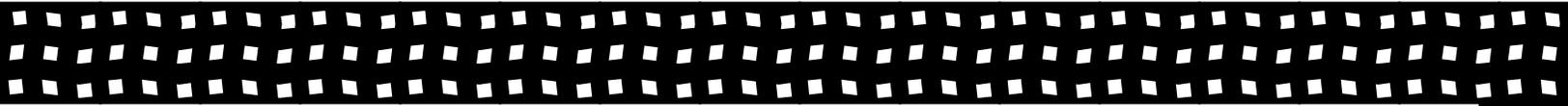




# English as a Second Language

## **Elementary Grades 2 – 4**

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



## STANDARD 1:

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

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

## Standard 1: Performance Indicators

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

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

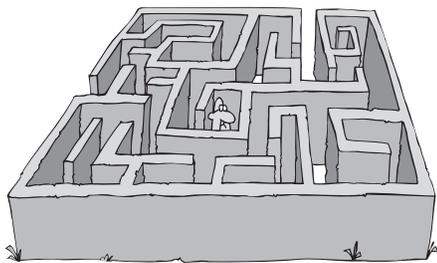
## Elementary Sample Classroom Tasks in ESL by English Proficiency Level

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

## Elementary

### Sample Classroom Tasks in ESL by English Proficiency Level

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



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

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



## STANDARD 2:

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

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

### Standard 2: Performance Indicators

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## Elementary

### Sample Classroom Tasks in ESL by English Proficiency Level

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



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

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

## STANDARD 3:

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

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

### Standard 3: Performance Indicators

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

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

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

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



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

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

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

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

## STANDARD 4:

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

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

### Standard 4: Performance Indicators

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

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

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

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



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

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

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

Beginning	Intermediate	Advanced
<p><b>TASK 5</b></p> <p>The teacher models a sharing session by bringing in a memento from a recent trip, describing its significance, and explaining why she selected the item. The class brainstorm terms that could be used to describe such objects and their significance. The teacher scripts their responses in a web that categorizes the various descriptive aspects. On subsequent days each student brings in a memento from their native country to show and describe to the class. Students take turns describing their item and explaining its importance. As the students describe the object, the teacher creates a web, placing their descriptors into categories</p> <p><i>Performance indicators: 2, 4, 5, 10, 12</i></p>	<p>Students bring in an object or memento from their native country. Each student creates a written list of four or five descriptors as clues for the object brought in. Items are displayed, and students match the clues to the objects. Owner claims the item, describes it in detail, and explains why it is important, answering questions and clarifying information as needed.</p> <p><i>Performance indicators: 2, 4, 5, 6, 12</i></p>	<p>Students bring in objects of personal significance. In pairs, students brainstorm a list of questions about their partner's object. Students interview each other in pairs, referring to the questions on the list and taking notes. Students use their notes to introduce their partners to class, including information about the object.</p> <p><i>Performance indicators: 2, 3, 8, 10, 12</i></p>
<p><b>TASK 6</b></p> <p>With teacher guidance, class develops the wording for a simple invitation to a class event such as a publishing party or play to be sent to parents and the principal. Individually, students manually illustrate (or use computer graphics) and use native language (e.g., to write "Welcome!") to personalize the invitation.</p> <p><i>Performance indicators: 1, 3, 6, 9</i></p>	<p>Class brainstorms ideas for an invitation letter that both describes the event and invites parents to attend. Ideas are categorized by teacher in a graphic organizer. Referring to the organizer, individual students create and personalize invitations for their parents, using word processing and computer graphics. Using a student-created rubric, peers assess each letter and revise as necessary.</p> <p><i>Performance indicators: 1, 3, 6, 9</i></p>	<p>Students brainstorm how to publicize a class event (e.g., publishing party or class play) in the school newsletter. Using a student-created rubric to guide the development, students work in pairs to write notices, which include computer graphics. Each notice is assessed with the rubric. Class selects one notice to be published in the school newsletter and the others are enlarged into posters, which are then placed around the school.</p> <p><i>Performance indicators: 1, 2, 3, 8</i></p> <div data-bbox="1101 1325 1502 1753" data-label="Image"> </div>

## STANDARD 5:

### Students will demonstrate cross-cultural knowledge and understanding.

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

#### Standard 5: Performance Indicators

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

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

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

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

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

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

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

Beginning	Intermediate	Advanced
<p><b>TASK 6</b></p> <p>Teacher gradually introduces a variety of American games (e.g., Simon Says, I Spy, Bingo) and/or board games (e.g., Chutes and Ladders, Candy Land, Dominoes). If possible, students are paired with native English speakers while learning to play the games. Teacher conducts a survey of favorites and helps students make bar graphs. Students take turns bringing in or demonstrating games played in their native cultures, and all students may participate in the games. Resources may include parents, Internet, or books such as <i>Multicultural Game Book</i>.</p> <p><i>Performance indicators: 1, 2, 4</i></p> <div data-bbox="159 835 540 1241" data-label="Image"> </div>	<p>With teacher's help, class brainstorms list of American games, both simple ones (see Beginning task) and more complex ones (e.g., Scrabble Junior, Hangman, Pictionary Junior). Teacher provides a variety of these games and students take turns explaining/demonstrating games not known to others. After playing the games, students take turns bringing in or demonstrating games played in their native cultures (see Beginning task). Class discusses how these games are similar to or different from the American games. Surveys are conducted to determine student opinion of games (favorite, least favorite, hardest, easiest, etc.). They share results in class.</p> <p><i>Performance indicators: 1, 2, 4, 6</i></p>	<p>Students complete Intermediate task. Class then collaborates on the creation of an illustrated book of international games. Teacher helps the class organize an international game day (schoolwide, or in selected classrooms). Stations are set up to demonstrate games from various regions of the world. ESL students demonstrate games and help visiting classes play the games. Surveys are conducted (see Intermediate task). A copy of the book is presented to each visiting class.</p> <p><i>Performance indicators: 1, 2, 4, 6</i></p> <div data-bbox="1127 814 1485 1178" data-label="Image"> </div>

# LEARNING EXPERIENCE

## *The Habitat Next Door*

Submitted by  
Jo Wilson

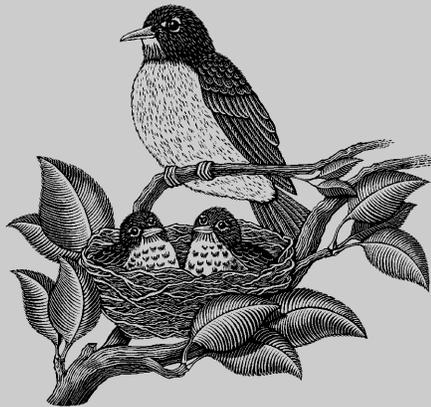
Rochester City School District  
Rochester, New York

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

### LEARNING CONTEXT

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

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



# STANDARDS & PERFORMANCE INDICATORS

## ESL STANDARDS (Elementary, Grades 2–4)

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

### Performance Indicators:

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

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

### Performance Indicators:

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

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

### Performance Indicators:

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

## TEACHER'S REFLECTION:

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

## PROCEDURE

### TEACHER ACTIVITIES

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

## STUDENT ACTIVITIES:

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



### TIME REQUIRED

**Planning:** 2 weeks (concurrent with implementation)

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



## RESOURCES AND MATERIALS

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



## ASSESSMENT PLAN

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

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

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

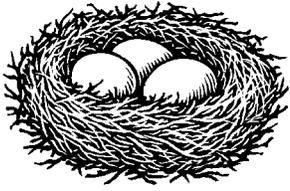
- Rubrics
- Self-reflection
- Teacher observation
- Reports
- Checklist
- Graphic organizers
- Informal review of e-mail communications

## INSTRUCTIONAL/ENVIRONMENTAL MODIFICATIONS

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

## STUDENT WORK/PRODUCTS

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



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**student work samples**

○ **Designing a Research Project**

1. Pick something to observe outside your window.

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

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

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

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

○ In the bird nest they have eggs,

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

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

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

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

