a variety of stresses, sound levels, patterns and intonations.

### Level 3

The student will:

- a** respond to and use humor appropriately.
- b** respond to and use idioms and slang.
- c** use the appropriate language for social interactions verbally and in writing (e.g. apologizing, expressing anger, giving and receiving compliments, etc.).

**ESL Goal III:** To tailor the English language for various and specific purposes and uses.

**Standard B:** Students will use non-verbal communications appropriate to audience, purpose and setting.

## Performance Indicators

### Level 1

The student will:

- a** use body language and gestures acceptable to the school environment.
- b** acknowledge speech with an appropriate gesture or expression (e.g. nod, smile, frown, etc.).
- c** acknowledge non-verbal communication and respond appropriately.
- d** initiate non-verbal communication.
- e** use acceptable non-verbal communication.
- f** establish and maintain appropriate eye contact during conversations and lessons.
- g** illustrate understanding through non-verbal means (e.g. nodding, pointing, etc.).
- h** illustrate lack of understanding through non-verbal means (e.g. shrugging shoulders, knitting brows, etc.).

### Level 2

The student will:

- a** adjust behavior and response to non-verbal language.
- b** maintain appropriate distances when speaking according to situation and other speaker(s).
- c** exhibit appropriate spatial relations in various settings with a variety of people.

### Level 3

The student will:

- a** clarify misunderstood gestures.



*Goals and Standards  
for  
**ESL***

**Grade  
Cluster**

***grades 4 - 8***

**ESL Goal I:** To use English to achieve in all academic areas and settings.

**Standard A:** Students will use English for personal and instructional interactions in the classroom.

## Performance Indicators

### Level 1

The student will:

- a** distinguish and reproduce sounds of English in words, phrases and simple sentences.
- b** use appropriate introductions, greetings, formulaic expressions and farewells.
- c** accompany oral language with appropriate body language.
- d** acquire the vocabulary necessary for instruction.
- e** match written language to pictures.
- f** state and write personal and identifying information.
- g** understand and follow non-verbal and verbal safety instructions and procedures.
- h** explain actions using both verbal and non-verbal cues (e.g. distance apart, facial expression, etc.).
- i** understand and use cardinal and ordinal numbers; recognize Roman numerals.
- j** understand and use expressions related to time.
- k** respond to and make requests.
- l** respond to and ask questions.
- m** give and ask for permission.
- n** listen to and incorporate feedback regarding school behavior.
- o** interact with English-speaking peers.
- p** request assistance from teachers and peers.
- q** participate in simple dialogues.
- r** express likes and dislikes.
- s** participate in cooperative groups verbally and/or non-verbally.
- t** carry on simple conversations regarding classroom activities.
- u** express ideas orally and in writing.
- v** ask teacher to restate, simplify and expand information and directions.
- w** carry out written directions with teacher assistance.
- x** share simple personal experiences both orally and in writing.
- y** give broad descriptions orally and in writing.
- z** participate in shared reading.
- aa** acquire vocabulary through synonyms, antonyms and homonyms.
- bb** maintain a personal journal.

- cc** restate or rephrase information (e.g. instructions, directions, etc.).
- dd** participate in a teacher-controlled discussion.
- ee** comprehend conversational sequence.

## Level 2

The student will:

- a** share personal experiences orally and in writing using complex language.
- b** interact in a small group with English-speaking peers.
- c** restate or rephrase information (e.g. directions).
- d** expand vocabulary through context clues.
- e** express ideas orally and in writing.
- f** ask for and give information orally and in writing.
- g** ask for and give directions orally and in writing.
- h** give short reports orally and in writing.
- i** argue and defend a point of view.
- j** make inferences.
- k** compare and contrast.
- l** predict outcomes.
- m** make generalizations.
- n** draw conclusions.
- o** write letters.
- p** write level-appropriate compositions.
- q** give detailed descriptions.

## Level 3

The student will:

- a** give reports of events or descriptions of people, places and things.
- b** express ideas using increasingly complex language.
- c** clarify nebulous statements when asked to do so.
- d** explain and elaborate on decisions.
- e** prepare and deliver speeches.
- f** explain cause and effect.
- g** present, support and argue a position under structured conditions.

**ESL Goal I:** To use English to achieve in all academic areas and settings.

**Standard B:** Students will use English to obtain, process, construct, manipulate, provide and expand knowledge and information through spoken and written media.

## Performance Indicators

### Level 1

The student will:

- a** learn the Roman alphabet and decoding.
- b** recognize the sound patterns for statements, questions, rhymes, etc.
- c** follow printed text during oral reading.
- d** record ideas through pictures.
- e** copy written material.
- f** use picture and context clues.
- g** form questions to elicit data.
- h** follow a sequence of a story or event.
- i** create story frames in sequence.
- j** classify objects according to number, shape, size, use, etc.
- k** participate in simple show and tell.
- l** attempt to convey gathered information in writing.
- m** illustrate a story.
- n** give general oral descriptions from pictures, charts, etc.
- o** understand and produce specific vocabulary related to content areas.
- p** identify themes, topics and main ideas.
- q** begin to compare and contrast information.
- r** construct sentences on one topic in a logical order in spoken and written forms.

### Level 2

The student will:

- a** create lists of ideas.
- b** retell a story or narrate an experience using sequence and detail.
- c** record or list events of interest from books, stories, or personal experiences.
- d** give written summaries of a paragraph, story, or event.
- e** create a booklet with illustrations for a content area project.
- f** participate as speaker in small group activities to obtain information.
- g** use a chart or graphic organizer to write an essay.

- h** construct a chart or other graphic organizer to show information.
- i** write a story after seeing or hearing a presentation.
- j** edit own work with assistance.
- k** access information from a newspaper, dictionary, encyclopedia, thesaurus, etc.
- l** read for information.
- m** write descriptions from pictures, charts, etc.
- n** write paragraphs.
- o** take part in role-playing, employing familiar situations and learned language.
- p** read and understand age -appropriate material with fluency and accuracy.
- q** preview reading materials, make predictions and relate reading to information from other sources.
- r** obtain information through listening.

### Level 3

The student will:

- a** compare stories, poems, events, etc. both orally and in writing, fictional and non-fictional.
- b** write compositions with supportive information.
- c** write reports using resource sources.
- d** summarize material which has been read.
- e** give a short oral report on a familiar topic and be able to answer questions about it.
- f** synthesize new and old information.
- g** summarize material received orally as well as visually.
- h** explain a process (e.g. how a bill becomes a law).
- i** use grade-level English textbooks independently.
- j** outline information for oral presentations and written documents.
- k** read level-appropriate children's literature and magazines.
- l** dramatize an event which actually took place including interviewing a famous or key person from the event (e.g. invention of the telephone -Alexander Graham Bell).

**ESL Goal I:** To use English to achieve in all academic areas and settings.

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

## Performance Indicators

### Level 1

The student will:

- a** begin to use learning strategies.
- b** use illustrations and pictures for meaning.
- c** use verbal and non-verbal cues to focus attention.
- d** rehearse and visualize information.
- e** use gestures and mime to get ideas across.
- f** repeat information given orally in class.
- g** use picture illustrations to comprehend stories.
- h** use pictures for purposes of classification.
- i** apply word attack skills.
- j** use manipulatives and illustrations to elicit verbal understanding of various concepts.
- k** find speech and writing patterns required in various content areas (e.g. intonation, stress, word boundaries, etc.).
- l** ask assistance from teachers, peers, etc.
- m** participate in formal spoken activities such as choral reading, poetry, plays and readings.
- n** take dictation.

### Level 2

The student will:

- a** arrange events in chronological order.
- b** follow guided writing activities.
- c** solve problems by drawing pictures.
- d** state verbally information given in written form.
- e** ask for opinions.
- f** explain answers by rephrasing for clarity.
- g** create graphs, charts, timelines, etc. from written material to illustrate or simplify data.
- h** write short paragraphs to convey factual information.
- i** learn to highlight text to summarize a story's main idea.
- j** describe parts of a book, magazine, or letter.
- k** solve problems using data from tables or graphs.

- l** improve fluency and understanding by using such strategies as rereading, retelling and summarizing.
- m** connect new information to prior knowledge and experience.
- n** use a variety of resources including glossaries and dictionaries and other resource materials to clarify word meaning or improve usage.
- o** use verbal and non-verbal context to grasp meaning.
- p** scan entry in book to locate information for an assignment.
- q** use key words.
- r** learn and apply test-taking skills.
- s** filter out irrelevant input.
- t** apply additional reading strategies such as outlining, note taking and using context clues to enhance comprehension.
- u** use note taking skills to write down main ideas and important points, outline and/or summarize.
- v** transfer words, concepts and structures from the native language to English.

### Level 3

The student will:

- a** rephrase, explain and expand oral or written information to check comprehension.
- b** collect and organize information.
- c** select materials from school resources to complete a project.
- d** write and edit with peers and independently.
- e** begin to self-correct speech.
- f** give oral reports.
- g** utilize information from maps, charts, brainstorming, timelines, graphs, graphic organizers, etc. to generate questions on text and/or topics.
- h** synthesize information based on notes from lectures.
- i** use a variety of reference sources such as newspapers, interviews, periodicals, TV, on-line resources, etc. to research and report information.
- j** employ language specific to the learning task.
- k** use subject and general world knowledge to fill gaps in understanding.
- l** relate new information to earlier experiences and learning in other settings.
- m** look for embedded questions in searching for answers.
- n** use context and text structure to enhance understanding.
- o** locate information in table of contents, indices, on the Internet, etc.

**ESL Goal I:** To use English to achieve in all academic areas and settings.

**Standard D:** Students will acquire English across the curriculum through the use of technology.

## Performance Indicators

### Level 1

The student will:

- a** develop basic keyboard skills using the English alphabet.
- b** become familiar with the keyboard, control keys, mouse, etc. through oral instruction.
- c** learn to handle, insert and eject disks and CDs from a computer.
- d** learn how to start and exit a computer following oral directions.
- e** identify forms, purposes and operations of technology (e.g. computer, printer, telephone, overhead projector, cassette recorder, radio, calculators, etc.).
- f** use a simple word processing program in the classroom, media center, or computer lab.
- g** produce simple documents such as banners, flyers and calendars.
- h** show understanding of what kind of information should be kept on the computer and what should be on a personal disk.
- i** participate in instructional activities using computer software.
- j** use the computer for testing.
- k** use technology to develop and improve reading, writing, listening and speaking skills.
- l** record speech in English and listen to his/her recordings.
- m** use pictures, icons and graphics for meaning.

### Level 2

The student will:

- a** use appropriate software to improve writing skills.
- b** identify different technological equipment and the respective functions orally.
- c** create story outlines on word processor.
- d** record or list events of interest, ideas and/or personal experiences using appropriate software applications, such as word processing, paint programs, CD-ROM, etc.
- e** learn to access sites on the Internet.
- f** produce a writing assignment using a computer.
- g** use scheduling guides in order to view programs or to program equipment.
- h** identify and use electronic resources such as computers, fax machines and phones to locate and acquire information at school, home and library.
- i** use on-line search methods to obtain information.
- j** use visual aides and technological support for oral presentations.

- k** explain to fellow classmates and/or teacher how to use a computer, fax machine, tape recorder, etc.
- l** communicate with other English speaking students.

### Level 3

The student will:

- a** write and illustrate stories cooperatively through e-mail with other students.
- b** e-mail to communicate with other ELLs to create journals and other projects.
- c** use technology to receive and transmit information.
- d** use electronic information sources such as indices, databases, encyclopedias and CD-ROMs.
- e** create a booklet with illustrations for a content area project using desktop publishing program and paint program.
- f** edit documents for use in written and oral presentations.
- g** follow written directions in an instruction manual.
- h** create a video as a group project.
- i** as a class project, create an ESL newsletter with a desk-top publishing or word processing program.

**ESL Goal II:** To use English for all social and personal purposes.

**Standard A:** Students will use English to communicate and meet personal needs.

## Performance Indicators

### Level 1

The student will:

- a** interact with others.
- b** share and request information.
- c** model authentic language in particular situations and settings.
- d** initiate conversation.
- e** answer basic questions on a one-to-one basis.
- f** convey personal information in writing.
- g** understand and use verbal and non-verbal cues.
- h** communicate personal needs and wishes.
- i** learn names and titles of address.
- j** introduce oneself and greet others.
- k** use a calendar.
- l** give phone numbers and addresses.
- m** tell time.
- n** give and carry out common commands.
- o** express quantity.
- p** ask and tell the cost of an item, make simple purchases.
- q** ask about and describe the weather.
- r** ask and tell where someone is going.
- s** ask and tell where someone or something is located.
- t** conduct a simple phone conversation.
- u** ask and tell about a person's physical appearance/condition.
- v** know rooms and parts of the house and school.
- w** talk about family relationships.
- x** describe personal hygiene and daily routines.
- y** summon help from 911.
- z** begin to conduct simple transactions in written and oral form.
- aa** understand and respond verbally using appropriate social formulae (e.g. please, thank you, etc.).

- b** read and write invitations, phone messages, and simple "thank you" notes.
- c** create lists.
- d** understand and respond to simple directions.

## Level 2

The students will:

- a** chat on the phone and take messages.
- b** participate as speaker/listener in group activities.
- c** ask clarifying questions to ensure comprehension.
- d** use learned vocabulary to read schedules, standardized messages, notes, signs for commercial advertising and traffic control, etc.
- e** write memos and notes.
- f** write personal letters to family and friends.
- g** indicate interest, opinions, or preferences related to an activity verbally and/or in writing.
- h** locate information in various sources, such as telephone directories, newspapers, etc.

## Level 3

The student will:

- a** practice new language while engaging in informal and formal conversation.
- b** demonstrate, read about, or participate in a favorite activity.
- c** give opinions and feelings on issues, movies, etc.

**ESL Goal II:** To use English for all social and personal purposes.

**Standard B:** Students will interact in and through spoken and written English for personal expression and enjoyment.

## Performance Indicators

### Level 1

The student will:

- a** recount events of interest/importance.
- b** tell about favorite foods, celebrations, games, toys, etc.
- c** express reactions to favorite books, songs, TV shows, humorous stories, situations, etc.
- d** share feelings and ideas.
- e** participate in games, activities, etc.
- f** record thoughts in writing and/or on tape cassettes.
- g** demonstrate comprehension through non-verbal communications and short statements.
- h** use common sayings and slang with peers.
- i** retell events.
- j** read simple words, phrases and sentences appearing in surrounding media.
- k** seek assistance in speaking, reading and writing.
- l** express regrets, apologize, etc.

### Level 2

The student will:

- a** engage in dialogue about events of interest/importance.
- b** discuss favorite books, songs, etc.
- c** maintain a reading inventory of books read.
- d** initiate games, activities, etc.
- e** demonstrate aural/oral comprehension as a speaker/listener in social settings.
- f** describe orally and write about participating in various social activities.
- g** obtain information about recreational activities orally and in writing.
- h** share social and cultural traditions and values orally and in writing.
- i** describe orally and in writing real or imagined events.
- j** identify and express likes and dislikes orally and in writing.
- k** use writing skills to retell stories, write “thank you” notes, condolence notes, personal correspondence, TV plots, etc.

**Level 3**

The student will:

- a** write about events of interest/importance.
- b** describe process involved in creating favorite foods, holiday celebrations and/or necessary observations or commemorations.
- c** express humor using word plays, jokes and riddles.
- d** teach others how to play a game, tell a joke, recite a poem, etc.
- e** read a story to peers.
- f** act out various characters from literature.
- g** relate events by order of significance orally and in writing.
- h** be able to comprehend and evaluate oral and written personal stories.
- i** comprehend a variety of media selected for personal expression and enjoyment.

**ESL Goal II:** To use English for all social and personal purposes.

**Standard C:** Students will use English to participate in social and business interactions.

## Performance Indicators

### Level 1

The student will:

- a** engage listener's attention non-verbally and verbally.
- b** ask and respond to questions about self and family.
- c** describe basic physical appearance, condition and feelings.
- d** elicit information.
- e** ask for and give permission.
- f** express likes, dislikes and preferences.
- g** use non-verbal communication in social interactions.
- h** engage in basic formal and informal social conversations.
- i** use the protocols of English speech.
- j** react to non-verbal and verbal messages (e.g. language, tone, volume, etc.).
- k** practice new language in social interactions.
- l** respond to basic questions orally in one-on-one and small group situations.
- m** ask for, give and understand simple oral directions (e.g. how to get to the park, etc.).

### Level 2

The student will:

- a** volunteer information about self, family and emotions.
- b** restate and clarify information.
- c** describe interests.
- d** ask and answer questions to extend conversation.
- e** use media for social group situations (e.g. movie listings, magazine articles, etc.).
- f** carry out common routines in English (e.g. in the pharmacy, in the library, on public transportation, etc.).

### Level 3

The student will:

- a** explain and support opinions.
- b** discuss cultural topics.
- c** sustain social conversation.
- d** evaluate relevance of information.
- e** discuss activities such as going to the park, the movies, or places where students spend leisure time.

**ESL Goal II:** To use English for all social and personal purposes.

**Standard D:** Students will use appropriate learning strategies to extend their communicative competence.

## Performance Indicators

### Level 1

The student will:

- a** listen to and imitate how others speak and write English.
- b** associate icons, pictures, diagrams, etc. with words to build vocabulary.
- c** ask about the meaning of a word using questions, body language and/or inflection.
- d** use icons, pictures, diagrams, etc. with language to foster communication.
- e** predict meaning from situational clues.
- f** contribute information that is relevant for specific purposes.
- g** try out newly acquired language.
- h** indicate non-verbally and/or verbally that a direction in English was not understood.
- i** respond orally to cues in a controlled conversational setting.
- j** experiment with learned language chunks to construct meaning in oral and written forms.
- k** recognize the meaning of words from cognates or the context in which they occur.
- l** distinguish false cognates.
- m** explore alternative ways to express one's self
- n** use simple language to ask for clarification.
- o** play simple word games.

### Level 2

The student will:

- a** elaborate ideas and ask others to do the same by using prompting questions.
- b** recognize the unique styles of communication of other speakers (e.g. dialect, accent).
- c** practice learned language with an English-speaking peer.
- d** follow verbal directions with minimal reliance on non-verbal cues.
- e** recognize and use reduced and slang forms of speech.
- f** use contextual clues to improve comprehension.
- g** summarize written/oral material.
- h** use alternative ways to improve communicative competence (e.g. use synonyms, paraphrase, summarize, etc.).
- i** self-monitor to evaluate language development in speaking, listening, reading and writing.

### Level 3

The student will:

- a** reinforce recently learned language by teaching something to a peer.
- b** state opinions and support them with facts.
- c** conduct a variety of personal, social and business transactions.
- d** formulate judgements and draw conclusions from a variety of media.
- e** use reference resources to learn and/or verify information (e.g. pronunciation and meanings from a dictionary entry, equivalents from translation dictionaries, etc.)
- f** ask for, understand and provide clarification.
- g** paraphrase written and/or oral material.

**ESL Goal III:** To tailor the English language for various and specific purposes and uses.

**Standard A:** Students will use the appropriate language variety according to audience, purpose and setting.

## Performance Indicators

### Level 1

The student will:

- a** recognize differences between language used with peers and with adults.
- b** recognize differences between formal and informal language.
- c** recognize different speech patterns and intonations.
- d** recognize differences between standard and vernacular English.
- e** receive compliments and gratitude.
- f** make appropriate formal and informal requests.
- g** choose appropriate greetings and farewells.

### Level 2

The student will:

- a** use appropriate language with peers and with adults.
- b** use formal and informal language.
- c** use appropriate language for a variety of settings and purposes (e.g. letter writing, speeches, in a library, in the school cafeteria, etc.).
- d** recognize whether a topic is appropriate for the setting.
- e** use a variety of stress, sound levels, patterns and intonations.
- f** request information regarding appropriate language and behavior.
- g** respond to humor appropriately.

### Level 3

The student will:

- a** use humor appropriately.
- b** respond to and use common idioms and slang appropriately.
- c** use the appropriate language for social interactions verbally and in writing (e.g. apologizing, expressing anger, giving and receiving compliments, etc.).
- d** use distinct language for business, school and social purposes.
- e** reword a statement to clarify a misunderstanding in communication.

**ESL Goal III:** To tailor the English language for various and specific purposes and uses.

**Standard B:** Students will use non-verbal communications appropriate to audience, purpose and setting.

### Performance Indicators

#### Level 1

The student will:

- a** use body language and gestures acceptable in the school environment.
- b** acknowledge speech with an appropriate gesture or expression (e.g. nod, smile, frown, etc.).
- c** acknowledge non-verbal communication and respond appropriately.
- d** initiate non-verbal communication.
- e** use acceptable non-verbal language.
- f** establish and maintain appropriate eye contact during conversations and lessons.
- g** illustrate understanding through non-verbal means (e.g. nodding, pointing, etc.).
- h** illustrate lack of understanding through non-verbal means (e.g. shrugging shoulders, knitting brows, etc.).

#### Level 2

The student will:

- a** adjust behavior and response to non-verbal language.
- b** maintain appropriate distances when speaking according to situation and other speaker(s).

#### Level 3

The student will:

- a** clarify misunderstood gestures.

*Goals and Standards  
for*  
***ESL***

**Grade  
Cluster**

***grades 9 - 12***

**ESL Goal I:** To use English to achieve in all academic areas and settings.

**Standard A:** Students will use English for personal and instructional interactions in the classroom.

## Performance Indicators

### Level 1

The student will:

- a** distinguish and reproduce sounds of English in words, phrases and simple sentences.
- b** use appropriate introductions, greetings, formulaic expressions and farewells.
- c** accompany oral language with appropriate body language.
- d** acquire the vocabulary necessary for instruction.
- e** match written language to pictures.
- f** state and write personal and identifying information.
- g** understand and follow non-verbal and verbal safety instructions and procedures.
- h** explain actions using both verbal and non-verbal cues (e.g. distance apart, facial expression, etc.).
- i** comprehend conversational sequence.
- j** understand and use cardinal and ordinal numbers; recognize Roman numerals.
- k** understand and use expressions related to time.
- l** respond to and make requests.
- m** respond to and ask questions.
- n** give and ask for permission.
- o** listen to and incorporate feedback regarding school behavior.
- p** interact with English-speaking peers.
- q** request assistance from teachers and peers.
- r** participate in simple dialogues.
- s** express likes and dislikes.
- t** participate in cooperative groups verbally and/or non-verbally.
- u** carry on simple conversations regarding classroom activities.
- v** express ideas orally and in writing.
- w** ask teacher to restate, simplify and expand information and directions.
- x** follow written directions with teacher assistance.
- y** share simple personal experiences both orally and in writing.
- z** give broad descriptions orally and in writing.
- aa** participate in shared reading.
- bb** acquire vocabulary through synonyms, antonyms and homonyms.

- cc** maintain a personal journal.
- dd** restate or rephrase information (e.g. instructions, directions, etc.)
- ee** restate and carry out a series of oral instructions or directions.
- ff** complete written assignments.
- gg** write level-appropriate manuscripts.
- hh** participate in a teacher-controlled discussion.
- ii** ask for and give directions/information both orally and in writing.

## Level 2

The student will:

- a** share personal experiences both orally and in writing using increasingly complex language.
- b** give narrations orally and in writing.
- c** participate in full-class, group and pair discussions.
- d** interact in a small group with English-speaking peers.
- e** carry out written directions or instructions.
- f** restate or rephrase information (e.g. directions).
- g** expand vocabulary through context clues.
- h** express ideas orally and in writing.
- i** give short reports orally and in writing.
- j** explain actions.
- k** argue and defend a point of view.
- l** make generalizations.
- m** draw conclusions.
- n** write letters.
- o** make inferences.
- p** compare and contrast.
- q** predict outcomes.

## Level 3

The student will:

- a** give reports of events or detailed descriptions of people, places and things.
- b** express ideas using increasingly complex language.
- c** clarify nebulous statements when asked to do so and by self-monitoring.
- d** explain and elaborate on decisions.
- e** prepare and deliver speeches.

- f** negotiate and manage interactions to reach consensus.
- g** negotiate for one's own role, position, assignment, status, etc.
- h** explain cause and effect.
- i** present, support and argue a position.
- j** obtain and complete application forms such as college applications (includes personal essays), driver's license etc.
- k** self monitor.

**ESL Goal I:** To use English to achieve in all academic areas and settings.

**Standard B:** Students will use English to obtain, process, construct, manipulate, provide and expand knowledge and information through spoken and written media.

## Performance Indicators

### Level 1

The student will:

- a** learn the Roman alphabet and decoding.
- b** recognize the sound patterns for statements, questions, rhymes, etc.
- c** follow printed text during oral reading.
- d** copy written material.
- e** use picture and context clues.
- f** form questions to elicit data.
- g** follow a sequence of a story or event.
- h** create story frames in sequence.
- i** classify objects according to number, shape, size, use, etc.
- j** attempt to convey gathered information in writing.
- k** illustrate a story.
- l** give broad oral and written descriptions from pictures, charts, etc.
- m** write descriptions from pictures, charts, etc.
- n** understand and produce specific vocabulary related to content areas.
- o** retell a story or narrate an experience using sequence and detail.
- p** identify themes, topics and main ideas.
- q** write paragraphs.
- r** begin to compare and contrast information.
- s** write logical, well-constructed and sequenced paragraphs.
- t** summarize material which has been read.
- u** give a short report on a familiar, prepared topic and be able to answer questions about it.
- v** take part in role-playing employing familiar situations and learned language.

### Level 2

The student will:

- a** create lists of ideas.
- b** record or list events of interest from books, stories, or personal experiences.

- c** give written summaries of a paragraph, story, or event.
- d** create a booklet with illustrations for a content area project.
- e** participate as a speaker in small group activities to obtain information.
- f** construct a chart or other graphic organizer to show information.
- g** use a chart or graphic organizer to write an essay.
- h** write a story after seeing or hearing a presentation.
- i** edit own work with assistance.
- j** access information from a newspaper, dictionary, encyclopedia, thesaurus, etc.
- k** read for information.
- l** read with fluency and accuracy and understand age-appropriate material.
- m** preview reading materials, make predictions and relate reading to information from other sources.
- n** obtain information through listening.
- o** demonstrate ability to follow class discussion by taking notes.
- p** synthesize information from text, graphics, charts, etc., and be able to report on it to a group or the class.
- q** synthesize new and old information.
- r** summarize material received orally as well as visually.
- s** explain a process (e.g. how a bill becomes law).
- t** outline information for oral presentations and written documents.
- u** dramatize an event which actually took place, including interviewing a famous or key person from the event (e.g. invention of the telephone - Alexander Graham Bell).
- v** take notes while viewing math, history, science or art fair exhibits.
- w** read appropriate young adult literature.

### Level 3

The student will:

- a** take part in classroom discussion by speaking in a sustained and connected manner on the topic.
- b** take part in book discussions.
- c** compare fictional and non-fictional stories, poems, events, etc. both orally and in writing.
- d** write term papers with supportive information.
- e** write reports using a variety of sources.
- f** illustrate understanding of story elements in book reports.
- g** recognize and describe stereotypes in fiction, advertising and various media.
- h** compare two or more short stories, short novels, films, etc. on the same topic or by the same author.

- i** analyze literature (e.g. plot, character, etc.).
- j** analyze texts and support ideas and conclusions with references to text.
- k** prepare an oral report and use only notes or cue cards for support.
- l** write a formal paper using at least three sources (reference, media, electronic information as well as personal sources), provide documentation and draw own conclusions from the information gathered.
- m** read books of general interest.
- n** use grade-level English textbooks independently.

**ESL Goal I:** To use English to achieve in all academic areas and settings.

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

## Performance Indicators

### Level 1

The student will:

- a** begin to learn use learning strategies.
- b** use illustrations and pictures for meaning.
- c** use verbal and non-verbal cues to focus attention.
- d** rehearse and visualize information.
- e** use gestures and mime to communicate ideas.
- f** repeat information given orally in class.
- g** use picture illustrations to comprehend stories.
- h** use pictures for purposes of classification.
- i** apply word attack skills.
- j** use manipulatives and illustrations to elicit verbal understanding of various concepts.
- k** find speech and writing patterns required in various content areas (e.g. intonation, stress, word boundaries, etc.).
- l** ask assistance from teachers, peers, etc.
- m** participate in formal spoken activities such as choral reading, poetry, plays and readings.
- n** take dictation.

### Level 2

The student will:

- a** arrange events in chronological order.
- b** follow guided writing activities.
- c** solve problems by drawing pictures.
- d** state verbally information given in written form.
- e** ask for opinions.
- f** explain answers by rephrasing for clarity.
- g** create graphs, charts, timelines, etc. from written material to illustrate or simplify data.
- h** write short paragraphs to convey factual information.
- i** learn to highlight the text to summarize a story's main idea.
- j** describe parts of a book, magazine, or letter.
- k** solve problems using data from tables or graphs.

- l** improve fluency and understanding by using such strategies as rereading, retelling and summarizing.
- m** connect new information to prior knowledge and experience.
- n** use a variety of resources including glossaries and dictionaries and other resource materials to clarify word meaning.
- o** use verbal and non-verbal context to grasp meaning.
- p** scan entry in book to locate information for an assignment.
- q** use key words.
- r** learn and apply test-taking skills.
- s** filter out irrelevant input.
- t** apply additional reading strategies such as outlining, note taking and context clues to enhance comprehension.
- u** use note-taking skills to write down main ideas, important points, outline and/or summarize.
- v** transfer words, concepts and structures from the native language to English.
- w** expand vocabulary through synonyms, antonyms, homonyms, context clues and figurative language.
- x** recombine known elements to produce longer, more complicated phrases, sentences and paragraphs.
- y** get the main idea through skimming or scanning.
- z** summarize/paraphrase short texts, presentations, or speeches.
- aa** locate information in table of contents, indices, on the Internet, etc.

### Level 3

The student will:

- a** rephrase, explain and expand oral or written information to check comprehension.
- b** collect and organize information.
- c** select materials from school resources to complete a project.
- d** write and edit with peers and independently.
- e** begin to self-correct speech.
- f** give oral reports.
- g** utilize information from maps, charts, brainstorming, timelines, graphs, graphic organizers, etc. to generate questions on text and/or topics.
- h** use a variety of techniques to emphasize important material in text (highlighters, color coding, sticky notes, etc.)
- i** use subject and general world knowledge to fill gaps in understanding.
- j** relate new information to earlier experiences and learning in other settings.
- k** look for embedded questions in searching for answers.
- l** take a variety of notes (list, web, outline, etc.) on oral or written material.

- m** synthesize information based on notes from lectures.
- n** use a variety of reference sources such as newspapers, periodicals, TV or on-line resources to research and report information.
- o** use context and text structure to enhance understanding.

**ESL Goal I:** To use English to achieve in all academic areas and settings.

**Standard D:** Students will acquire English across the curriculum through the use of technology.

## Performance Indicators

### Level 1

The student will:

- a** develop basic keyboard skills using the Roman alphabet.
- b** become familiar with the keyboard, control keys, mouse, etc. through oral instruction.
- c** learn to handle, insert and eject disks and CDs, audio and video tapes, etc.
- d** learn how to start and exit a computer following oral directions.
- e** identify forms, purposes and operations of technology (e.g. computer, printer, telephone, overhead projector, cassette recorder, radio, calculators, etc.).
- f** use a simple word processing program in the classroom, media center, or computer lab.
- g** produce simple documents such as banners, flyers and calendars.
- h** show understanding of what kind of information should be kept on the computer and what should be on a personal disk.
- i** participate in instructional activities using computer software.
- j** use the computer for testing.
- k** use technology to develop and improve reading, listening and speaking skills.
- l** record speech in English and listen to his/her recordings.
- m** use pictures, icons and graphics for meaning.
- n** understand the role of technology in the workplace.

### Level 2

The student will:

- a** use appropriate software to improve writing skills.
- b** identify different technological equipment and the respective functions.
- c** create story outlines on a word processor.
- d** record or list events of interest, ideas and/or personal experiences using appropriate software applications, such as word processing, paint programs, CD ROMs, etc.
- e** learn to access sites on the Internet.
- f** use the Internet to learn about job opportunities/classified ads.
- g** research qualifications required for various careers/occupations.
- h** research background information on prospective employers.

- i** produce a writing assignment using a computer.
- j** use scheduling guides in order to view programs or to program equipment.
- k** identify and use electronic resources such as computers, fax machines and phones to locate and acquire information at school, home and library.
- l** use on-line search methods to obtain information.
- m** use visual aides and technological support for oral presentations.
- n** explain to fellow classmates and/or teacher how to use a computer, fax, tape recorder, etc.
- o** communicate with other English speaking students.
- p** use audio and video tapes to practice note taking.
- q** use a camcorder to record and evaluate one's own speech as well as others.
- r** use the Internet to gather information as to performing community service.

### Level 3

The student will:

- a** use the specialized language associated with communication through the Internet.
- b** e-mail to communicate with other ELLs to create journals and other projects.
- c** write and illustrate stories cooperatively through e-mail with other students.
- d** use technology to receive and transmit information.
- e** edit documents for use in written and oral presentations.
- f** follow written directions in an instruction manual.
- g** create a video as a group project.
- h** as a class project, create an ESL newsletter with a desk-top publishing or word processing program.
- i** use electronic information sources such as indices, databases, encyclopedias and CD-ROMs.
- j** create a booklet with illustrations for a content area project using a desktop publishing program and a paint program.
- k** compose a resume and a cover letter.

**ESL Goal II:** To use English for all social and personal purposes.

**Standard A:** Students will use English to communicate and meet personal needs.

## Performance Indicators

### Level 1

The student will:

- a** interact with others.
- b** share and request information.
- c** model authentic language in particular situations and settings.
- d** initiate conversation.
- e** answer basic questions on a one-to-one basis.
- f** convey personal information in writing.
- g** understand and use verbal and non-verbal cues.
- h** communicate personal needs and wishes.
- i** learn names and titles of address.
- j** introduce oneself and greet others.
- k** use a calendar.
- l** give phone numbers and addresses.
- m** tell time.
- n** give and carry out common commands.
- o** express quantity.
- p** ask and tell the cost of an item; make simple purchases.
- q** ask about and describe the weather.
- r** ask and tell where someone is going.
- s** ask and tell where someone or something is located.
- t** conduct a simple phone conversation.
- u** ask and tell about a person's physical appearance/condition.
- v** know rooms and parts of the house and school.
- w** express family relationships.
- x** carry out personal hygiene and daily routines.
- y** summon help from 911.
- z** understand and respond verbally using appropriate social formulae (e.g. please, thank you, etc.).
- aa** create lists.
- bb** read and write invitations, phone messages and simple thank you notes.
- cc** understand and respond to simple directions.

## Level 2

The students will:

- a** chat on the phone and take messages.
- b** participate as speaker/listener in group activities.
- c** ask clarifying questions to ensure comprehension.
- d** use learned vocabulary to read schedules, standardized messages, notes, signs for commercial advertising and traffic control, etc.
- e** write memos and notes.
- f** write personal letters to family and friends.
- g** indicate interest, opinions, or preferences related to an activity verbally and/or in writing.
- h** locate information in various sources, such as telephone directories, newspapers, etc.
- i** read and respond to ads.

## Level 3

The student will:

- a** practice new language while engaging in informal and formal conversation.
- b** demonstrate, read about, or participate in a favorite activity.
- c** give opinions and feelings on issues, movies, etc.
- d** secure health care appointments and follow-up care.
- e** distinguish between propositions of fact and opinion.
- f** use appropriate language in formal and informal consumer situations.
- g** justify opinions with reasons.
- h** apply language skills in practical settings (e.g. interpersonal conflict situations, evaluation of persuasive messages).

**ESL Goal II:** To use English for all social and personal purposes.

**Standard B:** Students will interact in and through spoken and written English for personal expression and enjoyment.

## Performance Indicators

### Level 1

The student will:

- a** recount events of interest/importance.
- b** tell about favorite foods, celebrations, games, etc.
- c** select favorite books, songs, TV shows, humorous stories, situations, etc.
- d** share feelings and ideas.
- e** participate in games, activities, etc.
- f** record thoughts in writing and/or on tape cassettes.
- g** demonstrate comprehension through non-verbal communications and short statements.
- h** use common sayings and slang with peers.
- i** retell events.
- j** read simple words, phrases and sentences appearing in surrounding media.
- k** seek assistance in speaking, reading and writing.
- l** write a description of a conversation which has taken place.
- m** express regrets, apologize, etc.

### Level 2

The student will:

- a** engage in dialogue about events of interest.
- b** discuss favorite books, songs, etc.
- c** maintain a reading inventory of books read.
- d** initiate games, activities, etc.
- e** demonstrate aural/oral comprehension as a speaker/listener in social settings.
- f** describe orally and write about participating in various social activities.
- g** obtain information about recreational activities orally and in writing.
- h** share social and cultural traditions and values orally and in writing.
- i** describe orally and in writing, real or imagined events.
- j** identify and express likes and dislikes orally and in writing.
- k** use writing skills to retell stories, write “thank you” notes, condolence notes, personal correspondence, TV plots, etc.
- l** relate personal experiences, stories, jokes to family members, friends and peers.

### Level 3

The student will:

- a** write about events of interest/importance.
- b** describe process involved in creating favorite foods, holiday celebrations and/or necessary observations or commemorations.
- c** express humor using word plays, jokes and riddles.
- d** teach others how to play a game, tell a joke, recite a poem, etc.
- e** read a story to peers.
- f** act out various characters from literature.
- g** relate events by order of significance orally and in writing.
- h** be able to comprehend and evaluate oral and written personal stories.
- i** comprehend a variety of media selected for personal expressions and enjoyment.
- j** describe works of literature orally and in writing which have been seen, read or heard.
- k** understand humor that is culturally based.

**ESL Goal II:** To use English for all social and personal purposes.

**Standard C:** Students will use English to participate in social and business interactions.

## Performance Indicators

### Level 1

The student will:

- a** engage listener's attention non-verbally and verbally.
- b** ask and respond to questions about self and family.
- c** describe basic physical appearance, condition and feelings.
- d** elicit information.
- e** ask for and give permission.
- f** express likes, dislikes and preferences.
- g** use non-verbal communication in social interactions.
- h** engage in basic formal and informal social conversations.
- i** use the protocols of English speech.
- j** react to non-verbal and verbal messages (e.g. language, tone, volume, etc.).
- k** practice new language in social interactions.
- l** respond to simple questions in one-on-one and small group situations.
- m** ask for, give and understand simple oral directions (e.g. how to get to the park, etc.).
- n** take care of medical and health needs (e.g. doctors' appointments).
- o** carry out common routines in English (e.g. in the pharmacy, in the library, on public transportation, etc.).

### Level 2

The student will:

- a** volunteer information about self, family and emotions.
- b** restate and clarify information.
- c** describe interests.
- d** ask and answer questions to extend conversation.
- e** use media resources to arrange activities (e.g. movie listings, magazine articles, etc.).
- f** discuss activities such as going to the park, movies, or places where students spend leisure time.
- g** discuss various sports as well as other forms of recreation which are popular in other countries.

### Level 3

The student will:

- a** explain and support opinions.
- b** discuss cultural topics.
- c** sustain social conversation.
- d** evaluate relevance of information.
- e** negotiate payment and adjustments of bills, leases, contracts, repairs, etc.
- f** describe personal perceptions of different aspects of life.
- g** present his/her point of view in a group discussion.

**Goal II:** To use English for all social and personal purposes.

**Standard D:** Students will use appropriate learning strategies to extend their communicative competence.

## Performance Indicators

### Level 1

The student will:

- a** listen to and imitate how others speak and write English.
- b** associate icons, pictures, diagrams, etc. with words to build vocabulary.
- c** ask about the meaning of a word using questions, body language and/or inflection.
- d** use icons, pictures, diagrams, etc. with language to foster communication.
- e** predict meaning from situational clues.
- f** contribute information that is relevant for specific purposes.
- g** repeat rhymes.
- h** try out newly acquired language.
- i** indicate non-verbally and/or verbally that a direction in English was not understood.
- j** respond orally to cues in a controlled conversational setting.
- k** experiment with learned language chunks to construct meaning in oral and written forms.
- l** recognize the meaning of words from cognates or the context in which they occur.
- m** distinguish false cognates.
- n** explore alternative ways to express oneself.
- o** use simple language to ask for clarification.
- p** play simple word games.
- q** use reference resources to learn and/or verify information (e.g. pronunciation and meanings from a dictionary entry, equivalents from translation dictionaries, etc.).
- r** summarize written/oral material.

### Level 2

The student will:

- a** use reference resources to learn and/or verify information (e.g. thesaurus).
- b** elaborate ideas and ask others to do so by using prompting questions.
- c** begin to understand the unique style of communication of other speakers (e.g. dialect, accent).
- d** practice learned language with an English-speaking peer.
- e** follow verbal directions with less reliance on non-verbal cues.
- f** recognize and use reduced and slang forms of speech.

- g** use context clues to improve comprehension.
- h** create and practice a conversation/discussion (e.g. between oneself and a prospective employer, landlord etc.).
- i** use alternative ways to improve communicative competence (e.g. use of synonyms, paraphrasing, summarizing, etc.).
- j** self-monitor to evaluate language development in speaking, listening, reading and writing.
- k** ask for, understand and provide clarification.
- l** prepare notes for an oral presentation.
- m** infer meaning from spoken language accompanied by a visual presentation (e.g. oral instruction paired with a demonstration).
- n** paraphrase written and/or oral material.

### Level 3

The student will:

- a** practice recently learned language by teaching a peer.
- b** state opinions and support them with facts.
- c** imitate/recreate a situation one has witnessed.
- d** conduct a variety of personal, social and business transactions.
- e** formulate judgements and draw conclusions from a variety of media.
- f** infer meaning and extend vocabulary by interpreting language linked to a visual presentation (e.g. written instructions paired with a diagram or illustration).
- g** combine new information with prior knowledge to develop broad ideas and generalizations.
- h** create rhymes.

**ESL Goal III:** To tailor the English language for various and specific purposes and uses.

**Standard A:** Students will use the appropriate language variety according to audience, purpose and setting.

## Performance Indicators

### Level 1

The student will:

- a** recognize differences between language used with peers and with adults.
- b** recognize differences between formal and informal language.
- c** recognize different speech patterns and intonations.
- d** recognize differences between standard and vernacular English.

### Level 2

The student will:

- a** use appropriate language with peers and with adults.
- b** use formal and informal language.
- c** use appropriate language for a variety of settings and purposes (e.g. letter writing, speeches, in a library, in the school cafeteria, etc.).
- d** recognize whether a topic is appropriate for the setting.
- e** use a variety of stress, sound levels, patterns and intonations.
- f** request information regarding appropriate language and behavior.
- g** respond to and use humor appropriately.

### Level 3

The student will:

- a** respond to and use common idioms and slang appropriately.
- b** use the appropriate language for social interactions (e.g. apologizing, expressing anger, giving and receiving compliments, etc.).
- c** use distinct language for business, school and social purposes.
- d** reword a statement to clarify a misunderstanding in communication.
- e** recognize and use irony, sarcasm and ambiguity.
- f** use the appropriate language in a job interview.
- g** identify and describe inconsistencies between verbal and non-verbal cues.

**ESL Goal III:** To tailor the English language for various and specific purposes and uses.

**Standard B:** Students will use non-verbal communications appropriate to audience, purpose and setting.

### Performance Indicators

#### Level 1:

The student will:

- a** use body language and gestures acceptable in the school environment.
- b** acknowledge speech with an appropriate gesture or expression (e.g. nod, smile, frown, etc.).
- c** acknowledge non-verbal communication and respond appropriately.
- d** initiate non-verbal communication.
- e** use acceptable non-verbal communication.
- f** establish and maintain appropriate eye contact during conversations and lessons.
- g** illustrate understanding through non-verbal means (e.g. nodding, pointing, etc.).
- h** illustrate lack of understanding through non-verbal means (e.g. shrugging shoulders, knitting brows, etc.).
- i** recognize/respect appropriate “personal space” between oneself and others.

#### Level 2

The student will:

- a** adjust behavior and response to non-verbal language.
- b** maintain appropriate distances when speaking according to the situation and other speaker(s).

#### Level 3

The student will:

- a** clarify misunderstood gestures.
- b** employ body language and gestures needed to interact effectively in a variety of cultural and workplace/career contexts.

*Goals and Standards  
for  
**ESL***

# Language Elements

*all grade clusters*

# Language Elements

## All Grade Clusters

### Level 1

- Discriminate among and reproduce the sounds of English with appropriate intonation and inflection
- Learn the Roman alphabet and the names of the symbols
- Vocabulary
  - classroom furnishings, supplies, equipment, etc.
- to be
- to have
- Nouns
  - Common and proper
  - Plurals – regular form
  - Possessive 's
- Articles
  - Definite – the
  - Indefinite – a/an
- Pronouns
  - Subject (I, you, he, she, it, etc.)
  - Possessive (my, your, his, our, etc.)
  - Object (me, you, him, her, them, etc.)
- Active Voice
- Verb Tenses
  - Simple Present
  - Simple Past (regular verbs)
  - Simple Future
  - Progressive Tenses
- Questions
  - Yes/no
  - Where
  - When
  - What
  - Why
  - Who
  - Do/Does
  - How much
  - How many
- There is...
- There are...
- Negative forms
- Contractions (e.g.'s, and n't)

- Transformation questions
- Adjectives (e.g. small, big, cold, hot, colors, etc.)
- Conjunctions (e.g. and, but, because, etc.)
- Prepositions; time and location (e.g. at, near, on, in, by, between, etc.)
- Subject/verb agreement
- One word adverbs (e.g. yesterday, today, tomorrow, slowly, quickly, etc.)
- Understand and use simple sentences
- Punctuation – Mechanics
  - Capitals
  - Periods
  - Question Mark
  - Comma
  - Exclamation Point
  - Quotations Marks

## Level 2

- Nouns
  - Plural (irregular)
  - Count/Non - count
- Pronouns
  - Reflexive (myself, yourself, themselves, etc.)
  - Demonstrative (this, these, that, those)
- Verb tenses
  - Past Tense (irregular verbs)
- Questions
  - Have/Has
  - Will
  - How
  - Tag Questions
  - Did
- Simple Abbreviations (e.g. months, days, titles, etc.)
- *To have* as an auxiliary
- Modals (e.g. can, may, will, must)
- Contractions
  - 'll
  - 'd
- Adjectives
  - Comparatives (e.g. - er, more...than)
  - Superlatives (e.g. - est, most...)
- Conjunctions
  - If
  - Or/Nor

- One word adverbs (e.g. usually, always, never, etc.)
- Punctuation – Mechanics
  - Semicolon
  - Parenthesis
- Use compound sentences

### Level 3

- Pronouns
  - Relative (e.g. who, whose, whom, etc.)
  - Indefinite (e.g. all, few, none, nobody, several, etc.)
- Verb Tenses
  - Perfect Tenses
- Passive Voice
- Auxiliary Verbs
  - Would
  - Should
  - Could
- Conjunctions
  - whether...or, so...as, neither...nor, either... or, both... and, not only...but, not only...but also, etc.
- Conditional Clauses (e.g. if...then, however, nevertheless, etc.)
- Comparatives with *as...as*
- Use adverbials (e.g. by car, with a hammer, for an hour, etc.)
- Punctuation – Mechanics
  - Colon
  - Dash
  - Hyphen
- Complex sentences

**Glossary**

- Academic Language:** formal language used to learn content area material; the language necessary for literacy development and academic achievement, including specific terms, technical language, and speech varieties required for a particular field of study.
- Accent:** the distinctive speech of a particular person or group of people identified by inflection, tone, or choice of words, especially when superimposed on a second language which the person or people may be speaking; the rhythmic stress used to emphasize parts of an utterance.
- Authentic Language:** actual language which native speakers of the language use in real life.
- Body Language:** motions and signals used to communicate without words.
- Communicative Competence:** correct and fluent use of authentic and appropriate language in all realistic, everyday situations; includes grammatical, sociolinguistic, discourse and strategic competence.
- Culture:** the way a defined group of people behave, live, believe, interact, etc., based on shared norms, traditions, perceptions and interpretations of society, and the art, emotional reactions, customs and acts which are some of the outward manifestations.
- Descriptors of Functions:** the reasons for which language is used—1) the acquisition and transmission of knowledge, 2) inclusion into a particular social/professional/cultural group, and 3) the expression of individual emotions, ideas and behaviors.
- Dialect:** a form of language spoken in a particular location or by a segment of the population which differs from the way the same language is spoken in another location or by another segment of the population; these differences may be in pronunciation, grammatical constructions, vocabulary, etc. The dialect of the ESL classroom should be standard, educated, American English.
- ELL:** English Language Learners; the students who are learning English as an additional language, from beginners to those who are close to achieving native - like competence.
- ESL:** the acronym for the subject of English as a Second Language, used to describe the classes, course of study and subject being studied.
- Goals:** the compilation of the standards the student is expected to have met in order to have full competency in English.
- Idiom:** a specialized expression that has a meaning that results from usage rather than from the meaning of the components of the expression.
- Inflection:** a change in the volume or pitch of the voice which affects meaning.
- Intonation:** the changes in the tone of the voice.
- Language “Chunks”:** formulaic or ritual expressions, e.g., *you’re welcome*, *how’s it going*, learned through repetition and used automatically.

**Language Elements:** the term used here to label the components of the phonological, structural and lexical systems of English; the sounds, words, word boundaries, tenses, etc. that, used jointly, are speech.

**Language Proficiency:** the level of ability which the student demonstrates when using English for both academic and personal needs.

**Learning Strategies:** higher - order thinking skills which enrich learning, e.g. monitoring one's own speech, editing written products, analyzing data, etc.

**Non-verbal Communication:** meaning that can be conveyed with or without speech. Verbal behaviors include intonation, stress, rate of speech, and pauses or hesitations; nonverbal behaviors include gestures, facial expressions and body language.

**Performance Indicators:** a group of functions that show how well a student is progressing toward meeting a standard; can be assessed to indicate student performance at various levels of competence.

**Pitch:** a characteristic of sound which refers to the rise and fall of the voice and contributes to the meaning of speech.

**Protocol:** the conventions of behavior when using a particular language, e.g., distances maintained between face - to - face speakers, length of response times, order of taking turns to talk, etc.

**Register:** variations of language which occur according to the situation, the role of each individual involved and the reason for the interaction.

**Slang:** language which is informal, nonstandard and arbitrarily invented or changed, used by or originating from a particular group, and which often may enter into mainstream usage.

**Social Language:** the language used to meet personal needs, such as shopping, making apologies, sharing feelings and eating in a restaurant.

**Standards:** the compilation of the performance indicators the student is expected to perform to demonstrate proficiency in the oral and written use of English for academic, personal and social purposes.

**Stress:** the prominence or emphasis given to a syllable or a word.

**Tone:** a vocal sound with a definite pitch or inflection which expresses differences in mood, emotion or meaning.

**Vernacular:** a form of a language or the dialect spoken in a particular location or by a segment of the population which is not the academic or standard spoken form. The language of the ESL classroom should be standard, educated, American English.

**Volume:** the loudness or softness of the voice when speaking.

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