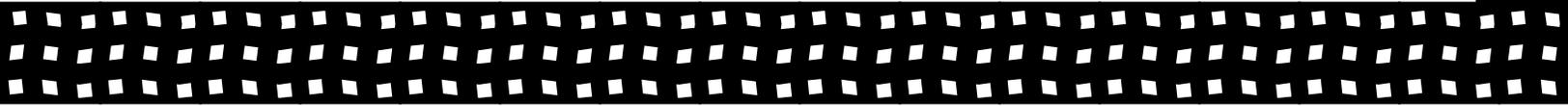# English as a Second Language

Early Childhood Grades Pre-K – 1

- *Learning Standards and Performance Indicators*

- *Sample Classroom Tasks*

- *Learning Experience*

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

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

Standard 1: Performance Indicators

1. **Identify and use basic reading and listening strategies to make text comprehensible and meaningful.**
   Such strategies include predicting; previewing; reviewing; recognizing sight words; listening selectively; listening for a specific purpose; listening for main ideas and details; using context clues, cognates, and an understanding of letter-sound relationships. **(L, R)**

2. **View, listen to, read, gather, organize, and discuss information from various sources.**
   Such sources include story and picture books, audio and media presentations, and oral interviews. **(L, S, R, W)**

3. **Select information appropriate to the purpose of the investigation. (L, R)**

4. **Compare, contrast, and categorize to gain a deeper understanding of information and objects. (L, S, R, W)**

5. **Formulate, ask, and respond to questions to obtain and provide information and meaning. (L, S, R, W)**

6. **Formulate and share opinions about information and ideas with reference to features in oral and written text such as details and facts. (L, S, R, W)**

7. **Present information clearly in oral and graphic forms.**
   Such forms include retelling, paraphrases, stories, letters, posters, picture summaries, and other graphics. **(S, W)**

8. **Present ideas clearly in written form. (W)**

9. **Convey information, using some organizational patterns and structures.**
   Such patterns and structures include chronological order, rhyming patterns, and similarities and differences. **(S, W)**

10. **Demonstrate a basic understanding of facts. (S, W)**

11. **Express and develop ideas and understanding, using some elements of the "writing process."**
    Such as word mapping, brainstorming, drawing, and writing letters, words, and simple sentences. **(L, S, R, W)**

12. **Become familiar with some conventions of American English.**
    Such conventions include grammar, pronunciation, spelling, punctuation, and capitalization. **(L, S, R, W)**

13. **Engage in collaborative activities through a variety of student groupings to gather, share, discuss, and present information. (L, S, R, W)**

14. **Consult print and nonprint resources (e.g., audio/visual media, family) in the native language when needed. (L, S, R)**

15. **Apply self-monitoring and self-correcting strategies for language production.**
    Such strategies include referring to illustrations, asking questions, starting over, rephrasing, and exploring alternative ways of saying things. **(L, S, R, W)**

16. **Apply learning strategies to acquire information and make oral and written texts comprehensible and meaningful.**
    Such strategies include asking questions and using prior knowledge, using graphic organizers, context clues and cognates. **(L, S, R, W)**

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

Early Childhood
Sample Classroom Tasks in ESL by English Proficiency Level

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

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

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

Standard 2: Performance Indicators

1. **View, listen to, read, and discuss literature of different genres.**
   Such genres include picture books, fables, poems, myths, songs, and media productions. **(L, S, R)**

2. **Use basic reading and listening strategies to make literary text comprehensible and meaningful.**
   Such strategies include previewing, reviewing, listening selectively, listening for a specific purpose, and listening for main ideas and details. **(L, R)**

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

4. **Identify key literary elements in texts and relate those features to students' own experiences.**
   Such elements include setting, character, plot, and point of view. **(S, R)**

5. **Make predictions and inferences, and discuss the meaning of literary works to understand text presented orally and in written form. (L, S, R)**

6. **Develop comprehension of text to prepare to read aloud. (S, R)**

7. **Present personal responses to published literature through words or pictures, referring to features of the text.**
   Such features include characters, setting, plot, ideas, events, and vocabulary. **(L, S, R, W)**

8. **Create personal stories, using appropriate vocabulary and elements of the literature students have read or heard. (S, W)**

9. **Engage in collaborative activities through a variety of student groupings to create and respond to literature.**
   Such groupings include small groups and interest groups. **(L, S, R, W)**

10. **Create, discuss, and respond to literary works with attention to appropriate vocabulary, grammar, spelling, and punctuation. (L, S, R, W)**

11. **Apply self-monitoring and self-correcting strategies while reading, viewing, discussing, listening to, or producing literary texts.**
    Such strategies include referring to illustrations, asking questions, and exploring alternative pronunciations or ways of saying things. **(L, S, R, W)**

12. **Apply learning strategies to comprehend literature and produce literary responses.**
    Such strategies include asking questions and using prior knowledge, graphic organizers, context clues, and cognates. **(L, S, R, W)**

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

Early Childhood
Sample Classroom Tasks in ESL by English Proficiency Level

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

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

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

Standard 3: Performance Indicators

1. **Form and express responses to ideas through reading, listening, viewing, discussing, and writing. (L, S, R, W)**

2. **Evaluate the quality of written or spoken texts, visual presentations, and experiences, on the basis of criteria such as attractiveness of illustrations, appeal of characters, and believability of story. (L, S, R)**

3. **Recognize personal point of view in self and others in discussing information. (L, S)**

4. **Evaluate students' own and others' work individually and collaboratively, on the basis of established criteria.**
   Criteria include visual presentation and clarity of ideas. **(L, S, R, W)**

5. **Recognize how structural features affect readers' and listeners' understanding and appreciation of text.**
   Such features include repetition of words or ideas, vocabulary, and visuals. **(L, S, R, W)**

6. **Speak persuasively and clearly with attention to appropriate grammar, vocabulary, and pronunciation. (S)**

7. **Engage in collaborative activities through a variety of student groupings to discuss and share experiences, ideas, information, and opinions. (L, S, R, W)**

8 **Apply self-monitoring and self-correcting strategies to adjust language production to effectively express ideas and opinions.**
   Such strategies include asking questions, starting over, rephrasing, and exploring alternative ways of saying things. **(L, S, R, W)**

9. **Apply learning strategies to explore a variety of materials.**
   Such strategies include asking questions and using prior knowledge, graphic organizers, context clues, and cognates. **(L, S, R, W)**

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

Early Childhood
Sample Classroom Tasks in ESL by English Proficiency Level

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

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

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

Standard 4: Performance Indicators

1. **Use a variety of oral, print, and electronic forms for social communication.**
   Such forms include friendly notes, invitations, and electronic messages. **(L, S, R, W)**

2. **Describe, read about, participate in, or recommend a favorite activity, book, song, or other interest to various audiences.**
   Such audiences include peers, classes, teachers, and other adults. **(L, S, R, W)**

3. **Request and provide information and assistance, orally or in writing, for personal, social, and academic purposes. (L, S, R, W)**

4. **Listen attentively and take turns speaking when engaged in pair, group, or full-class discussions on personal, social, and academic topics. (L, S)**

5. **Explain actions, choices, and decisions in social and classroom situations. (S)**

6. **Understand and use some basic oral communication strategies in American English.**
   Such strategies include indicating lack of understanding, restating or asking for restatement, requesting clarification, and asking how to say something new. **(L, S)**

7. **Follow oral and written directions to participate in classroom and social activities. (L, R)**

8. **Negotiate and manage interactions to accomplish social and classroom tasks. (L, S)**

9. **Use appropriate vocabulary, language, and interaction styles for various audiences and social or school situations.**
   Such expressions and routines include asking permission, making and responding to requests, greeting, closing, and thanking, orally or in writing. Such situations include chatting with friends, participating in group discussions, and greeting a principal or other adult. **(L, S, R, W)**

10. **Demonstrate appropriate classroom behaviors.**
    Such behaviors include participating in small group and whole class discussions, being courteous, and respecting the person and property of others. **(L, S, R, W)**

11. **Discover alternative ways of saying things in social and classroom interactions. (L, S, R, W)**

12. **Apply self-monitoring and self-correcting strategies in social and classroom interactions.**
    Such strategies include asking questions, starting over, rephrasing, and exploring alternative ways of saying things. **(L, S, R, W)**

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

Early Childhood
Sample Classroom Tasks in ESL by English Proficiency Level

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

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

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

Standard 5: Performance Indicators

1. **Demonstrate familiarity with some cultural and language patterns and norms in American English.**
   Such pattern and norms include levels of formality, idioms, and humor. **(L, S, R, W)**

2. **Demonstrate familiarity with some U.S. cultural referents at the local and national levels.**
   Such cultural referents include holidays, symbols, traditions, and customs. **(L, S, R)**

3. **Share cross-cultural experiences and ideas with others. (L, S, R, W)**

4. **Interpret and demonstrate knowledge of nonverbal communication, and understand the contexts in which they are used appropriately.**
   Such means of nonverbal communication include gestures, body language, volume, and stress. **(L, S,)**

5. **Listen to, read, and respond to myths, folktales, and literature from the United States and international regions and cultures, including the students' own. (L, S, R, W)**

6. **Learn about and demonstrate an appreciation of some commonalities and distinctions across cultures and generations, including the students' own. (L, S, R, W)**

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

Early Childhood
Sample Classroom Tasks in ESL by English Proficiency Level

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

LEARNING EXPERIENCE

Falling into Autumn

Submitted by
Ivia M. Negrón-Francais, ESL Teacher
Oakwood Primary Center
South Huntington, New York

Proficiency Level: Beginning ESL

LEARNING CONTEXT

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

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

TEACHER REFLECTION:

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

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

STANDARDS & PERFORMANCE INDICATORS

ESL STANDARDS (LEVEL Pre-K–1):

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

Performance Indicators:

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

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

Performance Indicators:

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

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

Performance Indicators:

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

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

Performance Indicators:

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

TEACHER REFLECTION: *continued*

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

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

PROCEDURES

TEACHER ACTIVITIES:

● Introduces the season of autumn to the class in the beginning of October

● Initiates a discussion of what autumn looks like outside (this discussion is reinforced through a graphic organizer)

● Reads the trade books to the class and discusses the key words in the book having to do with autumn

● Writes target words on the chart paper to be used later as a visual aid and study guide

● Provides the check-off list for the vocabulary learned

● Helps the students choose a tree for their tree journal (the "adopted tree")

● Models how to use graphic organizers to collect information

● Helps students in their self-evaluations

STUDENT ACTIVITIES:

✪ Keep a tree journal to visually record the changing tree throughout the project

✪ Use graphic organizers to collect information about leaves and develop simple sentences

✪ Use leaf rubbings to observe the different parts of leaves; identify the different parts of real leaves, using all five senses

✪ Write simple sentences about autumn

✪ Identify and become familiar with basic vocabulary associated with the topic through discussions and class readings of books with an autumn theme

✪ Demonstrate knowledge orally and use basic autumn vocabulary to tell what is seen in the season

✪ Copy and label different items associated with the theme on paper and around the classroom.

✪ Evaluate the work completed at the end of the learning experience

✎ RESOURCES AND MATERIALS

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

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

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

TIME REQUIRED

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

INSTRUCTIONAL/ENVIRONMENTAL MODIFICATIONS

✔ The room used for most of the lessons should have access to a window not only to enable students to complete the tree journal, but also to give students the opportunity to look outside to find visual cues for oral expressions (e.g., colors of the season, trees, weather).

✔ The students had visual aids that portrayed what autumn looks like (seasonal themes).

✔ The students were also given the opportunity to reread and look at the books read by the teacher. The books were placed in an area accessible to them, building the thematic library throughout the learning experience.

✔ The activities, especially graphic organizers, were modeled continuously throughout the learning experience.

ASSESSMENT PLAN

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

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

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

Among the other assessment instruments or procedures are the following:

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

STUDENT WORK:

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

Cluster of Ideas

soft

Smell like a tree

break

(are) leaves

hard

fallfrom trees

dance with wiha