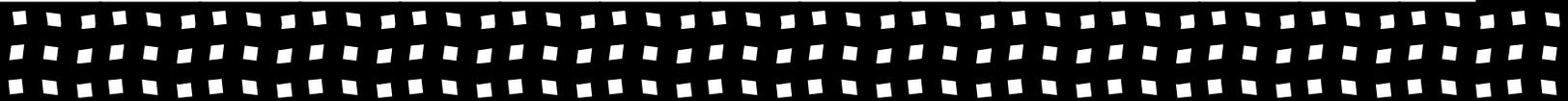




English as a Second Language

Intermediate Grades 5 – 8

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



1 ESL Performance Indicators

STANDARD 1:

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

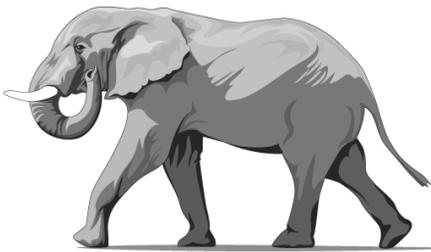
Students learning English as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover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

Standard 1: Performance Indicators

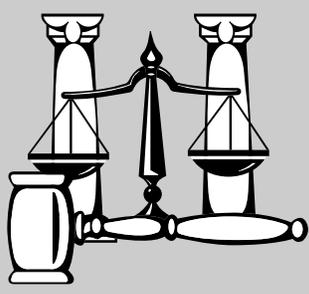
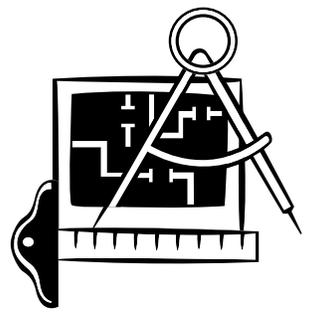
1. **Identify and use reading and listening strategies to make text comprehensible and meaningful.**
Such strategies include skimming; scanning; previewing; reviewing; discussing; listening selectively; listening for a specific purpose; listening for main ideas and details; note taking; using structural 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, interpret, and analyze information related to academic content areas from various sources.**
Such sources include nonfiction books for young adults, reference books, magazines, textbooks, the Internet, databases, audio and media presentations, oral interviews, charts, graphs, maps, and diagrams. (L, S, R, W)
3. **Select information appropriate to the purpose of the investigation, relate ideas from one written or spoken source to another, and exclude nonessential information.** (L, S, R, W)
4. **Compare, contrast, categorize, and synthesize to gain a deeper understanding of information and objects.** (L, S, R, W)
5. **Formulate, ask, and respond to various question forms 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, format, facts, sequence, and relevance of 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 paraphrases, summaries, stories, reports, essays, posters, charts, and other graphics. (S, W)
8. **Select a focus, organization, and point of view for oral and written presentations, and justify this selection.** (S, W)
9. **Convey and organize information, using facts, details, illustrative examples, and a variety of patterns and structures.**
Such patterns and structures include chronological order, cause and effect, problem and solution, and general-to-specific presentation. (S, W)
10. **Distinguish between fact and opinion, and relevant and irrelevant information, and exclude nonessential information in oral and written presentations.** (L, S, R, W)
11. **Use the process of prewriting, drafting, revising, peer editing, and proofreading (the "writing process") to produce well-constructed informational texts.** (L, S, R, W)
12. **Convey information and ideas through spoken and written language, using conventions and features of American English appropriate to audience and purpose.**
Such spoken language features include appropriate grammar, vocabulary, pronunciation, intonation, and a wide variety of sentence structures. Such written language features include appropriate grammar, vocabulary, correct spelling, punctuation, capitalization, paragraphing, and a wide variety of sentence structures. (L, S, R, W)
13. **Engage in collaborative activities through a variety of student groupings to read, gather, share, discuss, interpret, organize, analyze, and present information.**
Such groupings include small groups, cooperative learning groups, process writing groups, cross-age 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 texts comprehensible and meaningful.**
Such strategies include using prior knowledge, graphic organizers, and context clues; planning; note taking; inferencing; 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)

Intermediate
Sample Classroom Tasks in ESL by English Proficiency Level

Beginning	Intermediate	Advanced
<p>TASK 1</p> <p>Teacher shows brief timeline of her life. Students use a graphic organizer (e.g., wheel) to brainstorm important events in their lives (e.g., moving, starting school). They choose at least five events from their own lives, place these events on a timeline, and select one event and write a short description of it. Timelines and descriptions are posted in classroom.</p> <p><i>Performance indicators: 3, 7</i></p>	<p>Students use Beginning brainstorming and timeline task. They interview family members to expand the timeline with events such as their first word or first steps and early interesting experiences. Students present timelines to class. Peers comment on most surprising/interesting events. Each student selects one significant event from his/her life and writes a brief description of it and an explanation of why it was memorable.</p> <p><i>Performance indicators: 3, 5, 7, 9</i></p>	<p>Students use Intermediate interview data and timeline presentations. Classmates take notes on student presentations. Students use notes to write follow-up questions to the student presenter about particular events. Student presenters then conduct follow-up family interviews based on these questions and use their findings to create a short autobiography, including pictures or illustrations, to be shared with the class and displayed in the class library.</p> <p><i>Performance indicators: 3, 5, 7, 9, 14</i></p>
<p>TASK 2</p> <p>Students peruse <i>Zoo Books</i> and choose an animal to investigate. Class brainstorms a vocabulary list of the parts of an animal. Students in small groups make a large drawing of their animal and label it. Teacher posts labeled pictures in the classroom.</p> <p><i>Performance indicators: 2, 7</i></p>	<p>Students peruse <i>Zoo Books</i>, choose an animal, and list five to ten facts extracted from pictures and text. Then they draw and label their animal and use facts to write two questions and answers about the animal. Students exchange pictures and questions, and writer supplies reference material or correct answers when necessary. Students check answers, using classroom reference materials.</p> <p><i>Performance indicators: 1, 2, 5, 7</i></p>	<p>Students peruse <i>Zoo Books</i> and choose an animal. They record what they know and what they want to know on a KWL chart on their animal. Using at least two sources or the Internet, students answer the questions from their “Want to Know” column in a brief report. They find pictures on the Internet to illustrate their research, and use them to make overheads, slides, or PowerPoint presentation for a primary-grade class.</p> <p><i>Performance indicators: 1, 2, 3, 5, 6, 7, 12, 16</i></p> <div style="text-align: center;">  </div>

Intermediate
Sample Classroom Tasks in ESL by English Proficiency Level

Beginning	Intermediate	Advanced
<p>TASK 3</p> <p>Teacher shares picture book on the social studies topic of exploration (e.g., the Age of Exploration), and then talks about the pictures, particularly people. Using the key vocabulary as a basis, students construct a bulletin board that maps various explorers' voyages. The class uses the bulletin board to prompt a discussion of these voyages and of the lives and personal characteristics of the explorers.</p> <p><i>Performance Indicators: 1, 2, 3, 4, 7</i></p>	<p>Teachers and students discuss concepts of exploration using pictures, textbook, or picture books (see Beginning task). After reading about the Age of Exploration, students assume the character of an important figure from the age and write one or more diary entries about an important life experience (diary entries by Lewis and Clark serve as examples). Students read their entries to the class, and the class guesses the character's identity.</p> <p><i>Performance indicators: 1, 2, 3, 4, 5, 7, 9, 15</i></p>	<p>After generating a student-made rubric for evaluating a research report, students in pairs or small groups choose a significant person or event from the Age of Exploration, research the topic in books or through the Internet, and write a report to be shared in class. Students self-assess, citing evidence and justifying rubric score.</p> <p><i>Performance indicators: 1, 2, 3, 7, 8, 9, 11, 15, 16</i></p>
<p>TASK 4</p> <p>Class generates a list of questions about career plans for paired interviews with a classmate. Teacher offers books and other materials on careers as resources. Students interview partners about their career interests. Interests are shared in class. The class collaborates to create various bar graphs based on such themes as career preferences, reasons for preferences, education/training/experience necessary for career preferences.</p> <p><i>Performance indicators: 2, 3, 4, 5, 13</i></p> <div style="text-align: center;">  </div>	<p>Class discusses issues of career choice and preparation. Together, students generate a list of personal questions for interviewing an adult about his/her career choice (e.g., education needed for the career, career goals). Students interview someone from their native country and afterward share what they found out with the class. They write a short report on the career, noting what was surprising, interesting, and informative about the interviewee or career. Reports are posted on career bulletin board.</p> <p><i>Performance indicators: 2, 3, 4, 5, 7, 10, 15</i></p> <div style="text-align: center;">  </div>	<p>Students complete the Intermediate task. After oral reports are completed, students select several interesting careers for further study and organize a "career day." Students divide into groups and each group selects a career to present. Students invite a guest speaker representing their group's career field. They present other information (e.g., social need for career, salary, education/training/skills required, working conditions) about the career via charts, overheads, etc. Then they research the selected topic and write a letter back to the interviewee that summarizes the information from the interview, includes new information about the researched topic, and asks follow-up questions if appropriate.</p> <p><i>Performance indicators: 2, 3, 4, 5, 7, 10, 12, 13, 15, 16</i></p> <div style="text-align: center;">  </div>

Intermediate
Sample Classroom Tasks in ESL by English Proficiency Level

Beginning	Intermediate	Advanced
<p>TASK 5</p> <p>Students cut out pictures of foods from magazines and newspapers. They label the pictures with teacher assistance. Students produce a list of the foods their families frequently buy at the grocery store. Students are given two blank copies of food pyramids and the teacher explains how a food pyramid is organized. On the first pyramid, students write in the foods they eat most often from their native lands. On the second copy, the whole class writes in the “American” food pyramid. Class compares and contrasts the kinds of foods they ate in their native country with those eaten in the U.S.</p> <p><i>Performance indicators: 3, 5, 12</i></p>	<p>In pairs or small groups, students select their favorite foods from the school cafeteria, analyze their nutritional content through information gathered on the Internet, and summarize their findings on bar graphs. Each group prepares a brochure showing pictures of the cafeteria food, with nutritional information attached. Students write a description of the dish, and their opinion as to taste.</p> <p><i>Performance indicators: 2, 3, 6, 7, 8, 10, 15, 16</i></p>	<p>Students complete Intermediate task. After researching information on optimal nutritional meals, students discuss what kinds of food they need to be eating at mealtimes in order to have a balanced diet. Students develop a recommended weekly diet from foods researched in the class. Students try to follow the diet for a week, keeping a journal of what they eat, and report back to class on their success. Class may chart nutritional intake of students and discuss ways of improving their normal diets.</p> <p><i>Performance indicators: 2, 3, 4, 6, 7, 8, 13, 14, 15</i></p> <div style="text-align: center;">  </div>

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 texts and performances from a wide range of authors, subjects, and genres.**

Such sources include picture books, myths, fables, poems, stories, plays, novels, and other fiction and non-fiction texts in authentic and modified forms, including works of American popular culture. (L, S, R, 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, listening for a specific purpose, and listening for main ideas and details. (L, R)

- 3. Identify and explain the distinguishing features of the major genres, and use those features to aid comprehension, interpretation, and discussion of literature.** (L, S, R, W)

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

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

- 5. Make predictions, inferences, and deductions, and describe different levels of meaning of literary works presented orally and in written form, including literal and implied meanings.**

Strategies include summarizing; explaining; and identifying word choice, point of view, and symbols. (L, S, R, W)

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

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

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

- 8. Create stories, poems, songs, and plays, including those that reflect traditional and popular American culture, observing the conventions of the genre; create an effective voice, using a variety of writing styles appropriate to different audiences, purposes, and settings.** (S, W)

- 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)

Intermediate
Sample Classroom Tasks in ESL by English Proficiency Level

Beginning	Intermediate	Advanced
<p>TASK 1</p> <p>Students listen to one or two versions of <i>The Three Little Pigs</i>. They retell one of the versions, using a storyboard, and together they create a new ending. Teacher writes new ending on newsprint for students to review later.</p> <p><i>Performance indicators: 1, 2, 8, 9</i></p>	<p>Students read <i>The Three Little Pigs</i> and <i>The True Story of the Three Little Pigs</i> (the latter presents the wolf's point of view). They answer questions in writing such as "Who do you believe, and why?" In small groups, they share answers and discuss differences. Students divide up according to different points of view, and debate accordingly.</p> <p><i>Performance indicators: 1, 2, 4, 5, 7, 9, 10, 11, 12</i></p>	<p>Students read <i>The Three Little Pigs</i>, <i>The True Story of the Three Little Pigs</i>, and <i>Little Red Riding Hood</i>. Pairs of students take turns role-playing a conversation in a diner between the wolves from the three stories. Teacher provides dialogue starters (e.g., "You won't believe what happened to me," "I am so frustrated because ...") and guidelines (e.g., express feelings, provide details of story, ask follow-up questions). After role-plays, students write dialogue between the three little pigs and Little Red Riding Hood for performance in another class.</p> <p><i>Performance indicators: 1, 2, 4, 5, 7, 9, 10, 11, 12</i></p>
<p>TASK 2</p> <p>Students read, listen to, or view a fiction and a nonfiction piece (including picture books) on a similar topic (e.g., <i>The Lion and the Mouse</i> and a text on lions; <i>Little Red Riding Hood</i> and a text on wolves). Using a Venn diagram or other graphic, students compare the treatment of the topic in the fiction and nonfiction pieces (e.g., they look at how the authors portray lions). Lists, with picture cues, of genre characteristics are posted on bulletin board for future reference.</p> <p><i>Performance indicators: 1, 2, 3, 4, 7, 10, 12</i></p>	<p>Students complete the Beginning task, then compare/contrast other works of fiction and nonfiction they find in the school library, focusing on particular genres of interest. They write a brief opinion on which genre they like best and explain why, using evidence from the texts. They share their opinions with the class.</p> <p><i>Performance indicators: 1, 2, 3, 4, 7, 10, 12</i></p>	<p>Students complete Intermediate task. They form two groups based on genre preference. Groups present an argument for their preference, using the characteristics of the genre as support. With a partner, students write a persuasive letter to the school librarian or editor of the school paper, giving their opinions on the material available in the library and recommendations if appropriate (such as arguing for a stronger emphasis on one or more genres).</p> <p><i>Performance indicators: 1, 2, 3, 4, 7, 10, 12</i></p>
<p>TASK 3</p> <p>Class draws up a list of titles of stories and poems previously read. Then they generate a list of various genres of fiction in English (e.g., poetry, myths, science fiction, plays) with basic definitions and attach appropriate labels to the list of materials read. Class creates a chart of the titles, genres, and their definitions/descriptions, and posts it in the classroom. As a whole class, students maintain a chart of examples of various literary elements from texts along with titles that they read or hear throughout the year.</p> <p><i>Performance indicators: 1, 3, 4, 12</i></p>	<p>Teacher provides definitions and some examples of literary elements (e.g., metaphor, foreshadowing, dialect, rhyme, meter, irony). As a whole class, students read a fictional piece (e.g., <i>The Little Prince</i>, <i>The Pearl</i>) and identify examples of literary elements. Students complete a web map for each of these elements, using examples from the text.</p> <p><i>Performance indicators: 1, 3, 4, 12</i></p>	<p>Students individually choose a work of fiction and identify examples of literary elements on an individual chart or in their reading logs. They compare the use of these elements in their individual reading to the use of the elements in the text read by the whole class during class discussions or in reading circles.</p> <p><i>Performance indicators: 1, 3, 4, 11, 12</i></p>

Intermediate

Sample Classroom Tasks in ESL by English Proficiency Level

Beginning	Intermediate	Advanced
<p>TASK 4</p> <p>Teacher reads some simpler fables (e.g., Leonna, Aesop, Steig, Noble) aloud to students and uses one or more story maps with students to identify characters, setting, problem, and solution. In small groups, students brainstorm author's intended moral.</p> <p><i>Performance indicators: 1, 3, 5</i></p>	<p>Students complete Beginning task. Teacher reads a new fable but stops before the ending. Each student writes an original ending for the fable. Teacher continues reading the fable. Students discuss the author's moral/lesson and then compare their endings with the author's. They critically analyze the elements of the genre (moral, animal messenger).</p> <p><i>Performance indicators: 1, 3, 5, 8</i></p>	<p>Students complete Intermediate task. They select a fable from their culture to present to the class or they write an original fable, selecting an animal and a problem. They illustrate four critical scenes from the fable for presentation. They practice presentation with ESL classmates and when ready, formally present the fable to other small groups (e.g., younger students, invited guests). The class publishes an anthology of their fables.</p> <p><i>Performance indicators: 1, 3, 5, 6, 8, 10, 11, 12</i></p>
<p>TASK 5</p> <p>Teacher reads aloud a book or story by a particular author (e.g., Steig, Dahl, di Paola, Blume). Students then listen to the book on tape, and on comment sheets, they respond to questions in writing or pictures. Students read aloud with the tape when possible.</p> <p><i>Performance indicators: 1, 2, 6, 11</i></p>	<p>Students complete Beginning task. They select a book or story by the same author to read and listen to on tape. Students practice reading the book aloud with fluency and accuracy (in class and at home). Class watches book talk segments from the PBS series <i>Reading Rainbow</i>. Each student gives a book talk to class, incorporating a short reading of a favorite passage. The teacher presents a number of book reviews of the author's books. Class analyzes the critical elements of book reviews. Each student, using the writing process, writes a book review of his/her selected book, and includes it as a companion to the book.</p> <p><i>Performance indicators: 1, 2, 6, 7, 10, 11, 12</i></p>	<p>After reading one or more works by a selected author, students read biographical material on this author. Class identifies literary elements and techniques employed by the author. Students speculate on connections between the author's life and the subject matter of that author's literary works. Each student writes and sends a letter to the author with questions/reflections on these connections.</p> <p><i>Performance indicators: 1, 2, 4, 6, 7, 10, 11, 12</i></p>

Intermediate
Sample Classroom Tasks in ESL by English Proficiency Level

Beginning	Intermediate	Advanced
<p>TASK 6</p> <p>Students listen to or read a simple illustrated story with dialogue. Teacher prepares a verbatim script and demonstrates a sample skit format using stick-figure puppets. Students work in small groups and prepare a skit, using the script. Skits are presented to class. Then, in small groups, students select a simple, familiar story for a puppet show. Students write a script, make simple puppets and scenery, choose roles, and present show to class.</p> <p><i>Performance indicators: 1, 2, 8, 9</i></p>	<p>Students complete the Beginning task. Then students read a few short plays and watch videos or films of plays (e.g., <i>Fairy Tale Theatre</i> or <i>West Side Story</i>). Class discusses elements of genre and features of performance. Class selects a segment of one play to perform, with simple scenery, props, and costumes.</p> <p><i>Performance indicators: 1, 2, 3, 6, 9</i></p>	<p>In small groups, students prepare and perform impromptu skits, combining random characters, settings, and problems provided by teacher. On an audience response sheet, viewers write a brief description of characters, setting, and plot, and they develop these descriptions into a short narrative of the play. Skits and reviews/narratives are put into book form and added to class library.</p> <p><i>Performance indicators: 1, 3, 4, 8, 9</i></p>

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. Develop and present clear interpretations, analyses, and evaluations of issues, ideas, texts, and experiences, supporting positions with well-developed arguments.**

Forms of such presentations include oral (class presentations, speeches, and debates), visual (posters, graphs, charts, and illustrations), and written (essays, position papers, brochures). **(L, S, R, W)**

- 2. Assess, compare, and evaluate the quality of spoken or written texts and visual presentations, using different criteria related to the organization, subject area, and purpose of text.**

Text types include editorials, letters to the editor, political speeches, illustrations, charts, and advertisements. **(L, S, R, W)**

- 3. Recognize and communicate personal and multiple points of view within and among groups, in discussing, interpreting, and evaluating information in texts and presentations. (L, S, R, W)**

- 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, explain, and evaluate how structural features affect readers' and listeners' understanding and appreciation of text.**

Such features include organization, syntax, repetition of words or ideas, vocabulary, and visuals. **(L, S, R, W)**

- 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 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, 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 and interpret 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)

Intermediate
Sample Classroom Tasks in ESL by English Proficiency Level

Beginning	Intermediate	Advanced
<p>TASK 1</p> <p>Students watch a clip from the movie <i>The Long Walk Home</i> and read or listen to a brief retelling of the Rosa Parks bus incident from a nonfiction source. They role-play Rosa Parks' taking a stand (or being arrested) as depicted in either source, using the vocabulary from the text. Teacher prepares an outline of a T-chart and elicits contrasting information from the two sources.</p> <p><i>Performance indicators: 2, 3, 7, 9</i></p>	<p>Students watch clips from the movie <i>The Long Walk Home</i>. In small groups, they speculate as to what is nonfiction and what is Hollywood fiction. Teacher provides groups with simple reference materials to check facts of the story. Groups compare the fictional representation with the facts. Whole class discusses rationale for fictional embellishments and develops a checklist for evaluating the validity of various sources of information.</p> <p><i>Performance indicators: 1, 2, 3, 5, 7, 9</i></p>	<p>Students watch the movie <i>The Long Walk Home</i> and a documentary about the Montgomery bus boycott. They take notes on the facts of the bus boycott and then they summarize both the movie and the documentary. In groups, they develop a rubric for evaluating the authenticity of these accounts of the boycott, and use the rubric to evaluate the two sources. They answer the question, "If you were the teacher, which film would you use to teach about Rosa Parks and the bus boycott, and why?" In small groups, students share and compare answers.</p> <p><i>Performance indicators: 1, 2, 4, 5, 9</i></p>
<p>TASK 2</p> <p>Students cut 10 advertisements from various types of magazines and newspapers (English or native language editions may be used). Students mount and number the ads on poster paper. They complete a teacher-made chart that indicates product and target audience for each ad. Students present and hang posters and share information from charts. Class discusses differences of opinion during presentations through question-and-answer session and develops a checklist for creating an effective ad.</p> <p><i>Performance indicators: 1, 2, 3, 7, 9</i></p>	<p>Students complete Beginning task. Students develop categories for products displayed in posters and regroup advertisements by category such as target audience, product, medium (color or black-and-white photos, drawings), or purpose (sell, inform, persuade). In small groups, students discuss which advertisement in each category is most effective for the target audience and they explain why, using their checklist. Small groups compare results and discuss similarities and differences.</p> <p><i>Performance indicators: 1, 2, 3, 7, 9</i></p>	<p>Students complete Intermediate task. From criteria for effective ads, students create a rubric for assessing degree of effectiveness on a scale of one to four. Using the rubric, students reevaluate the original ads, ranking each ad in each category. They compare the objective analysis to their earlier subjective opinions, and develop an effective ad for a particular audience on the basis of the rubric. Students present ads to classmates, and edit according to feedback. Finally, they present a proposal to the manufacturer.</p> <p><i>Performance indicators: 1, 2, 3, 4, 7, 8, 9</i></p>

Intermediate

Sample Classroom Tasks in ESL by English Proficiency Level

Beginning	Intermediate	Advanced
<p>TASK 3</p> <p>In small groups, students move through three classroom learning centers dedicated to a single topic (such as the Civil War): 1) maps, photos, timeline; 2) encyclopedias and reference books with relevant pages flagged; 3) textbooks, trade books, adapted text. At each center, small groups complete a teacher-made activity sheet that asks for particular information about that center. Class discusses answers and talks about how and where they found the answers. Students rate centers and materials on a simple scale (e.g., quality, quantity, clarity, ease of use).</p> <p><i>Performance indicators: 2, 3, 5, 7, 9</i></p>	<p>Students complete Beginning task, expanding scope to include using the Internet as a source of information and as a fourth center. After exploring various search engines, students generate criteria for effective and efficient search engines and create an assessment rubric to rate returns on requests.</p> <p><i>Performance indicators: 1, 2, 3, 5, 7, 9</i></p>	<p>After completing Intermediate task, students brainstorm strategies (e.g., using pictures, bold text, headings) for obtaining information from materials in the four centers. In small groups, students complete a second activity sheet for each center, employing new strategies. Again, they rate centers on a simple scale and answer an open-ended question assessing their preferences and abilities in using various materials and strategies. They develop an annotated list of useful Web sites and resources germane to the topic for use by other students, organizing sites in categories such as biographies, histories, maps, or illustrations.</p> <p><i>Performance indicators: 1, 2, 3, 5, 6, 7, 9</i></p>
<p>TASK 4</p> <p>Teacher shows object (e.g., small sculpture, textile, tool) to students. Students describe object and speculate on its use, meaning, production, etc. They generate vocabulary associated with the object. In small groups or pairs, students make up a story about the object and tell it to the class. Class discusses which of the stories is the most plausible and why.</p> <p><i>Performance indicators: 1, 2, 4, 6, 7</i></p>	<p>Students complete Beginning task. Teacher presents three possible identities for object. Students choose and defend the most plausible. Teacher reveals true identity (e.g., old tool, rain gauge, mold, potsherd). Students begin a KWL chart on object, read information on object, and complete the KWL chart.</p> <p><i>Performance indicators: 1, 2, 4, 6, 7</i></p>	<p>Teacher shows students four or five objects that are important in his/her life. Students speculate on the identity and purpose of each object and its meaning to the teacher. They write a short story about the teacher, using objects as clues. Teacher writes and reads his/her own story to class. Students discuss and reflect on differences between perception and reality.</p> <p><i>Performance indicators: 1, 2, 3, 7, 9</i></p>



Intermediate
Sample Classroom Tasks in ESL by English Proficiency Level

Beginning	Intermediate	Advanced
<p>TASK 5</p> <p>Teacher presents background information on a school-based controversial issue (e.g., installing metal detectors, requiring uniforms, holding locker searches, selling soda) through pictures, video clips, timelines, and graphs/charts. Questions and answers follow. The teacher elicits pros and cons for a T-chart. In a mock referendum, students take a side for or against the issue, presenting one reason for their position.</p> <p><i>Performance indicators: 3, 7, 9</i></p> <div data-bbox="198 751 501 1155" data-label="Image"> </div>	<p>Teacher presents background information on an issue as in the Beginning task, adding magazine and newspaper excerpts and materials from the Internet. Teacher guides students through these adapted resource materials. In small groups, students simplify one side of the argument, and produce a pamphlet arguing one side, in preparation for a mock referendum. Then they hold the mock referendum with ballot.</p> <p><i>Performance indicators: 1, 2, 3, 4, 6, 7, 8, 9</i></p>	<p>Teacher presents background information on a school-based controversial issue through a variety of authentic resources. In two groups (pro and con), students outline aspects of issue for research, and each member researches one aspect of issue. Teams collaborate to develop and present a speech. Speeches are followed by a structured debate between the two groups, which is videotaped, reviewed by class members, and rated for persuasiveness.</p> <p><i>Performance indicators: 1, 2, 3, 4, 6, 7, 8, 9</i></p>

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, take turns speaking, and build on others' ideas when engaged in pair, group, or full-class discussions on personal, social, community, and academic topics.** (L, S)
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 making confirmation checks, clarifying or requesting clarification, paraphrasing, and repairing miscommunication. (L, S)
7. **Follow oral and written directions to participate in classroom and social activities, and provide directions to peers in selected interactions.** (L, S, R, W)
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, noticing how intention is realized through language.**
Such expressions and routines include asking permission, making and responding to requests, greeting, making promises, thanking, and apologizing. Such situations include chatting with friends, participating in group discussions, greeting a principal or other adult, making purchases. (L, S, R, W)
10. **Demonstrate appropriate classroom behaviors (e.g., participating in small group and whole class discussions, being courteous, respecting the person and property of others).** (L, S, R, W)
11. **Discover alternative ways of saying things in social and classroom interactions.** (L, S, R, W)
12. **Apply self-monitoring and self-correcting strategies in social and classroom interactions.**
Such strategies include asking questions, starting over, rephrasing, and exploring alternative pronunciations or wording. (L, S, R, W)

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

Intermediate
Sample Classroom Tasks in ESL by English Proficiency Level

Beginning	Intermediate	Advanced
<p>TASK 1</p> <p>After teacher models examples of language for selected social purposes (e.g., making introductions, inviting a friend to go to a movie, asking for directions), students choose a simple social situation to role-play. Role-plays are performed for whole class.</p> <p><i>Performance indicators: 3, 4, 7, 9</i></p>	<p>Students role-play social situations that include an element of conflict. Each student is given an “attitude” or “behavior” unknown to the student’s partner (e.g., stubborn, conciliatory, angry). Teacher provides scenarios. Partners in role-play reflect on what they learned about appropriate communication skills and include these reflections in their individual learning journals.</p> <p><i>Performance indicators: 4, 6, 7, 8, 9, 11, 12</i></p>	<p>Students brainstorm a variety of behaviors that might arise during a class discussion (e.g., tapping a pencil, talking too much, interrupting, raising hand, disagreeing). Students read a highly controversial article and participate in a class discussion. Students secretly choose one of the listed roles, and assume those roles during the discussion. Roles may shift in five-minute intervals. Students reflect in writing on what they learned about behavior and communication skills, and create a poster of appropriate classroom discussion skills.</p> <p><i>Performance Indicators: 4, 6, 7, 8, 9, 11, 12</i></p>
<p>TASK 2</p> <p>Students create a list of a variety of class activities performed each day. Teacher presents one or two formats for a friendly letter. With a partner, student writes a friendly letter to the teacher describing a favorite class activity, and gives reasons why s/he would like to participate in that activity again.</p> <p><i>Performance indicators: 1, 2, 9</i></p>	<p>After a class discussion about school experiences (e.g., eating in the cafeteria, changing classes, using metal detectors), students write a letter to the principal describing what they like and what they would like to change about school routines, giving specific suggestions.</p> <p><i>Performance indicators: 1, 2, 5, 9, 10</i></p>	<p>Using a computer program (e.g., word processing, graphics, spreadsheet), students design and write a brochure for prospective students and their families describing specific activities and programs offered by their school.</p> <p><i>Performance indicators: 1, 2, 9</i></p>
<p>TASK 3</p> <p>In preparation for a school open house, students discuss and implement plans for hosting family members in the ESL classroom. Plans might be made for invitations, refreshments, greeters, guides, and presentations. After the event, class writes a group story about the open house using the language experience approach.</p> <p><i>Performance indicators: 1, 3, 4, 8, 9, 10</i></p>	<p>In small groups, students develop proposals for bulletin board display of information appealing to families (e.g., student work, photos, schedules, news). Class compares the proposals and chooses one. Using various computer programs (e.g., word processing, graphics, spreadsheet) and other resources and agreed-upon elements from each proposal, the class creates a bulletin board display.</p> <p><i>Performance indicators: 1, 3, 4, 8, 9, 10</i></p>	<p>Students create a PowerPoint presentation of slides and text to use in introducing their families to the school and the other ESL students. They prepare a display of student and staff pictures, including student bios and staff roles.</p> <p><i>Performance indicators: 1, 3, 4, 6, 7, 8, 9, 10</i></p>

Intermediate

Sample Classroom Tasks in ESL by English Proficiency Level

Beginning	Intermediate	Advanced
<p>TASK 4</p> <p>Students brainstorm a variety of volunteer and recreational activities they are interested in pursuing. They select one activity about which they want more information. Teacher provides models of letters to request information and identifies the language used in phone requests. With teacher assistance, students call or write for information. Then they complete teacher-made information sheet.</p> <p><i>Performance indicators: 1, 2, 3, 6, 8, 9, 11, 12</i></p>	<p>Students complete Beginning task and select two or three activities to research, including browsing the Internet. They summarize the information they collected in a brief paragraph for display on a class bulletin board dedicated to activities.</p> <p><i>Performance indicators: 1, 2, 3, 6, 8, 9, 11, 12</i></p>	<p>Students complete Intermediate task. They collect information on a wide range of activities to meet the interests of a broad audience. Then they compile their information in a notebook organized by category and type of activity. They host an “activity fair” for interested students. Students work in information booths organized by category and activity, answer questions, make suggestions, and pass out information on specific activities (duplicated from the notebook).</p> <p><i>Performance indicators: 1, 2, 3, 4, 6, 8, 9, 11, 12</i></p>
<p>TASK 5</p> <p>Students brainstorm possible cultural and educational field trips. After discussion, class chooses the three of most interest. Teacher provides information sheets on the three sites, reviews key words or phrases regarding logistics of visit, and models how to find these data on the information sheet. In small groups, students research logistics of visit (e.g., cost, distance, location) and develop rationale for the trip. Class discusses feasibility of each proposal and selects trip. Class goes on trip.</p> <p><i>Performance indicators: 3, 4, 5, 9</i></p>	<p>Students repeat Beginning task up through the step of developing a rationale. They discuss the trip and identify needs (e.g., transportation, money, dates, parental permission). Then they form committees to address needs. Each committee produces a list of jobs that need to be completed. Using a word processing program, students write a summary of the proposal (in English and the native language) to explain the field trip to parents, including a letter inviting parents to be chaperones. Tasks are completed and class goes on trip.</p> <p><i>Performance indicators: 3, 4, 5, 9</i></p>	<p>Students complete Intermediate task. Committees write job descriptions for all jobs involved in planning a trip, and students sign up for jobs after reading the descriptions. Committee membership is reorganized around jobs; job descriptions are clearly defined and posted; committees establish timetables; groups accomplish their tasks. The fund-raising committee is established and it prepares proposals for activities and makes a presentation to the class. The class selects one or more proposals, and all members participate in some form of fund-raising. Fund-raising committee manages activities and monies. Class goes on trip.</p> <p><i>Performance indicators: 3, 4, 5, 8, 9, 10</i></p>



Intermediate
Sample Classroom Tasks in ESL by English Proficiency Level

Beginning	Intermediate	Advanced
<p>TASK 6</p> <p>Teacher periodically organizes game day. Students learn to play a few board games (e.g., Clue, Sorry, Pictionary, Life). Emphasis is on following directions, taking turns, and observing rules of etiquette. Class debriefs after game playing, focusing on language learned and interactions that helped or hindered students as they played the game.</p> <p><i>Performance indicators: 2, 3, 4, 7, 8, 9, 10</i></p>	<p>Students complete Beginning task. Teacher provides example of simplified rewritten rules of a particular board game. As games are mastered, students in small groups rewrite rules for simplest games and then play several matches, making sure the rules are complete. Students write simplified rules, using a word processing program, and share them with the class. Students make adjustments to rules according to comments made by other students. Final versions are stored with games for use by other students.</p> <p><i>Performance indicators: 2, 3, 4, 6, 7, 8, 9, 10</i></p>	<p>Following the procedures outlined in the Intermediate task, students rewrite the rules for the more complicated games (e.g., Monopoly, chess). Students play several matches of those games to make sure rules are complete, review rules with classmates, and store final version with games for use by other students. Matches are organized, and pairs of students compete.</p> <p><i>Performance indicators: 2, 3, 4, 6, 7, 8, 9, 10</i></p> <div data-bbox="1058 825 1531 1045" style="text-align: center;"> </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 an understanding of cultural and language patterns and norms in American English, including different regional and social varieties of English.**
Such patterns and norms include levels of formality, slang, humor, idioms, rhetorical patterns, and standard versus nonstandard dialects. (L, S, R, W)
2. **Demonstrate an understanding of a broad range of U.S. cultural and political referents through institutions, functions, and processes at the local and national levels, and compare/contrast these with parallels in the students' native community.**
Such cultural and political referents include holidays, symbols, traditions, customs, governance systems, and schooling. (L, S, R, W)
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, intonation, and pace. (L, S)
5. **Compare and contrast oral traditions, myths, folktales, and literature from the United States and international regions and cultures, including the students' own, and identify similarities and differences and universal cultural themes.** (L, S, R, W)
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)

Intermediate
Sample Classroom Tasks in ESL by English Proficiency Level

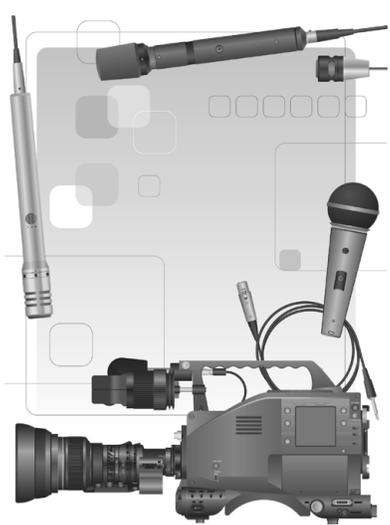
Beginning	Intermediate	Advanced
<p>TASK 1 Teacher displays pictures showing everyday activities of an American family (e.g., shopping, registering for school, eating in restaurant). Students and teacher talk about the pictures, and teacher elicits words that describe each picture. In small groups, students write a caption for every picture. Students draw pictures of personal and humorous experiences in the U.S., talk about pictures with the class, collect words, and write a brief caption. <i>Performance indicators: 1, 3</i></p>	<p>Students complete Beginning task. Individually or in pairs, students write a skit depicting a personal and humorous cross-cultural experience. Students form small groups to refine the skits and perform for the class, paying attention to intonation, pace, volume, and gestures. Class and teacher discuss elements that made the skit humorous and cross-cultural. Students videotape each skit. <i>Performance indicators: 1, 3, 4</i></p>	<p>Students complete Intermediate task. Class discusses each skit in terms of misunderstandings, miscues, and misinformation that made the experience noteworthy (e.g., what made it funny, frightening, confusing). Misinformation is categorized by situation (e.g., involving schools, doctors, directions, transportation). Teacher provides students with strategies and phrases in American English to avoid these problems or repair miscommunication. Class may want to develop a “culture quiz” based on their own experiences as depicted in the skits. The quiz provides the situation and three optional responses, one of which is most appropriate for American English-speaking culture. Quiz is shared with other ESL classes. <i>Performance indicators: 1, 2, 3, 4, 6</i></p>
<p>TASK 2 Students listen to excerpts from books on tape (e.g., <i>Everybody Cooks Rice</i> and <i>Everybody Makes Bread</i>) and peruse books to examine pictures about ways different cultures perform activities such as cooking or using foods. Each student writes a question about the book on one side of an index card, and the answer to the question on the other side. Cards are distributed and classmates try to answer the questions without looking at the reverse side. <i>Performance indicators: 5, 6</i></p>	<p>Students listen to books on tape (e.g., <i>Everybody Cooks Rice</i> and <i>Everybody Makes Bread</i>). Each student brings a recipe for bread or rice from home, and tape-records his/her recipe. Each student listens to another student’s tape and writes down the recipe. Student compares his/her recipe to that recipe, and checks for accuracy. Recipes are compiled and included in a class recipe book. <i>Performance indicators: 3, 5, 6</i></p>	<p>Students consult with the school librarian for titles of stories that celebrate food around the world, and they obtain menus from local ethnic restaurants. Students locate and read stories with food themes and put together a simple “where to go” guide for international cuisine in the neighborhood. The guide may include information from the stories as well as menu items from the restaurants. Next, students bring from home a recipe that is prepared for special occasions, and they write about a memorable time when the dish was prepared. Recipes and essays are included in a class recipe book. <i>Performance indicators: 1, 2, 3, 6</i></p>
<p>TASK 3 Students read or listen to two Cinderella stories (e.g., <i>Rough Face Girl</i> and <i>Lon Po Po</i>) without identifying the stories as variations of the fairy tale <i>Cinderella</i>. Then they compare the stories in a Venn diagram. In pairs, students discuss the common elements and/or lessons of the stories and report back to the class. Class reaches consensus on authors’ intent. <i>Performance indicator: 5</i></p>	<p>Students complete Beginning task. Then they read one or two more Cinderella stories. They create a chart of common elements (e.g., magic, good, evil, happy ending). Teacher divides students into four groups, and each group reviews one story, looking for cultural indicators (e.g., clothing, geography, food, housing, values). They prepare another chart listing the various cultural indicators. Each group reflects on the charts and writes a short essay comparing two of the stories. Students share essays in class and present their findings from the charts to the whole class. <i>Performance indicators: 3, 5, 6</i></p>	<p>Students complete Intermediate task and discuss the criteria for writing an original Cinderella story (e.g., cultural indicators, common elements, writing process). Students write a Cinderella story based on their own culture. They use the writing process (e.g., peer conferencing, revising, editing) to publish stories for class book. <i>Performance indicators: 3, 5, 6</i></p>

Intermediate

Sample Classroom Tasks in ESL by English Proficiency Level

Beginning	Intermediate	Advanced
<p>TASK 4</p> <p>Students brainstorm salient aspects of their culture (e.g., food, school, clothes, music), and they distill this list to four topics. Then they fold a large piece of paper into eight sections and label each of the top four sections with a topic related to their native culture. They label each of the bottom four sections with a topic related to U.S. culture. Students illustrate examples of the topic and write what they know about the topic in each square. Then they report to classmates and solicit questions. Each student finds answers to questions from books, family members, or native English speakers, and reports back.</p> <p><i>Performance indicators: 2, 3, 4, 5, 6</i></p>	<p>Students complete Beginning task, including both family and other interviews and reference material. Then they choose one of the four topics and write a brief comparison of the two cultures, illustrating their work, either for the class bulletin board or for a brief informative brochure for native English-speaking peers. The brochure compares the two cultures and highlights what an American can expect in the student's native country.</p> <p><i>Performance indicators: 1, 2, 3, 5, 6</i></p>	<p>Students complete Intermediate task, creating a brochure. They present their brochure to native English-speaking students. Students confirm their description of American culture and add variations provided by the non-ESL students. Topics comparing U.S. cultures with other cultures are chosen by the class for inclusion in an intercultural newsletter. Class negotiates research responsibilities. Each student writes an article and assumes a production role (e.g., editing, layout). Students publish newsletter.</p> <p><i>Performance indicators: 1, 2, 3, 5, 6</i></p>
<p>TASK 5</p> <p>Students read or listen to an immigration story (e.g., <i>My Grandfather's Journey</i>, <i>Long Way to a New Land</i>). Then they make a picture book of their own immigration journey and tell their story. With teacher support, students add text to their picture books. For an epilogue, they reflect on the experience, describing, for example, the hardest part, the best part, or the best place to live.</p> <p><i>Performance indicator: 3</i></p>	<p>Teacher reads aloud an account from <i>New Kids in Town: Oral Histories of Immigrant Teens</i>. Students write about their arrival in the U.S., and include positive memories as well as challenges. Teacher collects writing and posts on classroom walls. In small groups, students discuss similarities in the accounts.</p> <p><i>Performance indicator: 3</i></p>	<p>Students read <i>Who Belongs Here: An American Story</i>. They discuss immigration policies as they relate to their own experiences. Then they complete a teacher-made reflection sheet, noting, for example, new understandings and attitudes. Teacher presents some information on U.S. immigration policy and class recommends (debates) amendments to the policy.</p> <p><i>Performance indicator: 3</i></p>

Intermediate
Sample Classroom Tasks in ESL by English Proficiency Level

Beginning	Intermediate	Advanced
<p>TASK 6</p> <p>Class watches a selection of interactions on video without sound (from TV shows, films, etc.), and discusses the behavior, feelings, and intentions of the actors as indicated by gestures, body language, proxemics, etc. (Students may want to make a wall chart for “visual” references). Next, the teacher provides two grab bags and a prop box. One grab bag contains a collection of people’s titles (e.g., principal, parent, friend, stranger, neighbor) and the second contains types of situations (e.g., greetings, introductions, requests for information or assistance, emergencies). Referring to the norms identified in the discussion of the video vignettes, students combine random people and situations, and use items from the prop box, to role-play scenarios.</p> <p><i>Performance indicators: 1, 4</i></p>	<p>Students complete Beginning task. Teacher describes a few social situations prepared ahead of time (e.g., eating in the cafeteria, socializing with students from other cultures, attending a party) or has students come up with their own. In small groups, students develop a short skit illustrating each situation and perform their rendition of the situation for the class by reading the scripts aloud. Students synthesize the variety of responses generated by the class performances into an acceptable example for managing a social situation with appropriate language and nonverbal communication. Class discusses and records factors that facilitate communication and those that don’t in each group’s rendition. Teacher provides culturally appropriate alternatives such as variations in tone or gesture.</p> <p><i>Performance indicators: 1, 4</i></p>	<p>Students complete Intermediate task. After revising/staging/rehearsing the model scripts, they videotape performances. Videotapes are placed in class lending library. Students write to ESL programs in other schools, describing the videos and offering them for loan.</p> <p><i>Performance indicators: 1, 4</i></p> 

LEARNING EXPERIENCE

More Than Just Turkey Talk!

Submitted by
Monica Aston

Three Village Central School District
Setauket, New York

Proficiency Level: All ESL

LEARNING CONTEXT

The students who participated in this learning experience are seventh and eighth graders. They represent all levels of proficiency, and come from a variety of linguistic and cultural backgrounds.

This learning experience challenges students to broaden their knowledge and explore the many different facets of the holiday of Thanksgiving. Through a variety of activities, students discovered the connection that this holiday has with the beginning of our nation and how it also represents the American experience today. Through this learning experience, students became immersed in literature, history, culture, and technology, enabling them to access information related to many aspects of the topic. The activities were designed to correlate with content-area material, specifically American history. As part of the following activities, students first explored the topic through literature and then research, discussing and utilizing information related to the Pilgrims and the Native Americans during the time period of the 1620s.



STANDARDS & PERFORMANCE INDICATORS...

ESL STANDARDS (Intermediate level 5–8):

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, discuss, interpret, and analyze information related to academic content areas from various sources.
5. Students formulate, ask, and respond to various question forms to obtain, clarify, and extend information and meaning.

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 texts and performances from a wide range of authors, subjects, and genres.
7. Students compose and present personal and formal responses to and interpretations of published literary works and the work of peers, referring to details and features of text.
10. Students 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.

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

Performance Indicators:

3. Students recognize and communicate personal and multiple points of view within and among groups, in discussing, interpreting, and evaluating information in texts and presentations.
4. Students evaluate students' own and others' work, individually and collaboratively, on the basis of a variety of criteria.

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.

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

Performance Indicators:

2. Students understand a broad range of cultural and political referents through institutions, functions, and processes at the local and national levels, and compare/contrast these with parallels in the students' native country.

SOCIAL STUDIES STANDARD 1

History of the United States and New York

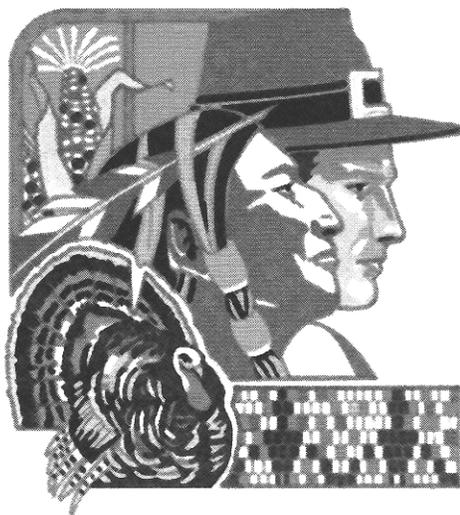
Performance Indicators:

1. Students explore the meaning of American culture by identifying the key ideas, beliefs, and patterns of behavior, traditions that help define it and unite all Americans.

MATHEMATICS, SCIENCE, & TECHNOLOGY STANDARD 2: Information Systems

Performance Indicators:

2. Students use spreadsheets and database software, electronic databases and online services.
3. Students obtain accurate and relevant information from a range of sources.



TEACHER'S REFLECTION:

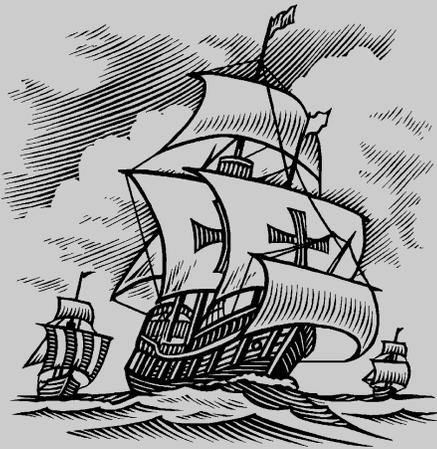
This learning experience was entirely a work in progress at all points in time, both for my students and for me. In previous years, I had always included the Thanksgiving holiday as part of the curriculum, spending a few days to present and discuss the holiday with my students, culminating with a Thanksgiving feast. After I surveyed the students this year with a KWL, I learned that they equated Thanksgiving with little more than eating turkey. I therefore expanded my holiday lesson to be nearly a four-week endeavor, and I invited students to make many connections to the cultural, social, and historical aspects of the holiday. As this lesson evolved, I tried to connect the ESL lessons to their social studies classes. Additionally, I hoped the students would develop an understanding of and an appreciation for the founding of this nation, the quest for freedom, and the ideas that led to the formation of a democratic form of government.

In trying to gear the work to the interests of the students, I was continuously planning where we were heading next. There was no blueprint for me to follow; it was very challenging at times. But learning does not always follow a linear pattern, and through my work with this learning experience, I feel I have grown and become more confident in working with the ESL standards and applying them to enhance instruction.

PROCEDURE

TEACHER ACTIVITIES:

- Introduces topic of Thanksgiving with KWL chart
- Reads *Rivka's First Thanksgiving* aloud to students, using frequent comprehension checks and clarifying unfamiliar vocabulary
- Follows similar reading strategies with *Molly's Pilgrim*
- Discusses the story elements: setting, characters, events, and conclusion
- Introduces students to using the Internet in the computer lab
- Directs students to the online Thanksgiving timeline activity
- Guides students in locating important people from this time period and creates artifacts of 1620–1621
- Combines the vocabulary items, choosing 15 to make up a class vocabulary list
- In class, introduces the interview project; helps students choose one historical figure from their bookmark list
- Presents the idea of a timeline to display important events in the life of a famous person
- Videotapes each student's oral presentation and assesses it using oral assessment sheet and student's self-assessment



STUDENT ACTIVITIES:

- ☼ Listen to *Rivka's First Thanksgiving* and complete Reader Response activity sheet
- ☼ Write a letter to a character in the book, stating opinion and supporting it
- ☼ Listen to *Molly's Pilgrim* and complete Reader Response sheet
- ☼ Compare the two stories, and main characters, orally
- ☼ Select individual vocabulary list of 10 words to create a Thanksgiving vocabulary bookmark
- ☼ Answer, in writing, the questions from the task sheet
- ☼ Create a “who was who?” bookmark of the first Thanksgiving
- ☼ Visit the Thanksgiving timeline online activity and complete Reader Response sheet as a follow-up
- ☼ Choose one person from list of famous people to research
- ☼ Write and share questions for the interview with this historical figure in large group and narrow them down
- ☼ Obtain additional information on this historical figure from visiting the computer lab and library
- ☼ Follow writing process in class to create final product
- ☼ Make presentation of interview with historical figure in front of class; presentation is videotaped and self- and audience-assessed
- ☼ Complete final portion of KWL sheet



TIME REQUIRED

- **Planning Stage:** one to two weeks
- **Implementation Stage:** Fifteen to 20 days
- **Assessment Stage:** Ongoing throughout implementation



ASSESSMENT TOOLS AND TECHNIQUES

Student work was evaluated through the use of the following assessment tools, which were teacher developed. Student work was recognized as being “Developing,” “Proficient,” or “Distinguished,” within each ESL level (Beginning, Intermediate, Advanced).

- Teacher used a KWL chart to demonstrate each student’s individual growth and to determine areas of interest to students
- Teacher assessed several examples of student work through rubrics: vocabulary bookmark rubric; “who was who” bookmark rubric; journal responses to literature rubric; “letter to book character” rubric; and interview project rubric
- Teacher had the class develop a vocabulary list generated from student lists
- Teacher held a quiz at end of the learning experience
- Teacher used a checklist related to picture timeline—online activity
- Teacher assessed student presentations, using an oral presentation form
- Teacher assessed group discussions
- Teacher conducted an observation of oral and written language production

INSTRUCTIONAL/ENVIRONMENTAL MODIFICATIONS

- ✓ For newly arrived LEPs, focus on the vocabulary-building activities, using the same vocabulary items as the class. Allow students additional time to translate into the native language and create a bilingual glossary. Tailor the vocabulary list to include the most crucial words for understanding.
- ✓ Pair the newly arrived LEPs/beginners with a buddy for the activities (including online activities), as appropriate. The interview project can be modified so that newly arrived LEPs would be responsible for the completion of certain sections only, such as the timeline, or a simplified version of the interview questions along with a visual representation.
- ✓ For more advanced students, the interview project may be expanded to include additional questions, and to develop an in-depth awareness of the historical figure chosen.



RESOURCES AND MATERIALS

FOR THE STUDENTS

1. *Rivka’s First Thanksgiving* by Elsa Okon Rael
2. *Molly’s Pilgrim* by Barbara Cohen
3. *Language Development Through Content: America, The Early Years* by Anna Uhl Chamot
4. *Giving Thanks, The 1621 Harvest Feast* by Kate Waters
5. *The American Nation*, Prentice Hall
6. Internet sites (www.google.com, www.askjeeves.com, www.plimoth.org, www.pilgrims.net, www.scholastic.com)
7. Chart paper
8. Markers
9. Construction paper
10. Access to computers/online resources
11. Access to library resources

FOR THE TEACHER

1. *Adding English – Helping ESL Learners Succeed* by Katherine Maitland
2. *American History Plays* by Sarah Glasscock
3. “Giving Thanks,” Appleseeds Publication, 1998
4. *Indians of the Northeast* by Colin Calloway
5. *The Pilgrims and Plymouth Colony* by Feenie Ziner
6. *ESL Teacher’s Holiday Activity Kit* by Elizabeth Claire
7. Internet sites (www.abcteach.com, www.atozteacher-stuff.com, www.holiday.net/thanksgiving, www.nativetech.com, www.pilgrims.net, www.plimoth.org, www.teacher.scholastic.com)

STUDENT WORK/PRODUCTS

- KWL chart
- Letter writing to character in a story, taking a position and supporting it
- Journal response to the stories *Rivka’s First Thanksgiving* and *Molly’s Pilgrim*
- Virtual field trip to Plimoth Plantation
- Question-answer worksheet for online activity (CyberChallenge)
- Vocabulary bookmark
- Bookmark of “Who was who at the first Thanksgiving?”
- Interview project: formulate interview questions, do individual and group work, research one historical figure from 1620, answer interview questions in writing
- Interview project: oral presentation, videotaped



student work samples

Miles Standish

Q: Where and when were you born?
A: I was born in Lancashire, England at 1584

Q: Describe your daily life as either a Native America or Pilgrim?
A: I learn how to farm and hunt from the Native Americans, so what I do everyday is hunting, farming, and make good relationships with the Natives.

Q: What kind of house do you live in and where so it?
A: I live in tiny little wooden house at Massachusetts.

Q: What food do you eat, and what clothes do wear?
A: I eat corn, bread, turkey from the land and fish from the river. I wear a black hat and a black suit.

Q: What have you done in your life that has made you famous?
A: I became the leader of the 1st colony because I made perfect relationship with the natives.



THANKSGIVING IN THE U.S.A.



Oct. 2001

K

WHAT I KNOW ABOUT THANKSGIVING:
 people will eat terkie with their family

W

WHAT I WANT TO LEARN ABOUT THANKSGIVING:
 Why people eat terkie
 Why is thinksgiving on that day

Nov. 2001

L

WHAT I LEARNED ABOUT THIS HOLIDAY:
 I know how Indain help pilgrims. I know why they have -thanksgiving. I know why is pilgrims come to American. I know what is dreamcatcher and who is Massasoit. I know why is Plymouth colony was important. Squanto, Massasoit, William, Mayflower, Wampanoag, and Sapa Inca

