

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

A Resource Guide for All Teachers



Building the Bridge

NATIVE LANGUAGE ARTS

ENGLISH AS A SECOND LANGUAGE

ENGLISH LANGUAGE ARTS



THE UNIVERSITY OF THE STATE OF NEW YORK

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Foreword

It is with great pleasure that I share with you *The Teaching of Language Arts to Limited English Proficient/English Language Learners: A Resource Guide for All Teachers*. The publication is part of the New York State Education Department's efforts to raise the level of instruction for all children in the State, including students for whom English is a new language. Educating second language learners is the responsibility of all teachers, administrators, parents, and community members in our State. The purpose of this publication is to enable teachers of native language arts, English as a second language, and English language arts, as well as others working with students with limited or no proficiency in English, to bring about the needed changes that will challenge the students to meet our State's more rigorous standards.

As we embark on a new millennium, we are cognizant of our responsibility to prepare all students to contribute meaningfully to a world that is increasingly interconnected. Our newest students bring with them valuable resources: their languages and their cultures. These are resources on which we can and should capitalize and support. This document will help bilingual education teachers and teachers of English as a second language to understand their important role in helping students to become proficient in two or more languages, while guiding them to master the academics they need to graduate from high school and pursue postsecondary studies.

Each school creates an environment that engages all participants in providing opportunity and respecting diversity. The school environment is critical to the success of our newest English language learners. This is the responsibility of the entire school community. This document presents a description of current research studies, identifies strategies and techniques, and lists resources to enable school administrators to assist in the support and development of proficiency in English while at the same time maintaining the first languages and bilingual environments. This publication also serves as a valuable professional development tool, at both the preservice and in-service level. The resource guide will help all teachers of English language learners incorporate new and challenging language learning strategies through interdisciplinary study. Teachers unfamiliar with the instructional strategies and approaches for working with English language learners will find that this publication provides information on the needs of the students and suggests additional resources they may investigate. New teachers of native language arts and English as a second language will find the learning experiences and the classroom practices valuable in their everyday classes. Veteran teachers will be able to craft their strategies to raise the level of their teaching to meet the State's new standards.

The teaching and learning process for limited English proficient/English language learners can be envisioned as a bridge. It is a bridge that links the children's home countries with their new country. It is a bridge that connects the languages and cultures the children bring with English and the American experience. It is a bridge that enables the children to move smoothly and confidently into a new life, bringing with them that which comforts and supports them, the language and heritage of their families. We look forward to working with you to provide English language learners with a challenging literacy program.

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Introduction

In 1997, the New York State Board of Regents approved a proposal to revise high school graduation requirements. These requirements mandate that all students in New York State pass the Regents Comprehensive Examination in English in order to receive a high school diploma. The New York State Education Department (NYSED) is committed to building the capacity of the system to ensure that limited English proficient/English language learners (LEP/ELLs) meet all of the learning standards and fulfill all graduation requirements. To assist in the accomplishment of this goal, the New York State Education Department's Office of Bilingual Education, utilizing the collaborative knowledge and guidance of many prominent experts in the field of English language arts (ELA), bilingual education (BE), and English as a second language (ESL), developed ***The Teaching Language of Arts to Limited English Proficient/English Language Learners: A Resource Guide for All Teachers***.

This document will assist educators in “building the bridge” toward the attainment of the New York State English language arts standards for LEP/ELLs. The key elements of this “bridge” are the development of native language arts (NLA) and English as a second language so that LEP/ELLs will be successful in meeting NYS language arts standards and in passing the Regents Comprehensive Examination in English. Instruction in native language arts and English as a second language supports, enhances, and “bridges the gap” in achieving the levels of performance required by the ELA standards.

In addition, this resource guide will provide educators with useful information to allow them to enhance their classroom practice by incorporating approaches, methodologies, and strategies known to promote both language development and critical thinking skills. In this way, both the content standards and performance indicators can be integrated into learning experiences appropriate to the language proficiency and developmental levels of LEP/ELLs in all language arts classes: native language arts (NLA), English as a second language (ESL), and English language arts (ELA) instruction.

It should be noted that there are many different ways of referring to students who enter our school system speaking little or no English. Both federal and New York State laws and regulations refer to them as limited English proficient (LEP). Many other terms are used to describe these students, such as culturally and linguistically diverse students, second language learners, language minority students, and the term most commonly used today, English language learners. In New York State, these students are referred to as **limited English proficient/English language learners** or **LEP/ELLs**, to reflect both the legal term and the term in common usage.

According to **Part 154 of the Regulations of the Commissioner of Education for the Education of Pupils with Limited English Proficiency/English language learners** (LEP/ELLs) are defined as “. . . pupils who by reason of foreign birth or ancestry, speak a language other than English, and either understand and speak little or no English; or score at or below the 40th percentile, or its equivalent as determined by the commissioner, on an English language assessment instrument approved by the commissioner.” (CR Part 154.2) Although more than

Purpose

- ◆ To assist educators at all levels in “building the bridge” toward the attainment of the New York State English language arts standards through native language arts and English as a second language instruction.

Table 1 Ten Most Commonly Spoken Languages of LEP/ELLs in NYS (as of 6/98)

Language	Percentage
Spanish	65%
Chinese	8%
Russian	4%
Haitian Creole	3%
Korean	2%
Urdu	2%
Arabic	2%
Bengali	2%
Polish	1%
Punjabi	1%
All others	10%

130 languages are spoken by LEP/ELLs in New York State, the ten languages listed in Table 1 are spoken by 87 percent of the students.

In New York State, LEP/ELLs are served in bilingual education or freestanding ESL programs, as specified in CR Part 154. School districts with an enrollment in one building of 20 or more LEP/ELLs of the same grade level and the same language other than English must provide a bilingual education program. Instruction in a bilingual education program may be provided in a self-contained classroom, through pull-out/push-in services, or departmentalized classes. Bilingual education programs must provide language arts instruction in native language arts (NLA), English as a second language (ESL), and English language arts (ELA). Content-area instruction must be provided in both the native language and in English. This instruction must be provided by teachers who hold the appropriate certification with a bilingual education extension.

Districts with fewer than 20 LEP/ELLs of the same grade level and language in a building must provide a freestanding program of English as a second language. Instruction in an English as a second language (ESL) program may be provided in a self-contained classroom, through pull-out/push-in services, or departmentalized classes. ESL programs must provide language arts instruction in English as a second language (ESL) and in English language arts (ELA). Content-area instruction must be provided in English supported by ESL methodologies. This instruction must be provided by teachers who hold the appropriate ESL certification.

The following table (Table 2) is a graphic representation of the instructional components and required units of study in the language arts component for both freestanding English as a second language and bilingual education programs, as amended in CR Part 154 in April 1999.

Table 2 Instructional Components of Programs and Required Units of Study in Language Arts Under CR Part 154

Freestanding English as a Second Language Program					
Instructional Components	Required Units of Study – Language Arts Components				
	Level	Beginning	Intermediate	Advanced	Transitional
1. Language Arts Instruction <ul style="list-style-type: none"> • English as a Second Language (ESL) • English Language Arts (ELA) 	Grades K to 8	2 ESL	2 ESL	1 ESL 1 ELA	1 ESL 1 ELA
2. Content-Area Instruction <ul style="list-style-type: none"> • in English Through ESL Methodology 	Grades 9 to 12	3 ESL	2 ESL	1 ESL 1 ELA	1 ESL 1 ELA
Bilingual Education Program					
Instructional Components	Required Units of Study – Language Arts Components				
	Level	Beginning	Intermediate	Advanced	Transitional
1. Language Arts Instruction <ul style="list-style-type: none"> • Native Language Arts (NLA) • English as a Second Language (ESL) • English Language Arts (ELA) 	Grades K to 8	1 NLA 2 ESL	1 NLA 2 ESL	1 NLA 1 ESL 1 ELA	1 NLA 1 ESL 1 ELA
2. Content-Area Instruction <ul style="list-style-type: none"> • in Native Language • in English 	Grades 9 to 12	1 NLA 3 ESL	1 NLA 2 ESL	1 NLA 1 ESL 1 ELA	1 NLA 1 ESL 1 ELA

LEP/ELLs represent diverse economic, experiential, and educational, as well as linguistic, backgrounds. Many students enter New York schools with well-developed literacy skills in the primary language and, indeed, some come here already fluent in more than one language. For others, education has been temporarily suspended or unavailable because of political or social unrest, and these students come with less than an age-appropriate level of literacy development in their first language.

For the most part, New York State's LEP/ELLs fall into three broad groups relative to New York State's new testing requirements for graduation:

1. Those entering in elementary grades:

LEP/ELLs who enter New York State schools in the elementary grades become English proficient and exit bilingual or ESL programs by the time they enter high school. They comprise the majority of the LEP/ELLs population and take all the required Regents examinations in English with the general population.

2. Those entering in middle and secondary grades:

LEP/ELLs who enter the New York State system in the middle or secondary grades with comprehensive/continuous education in their native country usually have the experiential and educational background to enable them to meet the Regents standards in the core subjects. Some may require tutorial assistance to help close curricular gaps that may exist between their home country and New York, and all will require intensive assistance with English. Research and experience show that those with strong literacy skills in the home language will be able to make a smoother and more rapid transition to English.

3. Those with limited or interrupted formal education:

LEP/ELLs with limited or interrupted formal education in their native country enter the New York school system at all grade levels. In New York State, students with interrupted formal education are those LEP/ELLs who:

- come from a home where a language other than English is spoken and enter a school in the U.S. after grade 2;
- upon enrollment, have had at least two years' less schooling than their peers, function at least two years below expected grade level in reading and in mathematics; and
- may lack literacy skills in the native language.

Passing the Regents Comprehensive Examination in English will represent a serious challenge for all LEP/ELLs who have studied English in New York for less than six years or who have had limited or interrupted formal education. Consequently, the system must put in place strategies that ensure that LEP/ELLs receive the instruction needed to help them meet that challenge.

The New York State Education Department has undertaken a number of initiatives to assist educators in working with LEP/ELLs who come with limited or interrupted formal schooling. A number of documents addressing the special needs of this population have been developed, such as *Proceedings of the New York State Symposium on the Education of Over-Age Limited English Proficient Students with Interrupted Formal Schooling*. A listing of these documents is provided in Appendix D. Additional information may be found at the bilingual education **Web site address of the New York State Bilingual/ESL/Network, www.nysben.org.**

The Teaching of Language Arts to Limited English Proficient/English Language Learners: A Resource Guide for All Teachers has been conceptualized as a document in which the rich diversity of students in New York State can be reflected and addressed within the framework of the learning standards and assessment system. Its content has been selected to address important aspects of the teaching and learning process. It is hoped that all stakeholders in the educational communities throughout New York State will benefit from this document.

**Web site address of the
New York State Bilingual
ESL Network,**

www.nysben.org

Overview of Chapters:

Title of Chapter

Topic Addressed

CHAPTER 1

*Overview of Education Reform:
National and State Initiatives*

Discussion of standards movement as reflected in national and State policies, practices, and NYS initiatives for LEP/ELLs.

CHAPTER 2

*A Review of Research on
Language Literacy for LEP/ELLs*

Research on the role of the native language in acquiring English, including pedagogical objectives of native language and ESL instruction.

CHAPTER 3

*The Teaching and Learning
of Language Arts*

General principles of language acquisition and language arts development in listening, speaking, reading, and writing.

CHAPTER 4

*Formal and Informal
Assessment of LEP/ELLs*

Various forms of assessment including formal statewide system, study and test-taking skills, and informal assessment measures.

CHAPTER 5

*ELA Standards and LEP/ELLs:
Applications and Practices*

Considerations for instructional practices which incorporate the standards for ELA in bilingual and ESL classrooms, including examples and descriptions.

CHAPTER 6

Learning Experiences

Teacher-created learning experiences presented in native languages and in ESL for illustrating standards-based instruction.

CHAPTER 7

Parent and Family Involvement

The role of parents as partners; their diverse needs; school-based strategies to promote parental involvement; suggestions for parents in developing literacy at home.

Overview of Education Reform: National and State Initiatives

National Initiatives

With the publication of *A Nation at Risk* (1983) by the National Commission on Excellence in Education, there has been a growing national concern among educators regarding school reform. Preparing students to succeed in the global economy and to become successful citizens of this country is a key goal of the national education agenda. In 1997, the United States Department of Education issued the following seven priorities:

U.S. Department of Education: National Priorities

1. All students will read independently and well by the end of third grade.
2. All students will master challenging mathematics, including the foundations of algebra and geometry, by the end of eighth grade.
3. By 18 years of age, all students will be prepared for and able to afford college.
4. All states and schools will have challenging and clear standards of achievement and accountability for all children, and effective strategies for reaching those standards.
5. There will be a talented, dedicated, and well-prepared teacher in every classroom.
6. Every classroom will be connected to the Internet by the year 2000 and all students will be technologically literate.
7. Every school will be strong, safe, drug-free, and disciplined.

At the national level, developing challenging and clear standards of achievement and accountability, as stated in priority #4, has been supported by the **Goals 2000: Educate America Act** and the **Improving America's Schools Act (IASA)**. Goals 2000 encouraged each state to develop challenging academic standards for all students. Simultaneously, the Improving America's Schools Act, passed in 1995, stimulated sweeping, schoolwide improvement in low-income communities for one purpose: to propel every child toward high standards.

The movement toward the development of national standards was undertaken by professional and educational organizations. In 1996, the International Reading Association (IRA) and the National Council of Teachers of English (NCTE) published the **Standards for the English Language Arts**. In this document, they identified 12 content standards describing what students should know and be able to do to acquire English language arts (ELA) skills. Two standards are related to linguistic

Key Concepts:

- ◆ Goals 2000
- ◆ Improving America's Schools Act
- ◆ State standards
- ◆ Content standards
- ◆ NYS assessments
- ◆ Regents' Strategy for Raising Standards
- ◆ Essential Elements of Effective Programs
- ◆ Twelve Action Steps

*The sum of human
wisdom is not contained
in any one language
and no single language is
capable of expressing
all forms of human
understanding.*

Ezra Pound

diversity and English language learners. Standard 9 states, *Students develop an understanding of and respect for diversity in language use, patterns and dialects across cultures, ethnic groups, geographic regions, and social roles.* Standard 10 stipulates, *Students whose first language is not English make use of their first language to develop competency in English language arts and to develop understanding of content across the curriculum.*

Similarly, in 1997, the National Center on Education and the Economy and the Learning Research and Development Center of the University of Pittsburgh published the ***New Standards/Performance Standards***. Their document identifies performance standards or indices of quality that specify how adept or competent a student demonstration must be in four areas in grades K-12: ELA, mathematics, science, and applied learning.

In recognition of the need to articulate goals and standards for the burgeoning school population of English language learners (LEP/ELLs), the national professional association of Teachers of English to Speakers of Other Languages (TESOL) published the ***ESL Standards for Pre-K-12*** (1997) based on three overarching goals for language use. They are: 1) to use English to communicate in social settings; 2) to use English to achieve academically in all content areas; and 3) to use English in socially and culturally appropriate ways.

Table 3 presents a comparison of English language arts and ESL standards at the national and State levels.

Table 3 English Language Arts and ESL Standards: A Comparison Across National and State Levels

Title	Organization	No. of Standards	Application to LEP/ELLs
<i>Standards for the English Language Arts (1996)</i>	International Reading Association and the National Council of Teachers of English	12	Respect for linguistic and cultural diversity Importance of using the first language in developing English language arts
<i>New Standards/Performance Standards (1997)</i>	National Center on Education and the Economy; Learning Research and Development Center of the University of Pittsburgh	7	Application to LEP/ELLs not specified
<i>ESL Standards for Pre-K-12 Students (1997)</i>	Teachers of English to Speakers of Other Languages	3	All standards apply to LEP/ELLs
<i>NYS Learning Standards for English Language Arts (1996)</i>	New York State Education Department	4	LEP/ELLs are expected to meet all standards

State Initiatives

At the State level, the New York State Education Department (NYSED) developed an ***Overall Strategy for Students in New York State***, which sets clear, high expectations and standards for all students. In New York State the standards movement was evidenced by the publication of standards in seven disciplines: English language arts

(ELA); mathematics, science, and technology (MST); social studies; the arts; languages other than English (LOTE); career development and occupational studies (CDOS); and health, physical education, and home economics. At the local level, all districts in New York State, including New York City, undertook the process of aligning their curriculum with the NYS standards.

The New York State English language arts standards were established as the language arts curriculum for all students, including English language learners. The **English Language Arts Resource Guide with Core Curriculum** (1998) is the basis of instruction in native language arts (NLA) and English as a second language (ESL), as well as in ELA. **The Teaching of Language Arts to Limited English Proficient/English Language Learners: A Resource Guide for All Teachers** serves as a companion document to the ELA resource guide, providing support and guidance for first and second language literacy development in limited English proficient/English language learners (LEP/ELLs).

The New York State Strategy for Raising Standards

The major, overarching goal of the Board of Regents' statewide educational reform movement is to create within each school an educational environment that engages all participants in meaningful learning, respects diversity, and provides opportunity for all children to achieve at the highest levels. It is vital to provide English language learners with an educational experience that enables them to become skilled in the English language while capitalizing on the strengths of their native language and heritage. There are three fundamental strategies that form the foundation for the New York State educational reform agenda, which is entitled **The Strategy for Raising Standards**.

As a result of the Board of Regents' *Strategy for Raising Standards*, higher standards and more rigorous assessments of student progress have been implemented. Content standards in seven core subject areas have been developed, approved, and disseminated.

These content standards are the foundation of New York State's assessment system. Regents examinations have been revised to align them closely with the content standards. The new forms of assessment are learner-centered, knowledge-based, and responsive to the constituencies they serve. The new examinations include multiple measures and performance elements applied to real-life or work situations. The new assessment system as a whole provides more accurate information on what students know and can do. Successful performance on all Regents examinations is the standard of achievement for all students.

New York State Assessments

Table 4 outlines the NYS assessment requirements in the four core areas, along with special provisions for limited English proficient/English language learners.

Limited English proficient/English language learners in bilingual education must acquire proficiency in English and reach the identical high content standards inherent in these seven interdisciplinary frameworks, as all students are expected to achieve. To do so, LEP/ELLs will need access to educational materials and resources in both English and their first language. Educators of LEP/ELLs must develop meaningful instructional strategies that provide them with opportunities to engage their own languages and heritages in the process of developing proficiency in the English language. Instruction must not rely solely upon the verbal medium, but must also include textbooks, trade books, movies, videos, software, and manipulatives that have the potential to powerfully reinforce the acquisition of reading, writing, speaking, and listening skills.

New York State Strategy for Raising Standards

STRATEGY 1

Setting clear and high expectations and standards for all students and developing an effective means of assessing student progress in meeting the standards.

STRATEGY 2

Building the local capacity of the schools/district to enable all students to meet standards.

STRATEGY 3

Making public the results of assessment of students' progress through school reports.

New York State CONTENT STANDARDS IN CORE SUBJECT AREAS

- ◆ English Language Arts
- ◆ Mathematics, Science and Technology
- ◆ Social Studies
- ◆ Languages Other than English
- ◆ The Arts
- ◆ Career Development and Occupational Studies
- ◆ Health, Physical Education, and Home Economics

Table 4 New York State Assessments in Core Subject Areas

Grade	Subject	Special Provisions for LEP/ELLs (as of 4/99)
ENGLISH LANGUAGE ARTS ASSESSMENT		
4	English Language Arts <i>Elementary</i>	LEP/ELLs who score at or above the 30th percentile on an English reading test must take the New York State English language arts assessments in grades 4 and 8.
8	English Language Arts <i>Intermediate</i>	LEP/ELLs who score below the 30th percentile must meet specific English language performance standards required in CR Part 154.
11	Regents Comprehensive Examination in English	<i>All LEP/ELLs must pass the Regents Comprehensive Examination in English in order to receive a high school diploma.</i>
CONTENT-AREA ASSESSMENT		
4, 8	Mathematics	LEP/ELLs who score at or above the 30th percentile on an English reading test must take the NYS assessments. LEP/ELLs who score below the 30th percentile on an English reading test and in whose native language the test is provided in written translation must also take the NYS assessments in the native language or in English. Translated editions are available in <i>Chinese, Haitian Creole, Russian, and Spanish.</i>
4, 8	Science	LEP/ELLs who score below the 30th percentile and in whose language the test is <i>not</i> provided in written translation may be exempt from the assessments.
5, 8	Social Studies	LEP/ELLs who score below the 30th percentile and in whose language the test is <i>not</i> provided in written translation may be exempt from the assessments.
10	Mathematics A Sequence I Regents	All LEP/ELLs must take and pass the mathematics, science and both social studies Regents examinations in order to receive a high school diploma. LEP/ELLs who first enter school in the United States in grade 9 or later may take the examination in their native language.
10	Science Regents	Content-area Regents examinations required for graduation will be translated into the following languages:
10	Global Studies Regents	<i>Chinese; Haitian Creole; Korean; Russian and Spanish.</i>
11	U.S. History Regents	

NOTE: For ALL State assessments: Additional testing accommodations for LEP/ELLs include extended time, separate testing room, and/or small group administration.

For State English language arts assessments only: LEP/ELLs may use bilingual dictionaries; teachers may read listening passage three times.

For State content-area assessments only: LEP/ELLs are permitted to have word-for-word oral translations of low-incidence languages and/or use of bilingual dictionaries and bilingual glossaries, if these aids provide only word-for-word translations. In addition, LEP/ELLs may use both the English and the native language versions of the assessments simultaneously.

New York State Initiatives for Limited English Proficient/English Language Learners

The Board of Regents and the State Education Department have undertaken a series of initiatives to ensure that all limited English proficient/English language learners are provided with the necessary services to enable them to attain the New York State learning standards. Two closely related initiatives are: (1) research and identification of seven ***Essential Elements of Effective Programs for Limited English Proficient/English Language Learners***; and (2) a policy statement entitled ***Twelve Action Steps to Assist Limited English Proficient/English Language Learners in Meeting the ELA Standards***. (See Appendices B and C.)

Through the first initiative, the NYSED Office of Bilingual Education in coordination with various national and state organizations conducted a national and State search for effective program models for LEP/ELLs. In order to validate the essential elements, a panel of practitioners representing outstanding programs from states with the largest LEP/ELLs populations (California, Florida, Illinois, and New York) was convened. The panel confirmed by consensus the seven Essential Elements of Effective Programs for Limited English Proficient/English Language Learners.

The research and the panel’s findings indicate that the most effective models address the uniqueness of their given context. In so doing, they not only meet the special needs of their LEP/ELLs, but they also provide quality bilingual and ESL instruction that allows LEP/ELLs to meet the higher standards. Although the seven elements are discussed as separate entities, they clearly interrelate and overlap, providing a framework for what works best for schools that will take the risk to be innovative, creative, and flexible in order to help LEP/ELLs achieve the greatest success possible.

A strategic plan was developed for implementing ways to enable LEP/ELLs to reach the standards and complete the requirements for graduation. This plan, known as the ***Twelve Action Steps to Assist Limited English Proficient/English Language Learners in Meeting the ELA Standards***, was approved by the Board of Regents. Both the Regents’ ***Strategy for Raising Standards*** and the seven ***Essential Elements of Effective Programs*** guided the development of the ***Twelve Action Steps to Assist Limited English Proficient/English Language Learners in Meeting the ELA Standards***.

Table 5 New York State Initiatives for Limited English Proficient/English Language Learners

The Regents’ Strategy for Raising Standards	Essential Elements of Effective Programs for LEP/ELLs	Twelve Action Steps to Assist LEP/ELLs in Meeting the ELA Standards
<p>STRATEGY 1 Setting clear goals and high expectations and standards for all students and developing an effective means of assessing student progress in meeting the standards</p>	<p>1. High standards for LEP/ELLs</p> <p>2. Strong literacy development for LEP/ELLs</p>	<ul style="list-style-type: none"> • Setting clear goals and curriculum for LEP/ELLs • Intensive English language instruction • Increased time in English as a second language instruction
<p>STRATEGY 2 Building local capacity of the schools/districts to enable all students to meet standards</p>	<p>3. Qualified/well-trained educators of LEP/ELLs</p> <p>4. School/district leadership committed to educational excellence for LEP/ELLs</p> <p>5. Positive school climate for LEP/ELLs</p> <p>6. Parent/community involvement</p>	<ul style="list-style-type: none"> • Professional development for educators of LEP/ELLs • Ensuring that teachers of LEP/ELLs are certified • Identification and dissemination of information on model programs for LEP/ELLs • Extended school day and year • <i>Project Jump Start</i> • Equity in technology and instruction resources • Strengthen communication with parents of LEP/ELLs
<p>STRATEGY 3 Making public the results of assessment of students’ progress through school reports</p>	<p>7. Assessment and accountability</p>	<ul style="list-style-type: none"> • Strengthen identification and assessment procedures/instruments, and local accountability • Collecting and reporting data

To help limited English proficient/English language learners reach the high levels embodied in the New York State ELA learning standards, educators must first utilize what research has shown about the implementation of innovative, effective, and comprehensive instructional practices. Therefore, it is crucial to understand the foundations of language development in an academic context in the native language and in English, along with the significant research findings on which these foundations are based.

A Review of Research on Language Literacy for Limited English Proficient/English Language Learners

Overwhelmingly, the research on English language learning for LEP/ELLs emphasizes the importance of valuing the native language. Students who speak a language other than English deserve to be viewed as linguistic resources. This was affirmed by Secretary of Education Richard Riley in April 1998:

“Some children already come to school with the ability to speak two languages. We should build on this linguistic base and recognize that our nation will be the better for it in the new global environment . . . Think of the many advantages, economic, cultural and political, that a fluency in two languages can give to the American people. America’s message of democracy, human rights and economic freedom would surely reach a wider audience.”

It is important to discuss the implications of English language development in an academic context, prior to exploring detailed research data. Learning a second language can be very difficult and time-consuming. In foreign language classrooms in high schools across the United States, developing French, Russian, Japanese, or other language skills tends to focus on the very concrete language needed for everyday survival in the foreign country. It is not until much later (if the students are inclined to pursue their studies past three or four years) that language relating to demanding academic content will be introduced. Contrast this with the necessity for LEP/ELLs to acquire English within the confines of a demanding academic environment. Not only must they quickly become adept at social interaction for simple survival, but they are also expected to be able to understand, read, write, and explain concepts at an academic level appropriate to their age and cognitive development at an increasingly rapid rate. Cummins (1981, 1989) contrasts the differences between these registers of language use as: **1) Basic Interpersonal Communicative Skills (BICS)** or **social or conversational language** used in face-to-face everyday communication; and **2) Cognitive Academic Language Proficiency (CALP)** or **academic language** used in educational settings. Once the difference between these uses for language is understood, it is easier to value the research that has been utilized in developing effective programs to promote the acquisition of the English language. Learning English for academic purposes is a complex process, which all of the research has shown to take a significant length of time.

The Role of the Native Language in Acquiring English

Study after study has demonstrated that there is a strong and positive correlation between literacy in the native language and learning English. Cummins (1989) explains that:

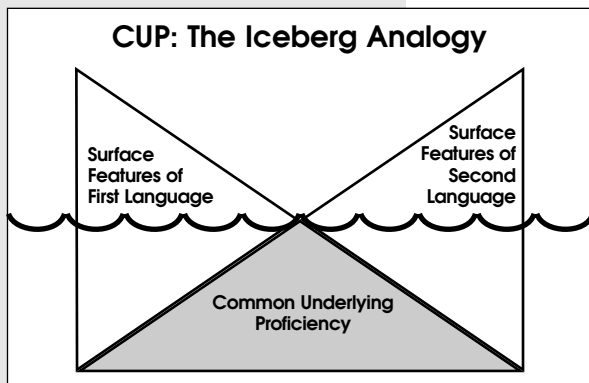
“ . . . although the surface aspects (e.g., pronunciation, fluency, etc.) of different languages are clearly separate, there is an underlying cognitive/academic proficiency which is common across languages.

Key Concepts:

- ◆ Basic Interpersonal Communicative Skills (BICS)/social or conversational language
- ◆ Cognitive Academic Language Proficiency (CALP)/academic language
- ◆ Common Underlying Proficiency (CUP)
- ◆ Native language literacy
- ◆ Second language literacy
- ◆ Universal aspects of literacy
- ◆ Transfer of skills
- ◆ Threshold hypothesis

A linguistic system is a series of differences of sound combined with a series of differences of ideas.

Ferdinand de Saussure



Source: Cummins, J. (1980)

This 'common underlying proficiency' (CUP) makes possible the transfer of cognitive/academic or literacy-related skills across languages. Transfer is much more likely to occur from minority to majority language because of the greater exposure to literacy in the majority language outside of school and the strong social pressure to learn it."

In recognition of this principle, *Standards for the English Language Arts* (1996), published by the International Reading Association and the National Council of Teachers of English, stipulates in Standard 10:

"Students whose first language is not English make use of their first language to develop competency in the English language arts and to develop understanding of content across the curriculum."

Moreover, in March 1998 the National Research Council, in its study entitled *Preventing Reading Difficulties in Young Children* (Snow, Burn and Griffin, eds.), recommends that:

"LEP children should be taught to read in the first language while acquiring proficiency in spoken English and then subsequently taught to extend their skills to reading in English."

The importance of valuing the skills and knowledge which students bring to the school regardless of the native language they speak cannot be underestimated. It is in utilizing the students' background knowledge that a more effective and efficient transition to acquiring English can best be accomplished.

Native Language Arts Instruction and the Acquisition of English Language Arts

Over the past 30 years, there has been a consistent body of research which points to the importance of native language literacy in the development of second language literacy. Furthermore, research findings suggest that the reading and writing processes function similarly for native and second language learners (Grabe, 1991).

The universal aspects of literacy occur in all languages, as stated by Goodman (1973):

"the reading process will be similar for all languages with variations to accommodate the specific characteristics of orthography used and the grammatical structures of the language."

Similarly, in addressing the universal aspects of writing, Conner and Kaplan (1987) indicate that writing requires cognitive planning, problem-solving, and learning strategies that, once learned in the native language, can be transferred to learning a second language. Several studies have been conducted supporting the universality of literacy development in different languages. Barrera (1981) and Hudelson (1981) have shown that Spanish readers make similar miscues, while Romatowski (1981) and Hodes (1981) reported similar findings for readers of Polish and Yiddish, respectively. In addition, Chang, Hung, and Tseng (1992) found that Chinese students produced the same kinds of miscues as readers of other languages.

In support of the transferability of native language literacy skills into English, the Association for Supervision and Curriculum Development (ASCD, 1987) indicates:

"In fact, it is clear that the ability to transfer to English what is learned in the first language applies not only to content-area subjects like science, math, but also to skills in reading and writing — even when the orthographic system is quite different from the Roman alphabet. . . ."

The transfer of literacy skills from one language to another is made possible due to the universal aspects of literacy. Research supports the theory that second language learners transfer native literacy skills into second language reading and writing in an interactive, reciprocal process (Escamilla, 1993; Rodriguez, 1988; Cohen, 1987; Garcia and Padilla, 1985; Barnitz, 1985). Students use their native language literacy skills and strategies to become literate in the second language, and what is learned in the second language enhances native language literacy.

Concepts and skills in literacy in one language will only transfer if they have been completely learned. Cummins (1981, 1989) calls this “the threshold hypothesis” and asserts that native language literacy can only transfer to a second language when students have reached a critical threshold in their native language. In a longitudinal study commissioned by the U.S. Department of Education to compare the effectiveness of early-exit bilingual education, late-exit bilingual education, and English immersion strategy, Ramirez, Yuen, Ramey, Pasta and Billings (1991) looked at the progress of 2,000 students enrolled in these programs from 1984 to 1988 in California, Florida, New Jersey, New York, and Texas. The results of this study indicated that by the end of third grade, there were no significant differences in reading, math, or English among students in the three programs. However, by the end of sixth grade, there were significant differences favoring students who were in late-exit bilingual programs. Similarly, Thomas and Collier (1996) analyzed the academic progress of 42,000 students over periods of eight to 12 years. Their research indicated that: 1) for LEP/ELLs with at least two to three years of schooling in their native language, it takes five to seven years to reach full proficiency in English; 2) for LEP/ELLs with no schooling in their native language, it takes seven to ten years to reach full proficiency in English; 3) for LEP/ELLs schooled bilingually in both their native and second languages, it takes about four to five years to reach full proficiency in English. Their findings confirmed that the amount of time to reach full proficiency in English is significantly enhanced when students have academic competency and literacy in their native language.

Both studies found, in support of Cummins’ threshold hypothesis, that students with the highest levels of native language literacy were those who eventually became the strongest readers in their second language. They concluded that the single best predictor of second language reading proficiency for second language learners is native language literacy.

Finally, in the most recent meta-analysis of the effectiveness of bilingual education, Greene (1998) reviewed 11 studies which included the standardized score results from 2,719 students, 1,562 of whom were enrolled in bilingual programs in 13 states. Greene found that limited English proficient/English language learners (LEP/ELLs) who were taught using their native language performed significantly better on standardized tests than similar students who were taught only in English.

In conclusion, the development of native language skills plays a pivotal role in the acquisition of English language arts by limited English proficient/English language learners.

ESL Instruction and the Acquisition of English Language Arts

Over the past 15 years, ESL instruction has changed dramatically and continues to change. The learner is seen as being actively involved in making sense of the new language, both in oral/aural as well as in literacy development. As Hamayan (1993) states:

“ . . . proficiency in a second language can best be developed when it is allowed to emerge holistically and naturally through the use of functional language for authentic purposes.”

This philosophical/pedagogical shift has required that ESL instruction incorporate a more meaningful and cognitively demanding curriculum. In order to ensure that

“ . . . proficiency in a second language can best be developed when it is allowed to emerge holistically and naturally through the use of functional language for authentic purposes.”

Hamayan (1993)

second language learners do not fall far behind their monolingual peers, it is now expected that the ESL professional incorporate content-area material, i.e., authentic English literature, science experiments, historical documents, problem solving, etc., into planning and instruction. In their longitudinal study of bilingual and ESL programs, Ramirez, et al. (1991) stress the need for interactive environments for English language learners.

Swain (1993) maintains that academic and cognitive benefits result from the use of collaborative learning when learners are actively involved through exploration, inquiry, and interaction. Students must be afforded full access to meaningful language and literacy experiences and participation in the sort of critical problem solving that leads to both individual and social well-being (Altwerger and Ivener, 1994) .

ESL Instruction and the Acquisition of Content-Area Knowledge

In support of cognitive academic language and content-area integration, O'Malley and Valdez-Pierce (1996) acknowledge:

“ . . . what second language educators have overtly recognized is that the language of each content area has special concepts, vocabulary, and language functions that require unique forms of instruction in which language and content are integrated. As part of this instruction, students should have opportunities to learn and apply concepts in the content areas through all four language skills . . . Research has shown that appropriate content instruction facilitates language learning.”

It is precisely because instruction in ESL has made a major transition in its focus that the role of the mainstream ELA curriculum is receiving an ever-increasing amount of support.

In conclusion, based on the literature reviewed on language literacy for limited English proficient/English language learners, the research suggests the following:

Summary of Research on Literacy Development in Native and Second Languages

- Universal aspects of literacy underlie the reading process (which is essentially similar for all languages), and facilitate the transfer of skills and knowledge from one language to another.
- Meaningful and cognitively demanding English as a second language (ESL) instruction promotes the acquisition of English language arts.
- There is a strong and positive correlation between literacy in the native language and learning a second language. Students with the highest levels of native language literacy are those who eventually become the strongest readers in their second language.
- Valuing the native language and building upon the existing knowledge of LEP/ELLs enhance students' cognitive and academic development.
- Interactive and collaborative learning environments provide access to meaningful language and literacy experiences, as well as involving higher-level thinking skills.

Addressing the educational needs of a diverse population requires examination of assumptions about literacy and beliefs about and expectations for limited English proficient/English language learners whose backgrounds may or may not be different from their teachers'. The more teachers learn about the development and uses of literacy and the diverse sociocultural experiences of limited English proficient/English language learners, the better prepared teachers will be to create appropriate environments for learning through literacy. Using research findings, teachers can create classroom conditions to shape and broaden what it means to be literate in these settings and to respond to the literacy demands of society.

The principles of the teaching and learning of language arts will be examined in the ensuing chapter.

The Teaching and Learning of Language Arts

Pablo Neruda, in his prose poem, *The Word*, shares with us the grace and delight that language can bring. This aesthetic dimension allows us to discover the power and beauty of literature as a mirror of human motives, conflicts, values, and traditions. But language has other powers. It allows us to communicate with each other not only through reading fiction and nonfiction, but through writing, listening, and speaking; it lets us make meaning of our lives. Language provides us with connections to the lives and worlds of others, thereby extending our own boundaries. Language helps us to be thoughtful, informed, creative, and compassionate.

To a very large extent, academic and professional success is determined by our competence in reading, writing, listening, and speaking. Language is the vehicle through which we become informed, think critically, make reasoned judgments, create, appreciate, and analyze. Therefore, the study of language arts is of the utmost importance in the achievement of both personal and academic fulfillment. Literacy creates effective citizens, productive employees, and lifelong learners.

NEW YORK STATE
English Language Arts Standards

1. Students will read, write, listen, and speak for information and understanding.
2. Students will read, write, listen, and speak for literary response and expression.
3. Students will read, write, listen, and speak for critical analysis and evaluation.
4. Students will read, write, listen, and speak for social interaction.

In its effort to improve student performance in language arts, the New York State Education Department has developed four learning standards in English language arts which set clear, high expectations for all students, along with specific performance indicators for each standard.

The **ELA learning standards** represent a statement of the knowledge, skills, and understanding that individuals can and do habitually demonstrate over time as a consequence of instruction and experience. **Performance indicators** define the levels of student achievement and stipulate the nature of evidence and quality of student performance that are expected at different developmental levels. (see Appendix A)

In addition, performance indicators incorporate five dimensions of growth that increase in complexity at successive levels. Those dimensions are range, flexibility, connections, conventions, and independence. Student achievement is measured through a revised series of assessments in the fourth, eighth, and eleventh grades aligned with the new learning standards and performance indicators.

Key Concepts:

- ◆ Learning standards
- ◆ Performance indicators
- ◆ Initial language acquisition
- ◆ Second language acquisition
- ◆ Receptive skills: listening/reading
- ◆ Productive skills: speaking/writing
- ◆ Theoretical approaches to language arts instruction

*It's the words that sing,
they soar and descend . . .
I bow to them . . . I love
them, I cling to them,
I run them down, I bite
into them, I melt them
down . . . I love words
so much . . .*

Pablo Neruda

CONSIDERATIONS for LEP/ELLs

- ✓ A student's native language is a powerful resource for learning a second language.
- ✓ A student's native language knowledge should be used to develop English language proficiency.
- ✓ ESL instruction and native language knowledge are the "bridge" to develop English language arts.
- ✓ ELA standards are the framework for native language arts instruction.
- ✓ ELA standards are the framework for ESL instruction.
- ✓ To achieve the NYS standards, NLA, ESL, and ELA teachers must focus collaboratively on an integrated, process-oriented system of instruction.

Impact of New York State English Language Arts (ELA) Standards on Limited English Proficient/English Language Learners

As stated in the *Preliminary Draft Framework for English Language Arts*, New York State supports the view that:

“ . . . diversity is an advantage and a foundation that should be built upon, rather than a deficit or a problem. In a culturally responsive classroom, students are encouraged to rely on all the linguistic resources they have and to see their home language as a valuable resource. . . . Their primary language, their talk and their stories, the experiences reflective of their native culture will all contribute to their own learning and the learning of their classmates. For students for whom English is a second language, the expectation is that all students will gain competence in the English language even while they are encouraged to maintain and strengthen their ability in their first language. . . . The role of the teacher is to provide opportunities for those with less command of English to interact in meaningful ways with those whose command of English is greater, while also helping competent English speakers to grow in their use of the language. The teacher's role is to provide a safe and comfortable environment for students to use and reflect upon the various language uses and forms that characterize language in various cultures while learning standard English uses and forms.” (p. 10)

In an effort to underscore the importance of collaboration among teachers, administrators, students, and their parents, the NYSED Office of Bilingual Education has been instrumental in developing a program entitled the **Bilingual/ESL Staff Academy for Raising Standards (BESARS)** throughout New York State. BESARS helps LEP/ELLs meet the high expectations established in the State's learning standards for English language arts and pass the Regents Comprehensive Examination in English through one of three types of academy.

The Professional Development Academy is a collaborative turnkey training model in which an English language arts teacher, a native language arts teacher, and an English as a second language teacher participate in a strong professional development and tutorial program. The academy is designed to capitalize on the strength and expertise of each member of the team to develop the language arts instructional program necessary to help limited English proficient/English language learners meet the challenge of the English language arts standards. The teams, in turn, work with other teachers in their schools to ensure that limited English proficient/English language learners meet the new graduation requirements. The Instructional Academy provides for the extension of the school day for LEP/ELLs to participate in intensive tutorial sessions before or after school, or on Saturdays, under the leadership of the Professional Development Academy teams. The Parent Academy provides information to parents on the State's higher standards and revised assessment system, along with strategies to help them assist their children.

Principles of Language Acquisition

Learning one's native language is a natural process that is supported by family members and the surrounding society. Second language learning, like native language learning, develops best in a naturalistic and meaningful environment, starting with social language and eventually moving to competence in academic learning.

“Learning to talk in the language of the culture into which one has been born is a stunning achievement, almost universally successful, extremely rapid, . . . and durable . . . once having mastered talk, those who have learned it continue to use it and develop it.”

(Cambourne, 1988)

This naturalistic theory lays the foundation for the continuing modeling and learning of a student's native language, not only in speech, but similarly in reading, writing, and listening. The theory applies as well to second language acquisition (Dulay, Burt and Krashen, 1982; Ellis, 1985). In ways similar to the family setting, the teacher and instructional environment are similarly supportive, so that language approximations are met with encouragement and modeling, not with constant correction. The teacher can thus incorporate, appreciate, and celebrate the diversity students bring to their classroom (Tchudi, 1991).

The key features of the **naturalistic theory of language learning** (Cambourne, 1988) include the following:

- Language skills develop in a natural progression.
- Language is viewed as an integrated whole, rather than as separate skill components.
- Social interactions support and enhance complex language development.
- Instruction in language arts takes into account students' learning styles, academic level, and linguistic growth.
- Listening, speaking, reading, and writing are integrated. Language and literature learning are connected.
- Language learning comes best through a variety of meaningful and enjoyable activities.
- Students' life experiences will be used as the entry point for learning to listen and speak and to read and write.

The Teaching and Learning of Language Arts

With Cambourne's research in mind, the philosophy of teaching reading, writing, listening, and speaking to limited English proficient/English language learners as well as monolingual English-speaking students rests on the following basic assumptions:

The Teaching and Learning of Reading, Writing, Listening, and Speaking: Basic Assumptions for Monolingual and Bilingual Students

- *High standards are held for all students.*
- *Native and second language reading, writing, listening, and speaking are all connected.*
- *Native and second language reading, writing, listening, and speaking are taught in a literate environment* in which teachers surround their students with multicultural and bias-free literature, nonfiction, newspapers, periodicals, non-print media, and technology, including materials in the native languages found in each classroom.
- *All teachers of LEP/ELLs are role models, guides, facilitators, and co-learners* who recognize individual student needs; learning styles; developmental stages; and diverse cultural, linguistic, and experiential backgrounds as they build on student strengths.
- *The process used in completing a task is as important as the product.* Students should be given opportunities to operate at all levels of the cognitive domain, striving to reach the higher end of thinking skills: analysis, synthesis, and evaluation.
- *Computer-based innovations are used to enhance student achievement in English and in the native language* (Soska, 1994). Word processing, desktop publishing, the World Wide Web, and e-mail should be used to make learning more interactive, link distant classrooms, encourage critical thinking and independent learning, and foster language development (Dolson and Meyer, 1992).

CONSIDERATIONS for LEP/ELLs

- ✓ A student's native language is the starting point for instruction in the second language.
- ✓ Students should be encouraged to make connections between the second language and their own languages, cultures, and lives.

CONSIDERATIONS for LEP/ELLs

- ✓ Provide meaningful listening and speaking activities through ESL and native language instruction to bridge LEP/ELLs' cognitive development and English language learning.
- ✓ Be aware that LEP/ELLs may undergo a "silent or nonverbal period" while engaging in intensive listening before attempting to speak in English.

CONSIDERATIONS for LEP/ELLs

- ✓ The reading process is similar in all languages.
- ✓ Reading ability in the native language can be transferred to learning to read in English.
- ✓ Select appropriate reading approaches based on LEP/ELLs' strengths and needs.
- ✓ Assess students' literacy skills in both the native language and in English.
- ✓ Incorporate students' prior knowledge, experience, and cultural background into reading activities.
- ✓ Create a print-rich classroom environment which reflects the LEP/ELLs' cultures and languages.
- ✓ Emphasize comprehension and higher-order thinking.
- ✓ Use reading aloud judiciously to measure LEP/ELLs' comprehension of text.

- *Evaluation in an integrated program with an emphasis on meaning* focuses on how successful students are at discovering and creating meaning for themselves.
- *Ongoing, joint professional development enables staff in NLA, ESL, and ELA to apply the knowledge and technical skills* necessary to design and implement those curriculum, instruction, and assessment practices most effective in the teaching and learning of language arts.

The Teaching and Learning of Listening and Speaking

"I think I will do nothing for a long time but listen. . . . And accrue what I hear into myself. . . and let the sounds contribute toward me I hear the sound of the human voice. . . a sound I love. . . ."
Walt Whitman

Research suggests that listening is an interactive, dynamic, interpretive process in which the listener engages in the active construction of meaning. Because oral communication involves the negotiation of meaning between two or more persons, it is always related to the context in which it occurs. Speaking means negotiating intended meanings and adjusting one's speech to produce the desired effect on the listener (O'Malley and Valdez-Pierce, 1996). Listening and speaking are interdependent processes, and need to be taught and assessed in an integrated manner (Murphy, 1991).

The Teaching and Learning of Reading

"Because reading is such a complex and multifaceted activity, no single method is the answer."
(Snow, 1998)

Reading is an interactive process between the reader and the text in which the reader's prior knowledge, together with his/her knowledge of the graphic, syntactic, and semantic systems, is used to comprehend the text.

There are, generally speaking, three approaches to reading instruction which can be applied to learning to read in many languages, especially for those languages that use the Roman alphabet. Jeanne Chall, in *Learning to Read: The Great Debate* (1983), divided beginning reading approaches into code-emphasis and meaning-emphasis. The first suggests that reading is primarily learned and processed from the part to the whole; that reading is sounding out words, identifying them, and combining them to get the meaning of a sentence. Meaning thus comes from the text to the reader.

The second approach, the one that has been found through research (Smith, Goodman, Harste, Weaver, and many more) to be more effective in fostering literacy, says that language processing primarily occurs from the whole to the part. In this socio-psycholinguistic approach, the reader uses both visual information (letter-sound relationships, syntax, illustrations, etc.) and nonvisual information (the knowledge stored in the mind). One may look at a sentence in a foreign language and possibly even sound out the words, but that is not reading. The knowledge necessary to make sense of the sentence is missing (Smith, 1986). In this approach to reading, the interaction between the reader and the text, as well as the use of prior knowledge to bring meaning to the reading selection, is of primary importance. It cannot happen without the visual information (the skills required in identifying the words and language) but it is the primary focus of reading instruction (Weaver, 1988).

A third, the "balanced approach" (Snow, 1998; Strickland, 1997), places emphasis both on phonics and other word identification strategies, while retaining the idea that making meaning is the ultimate goal of the reading process and that skills should be taught in the context of authentic reading experiences. In other words, this approach combines the best elements from phonics instruction and the whole language approach. In support of the "balanced approach," a panel of experts from the

National Research Council (1998) argues that the complex process of learning how to read cannot be undertaken by one specific approach and calls for an end to the reading wars that have divided educators, researchers, and lawmakers. The panel recommends teaching children how to read through explicit phonics instruction and by sounding out unfamiliar words, but also urges daily exposure to literature and attention to comprehension.

Many experts believe that a combination of phonics and whole language may be the most effective way to teach the beginning reader. In order to meet the needs of a variety of students, teachers and administrators need to have a clear understanding of these approaches and how they can best be adapted and applied to classroom learning experiences. As stated in their position paper, *Using Multiple Methods of Beginning Reading: A Position Statement of the International Reading Association* (IRA, 1999):

“There is no single method or single combination of methods that can successfully teach all children to read. Therefore, teachers must have a strong knowledge of multiple methods for teaching reading and a strong knowledge of children in their care so they can create the appropriate balance of methods needed for the children they teach.”

The Teaching and Learning of Writing

“Through reading, children enter imagined social worlds and through writing they create them.”

(Saez-Vega, 1996)

As in the development of speech and reading, the process of learning to write begins early in a child’s life. If given the opportunity, very young children will experiment with writing. Even their scribbles display characteristics of the writing system of their culture, so that the writing of a child from China differs from the writing of a child from Egypt or the United States long before the children can write conventionally (Harste and Carey, 1979).

In any language, reading and writing are closely linked. Readers use their own knowledge and experience to construct meaning *from* text, writers to construct meaning *in* text. To communicate successfully, children need to read like writers and write like readers. They can then see the elements common to both forms of expression — that both are purposeful, express meaning, share the same functions, and use the same print conventions (Holdaway, 1986). During writing, students use their knowledge of their native or second language in constructing text and organizing ideas. They reread their pieces to confirm that what they have written is what they intended. As E.M. Forster expressed it, “I don’t know what I think until I see what I’ve said.”

It is understood from the general principles and underlying assumptions described above that instruction in English and native language arts must integrate the four strands of listening, speaking, reading, and writing. One strand cannot be separated from the others. At some point in every classroom activity, each of the strands must be touched upon. The reading of a story, for example, involves discussion not only about the topic, but about the craft of writing; students respond to the story orally and in writing.

For the purposes of elaborating on the general principles of teaching and learning language arts, the following chapters will deal with assessing student progress and with instructional approaches and practices which incorporate these principles in both native language arts and ESL instruction.

*“Because reading
is such a complex and
multifaceted activity,
no single method
is the answer.”*

Snow, 1998

CONSIDERATIONS for LEP/ELLs

- ✓ Writing ability in the native language can be transferred to learning to write in English.
- ✓ Promote writing for multiple purposes through meaningful activities related to the ELLs’ cultural background and experience.
- ✓ Value LEP/ELLs’ writings in the native language and in English.
- ✓ Address LEP/ELLs’ learning styles through a wide range of writing activities.
- ✓ Allow LEP/ELLs to focus initially on the expression of ideas, not necessarily on complete mechanical accuracy.
- ✓ Use LEP/ELLs’ writings to bolster their knowledge of the mechanics of language.

Formal and Informal Assessment of Limited English Proficient/English Language Learners

Assessment Practices for Monitoring the Performance of Limited English Proficient/English Language Learners

Performance standards define a student’s academic responsibilities and, by implication, the teaching responsibilities of the school. What is done to determine whether students have lived up to their academic responsibilities? Their work is evaluated to see whether it is “good enough” by comparison with the standards.

Assessments can provide important information to help guide and inform instruction. To do so, they must be strictly aligned with standards, educational strategies, and resources. There are two main types of assessment — formal, standardized assessment, and ongoing, informal classroom assessment. Both types are essential to effective instruction.

Formal assessment in New York State consists of the standardized tests and on-demand assessments administered to all students in specific grades as part of the statewide and local district assessment programs. These examinations measure the mastery of critical skills and concepts at key developmental milestones. Individual progress is shown, but students are also compared to others in their grade.

Informal assessment consists of the evidence teachers collect in class on a continuous basis to measure the progress of their students in mastering the skills and content taught. It provides continuous feedback to students, teachers, and parents. Each student is compared only to his/her own prior level of achievement.

New York State ELA Assessment System

The new content standards are the foundation of New York’s new assessment system. Regents examinations are being revised to align them closely with the new content standards. Successful performance on all Regents examinations is the standard of achievement for all students, including LEP/ELLs. These examinations include multiple measures and more performance indicators applied to real-life or work situations. The new forms of assessment are learner-centered, knowledge-based, and responsive to the constituencies they serve. The new assessment system as a whole provides accurate information on what students know and can do.

Key Concepts:

- ◆ Performance standards
- ◆ Multiple measures
- ◆ Formal assessment
- ◆ Standardized testing
- ◆ Informal assessment
- ◆ Rubrics
- ◆ Study and test-taking skills
- ◆ Authentic assessment
- ◆ Anecdotal records
- ◆ Portfolio evaluation

*Speak of me as I am.
Nothing extenuate,
Nor set down aught in
malice.*

William Shakespeare

IT IS VERY IMPORTANT TO NOTE that a passing score on the Comprehensive Regents Examination in English is now required in order to graduate from high school.

English language learners are not exempt from this requirement for any reason.

Table 6 Matrix for Fourth-Grade Assessment in English Language Arts

SESSION 1 (45 minutes)		
Standard	Task Design	Performance Indicators
Reading for Information and Understanding	<p>Students will read a number of passages, which include texts from different genres.</p> <p><i>Students will then:</i></p> <ul style="list-style-type: none"> • <i>respond to a set of multiple choice questions about each of the reading passages.</i> 	<ul style="list-style-type: none"> • Gather and interpret information from children's books, magazines, etc. • Use strategies such as prior knowledge, structural and context clues, and an understanding of letter-sound relationships to get meaning from print. • Support inferences about information and ideas with reference to text features, such as vocabulary and organizational patterns.
SESSION 2 (50 minutes)		
Listening and Writing for Literary Response and Expression	<p>Students will listen to a selection read to them by the teacher. Students are encouraged to take notes during the reading of the selection.</p> <p><i>Students will then:</i></p> <ul style="list-style-type: none"> • <i>write a brief explanation of quotations from the selection;</i> • <i>write a short essay interpreting a sentence from the selection;</i> • <i>choose a statement about the selection's purpose, and write a short essay explaining their choice;</i> • <i>write an extended personal response related to the selection.</i> 	<ul style="list-style-type: none"> • Select and use strategies for taking notes, and organizing and categorizing information. • Recognize some features that distinguish the genres and use those features to aid comprehension. • Understand the literary elements of setting, character, plot, theme, and point of view, and compare those features to other works and to their own lives. • Use inference and deduction to understand the text. • Present personal responses to literature that make reference to the plot, characters, ideas, vocabulary, and text structure. • Explain the meaning of literary works with some attention to meaning beyond the literal level. • Observe the conventions of grammar and usage, spelling, and punctuation.
SESSION 3 (50 minutes)		
Reading and Writing for Information and Understanding	<p>Students will read two complementary sources of information on the same topic, including a map or chart.</p> <p><i>Students will then:</i></p> <ul style="list-style-type: none"> • <i>write two paragraphs using structures for conveying information, such as cause and effect, similarity and difference;</i> • <i>write a short essay to clarify a sentence from the text;</i> • <i>write a short essay explaining the graphic information on the topic;</i> • <i>write an extended response that requires analysis, interpretation, and use of information from both sources.</i> 	<ul style="list-style-type: none"> • Gather and interpret information from a variety of sources. • Select information appropriate to the purpose of the investigation and relate ideas from one text to another. • Select and use strategies for organizing and categorizing information. • Use strategies such as prior knowledge, structural and context clues, and an understanding of letter-sound relationships to get meaning from print. • Use a few traditional structures for conveying information, such as chronological order, cause and effect, and similarity and difference. • Use details, examples, anecdotes, or personal experience to explain or clarify information. • Include relevant information and exclude extraneous material. • Observe basic writing conventions, such as correct spelling, punctuation, and capitalization, as well as appropriate sentence and paragraph structures.

Table 7 Matrix for Eighth-Grade Assessment in English Language Arts

SESSION 1 (90 minutes)		
Standard	Task Design	Performance Indicators
<p>Reading for Information and Understanding -and- for Critical Analysis and Evaluation</p> <p><i>TIME: 45 MINUTES</i></p>	<p>Students will read a number of passages, which include texts from different genres.</p> <p><i>Students will then:</i></p> <ul style="list-style-type: none"> • <i>respond to a set of multiple choice questions about each of the reading passages.</i> 	<ul style="list-style-type: none"> • Interpret and analyze information from textbooks and nonfiction books for young adults. • Analyze, interpret, and evaluate information, ideas, organization, and language from academic and nonacademic texts. • Understand that different points of view depend on the particular interests and values of the individual, and recognize those differences in perspective in text.
<p>Listening and Writing for Literary Response and Expression</p> <p><i>TIME: 45 MINUTES</i></p>	<p>Students will listen to two selections read to them by the teacher. Students are encouraged to take notes during the reading of each selection.</p> <p><i>Students will then:</i></p> <ul style="list-style-type: none"> • <i>complete a chart based on the listening selections;</i> • <i>write two short essays explaining each of the selections;</i> • <i>write an extended response interpreting information from both listening selections.</i> 	<ul style="list-style-type: none"> • Use a wide variety of strategies for selecting, organizing, and categorizing information. • Recognize different levels of meaning. • Produce interpretations of literary works that identify different levels of meaning, and comment on their significance and effect. • Understand that different points of view depend on the particular interests and values of the individual, and recognize those differences in perspective in presentations. • Present responses to and interpretations of literature, making reference to the literary elements found in the text and connections with personal knowledge and experience. • Use standard English effectively.
SESSION 2 (90 minutes)		
<p>Reading and Writing for Information and Understanding -and- for Literary Response and Expression</p> <p><i>TIME: 90 MINUTES</i></p>	<p>Students will read two selections of different genres (e.g., a poem and a short story, an excerpt from a play and a literary essay, etc.) on a common topic or theme.</p> <p><i>Students will then:</i></p> <ul style="list-style-type: none"> • <i>complete a chart based on information from the first selection;</i> • <i>write a short essay interpreting the text, using details to explain;</i> • <i>write a second short essay interpreting the second selection, using details to explain;</i> • <i>write an extended response that requires analysis, interpretation, and use of information from both sources;</i> • <i>write an extended response related to both texts, based on personal experience or prior knowledge.</i> 	<ul style="list-style-type: none"> • Use a wide variety of strategies for selecting, organizing, and categorizing information. • Organize information according to an identifiable structure, such as compare/contrast or general to specific. • Compare and synthesize information from different sources. • Understand and identify the distinguishing features of major genres and use them to aid interpretation and discussion of literature. • Identify significant literary elements and use those elements to interpret the work. • Recognize different levels of meaning. • Develop information with appropriate supporting material, such as facts, details, illustrative examples, or anecdotes. • Present responses to and interpretations of literature, making reference to the literary elements found in the text and connections with personal knowledge and experience. • Use standard English effectively.

CONSIDERATIONS for LEP/ELLs

- ✓ Provide an optimized test-taking environment that is both organized and comfortable.
- ✓ Know what NYS testing modifications are available for LEP/ELLs to maximize the students' advantage.
- ✓ Help LEP/ELLs to establish personal habits and routines that will minimize their test-taking anxiety.

In native language arts classrooms, as in English as a second language classrooms, teachers should recognize and place critical importance on developing the students' abilities to determine and apply the particular skills, strategies, and understandings implicit in the ELA assessments' design and tasks involved. The ELA performance indicators used in New York State's formal assessment system can be adapted to assess students' overall development in language arts, both in the native language and in English. In this way, native language arts and ESL programs and teachers can link students' linguistic development to performance measures that are meaningfully related to the State assessments, and that will assist limited English proficient/English language learners in achieving the ELA standards.

In addition to these assessments, the New York State Education Department has developed an Early Literacy Profile for Grades 1-3. The Early Literacy Profile is an assessment designed to provide information about students' progress in various aspects of literacy development. It consists of a set of standardized tests that are to be completed in the context of classroom life, collected at designated times of the year (October and May), and evaluated in relation to developmental scales. The dimensions described in the scales are key components of preparation for achievement of the ELA standards at the elementary level.

Tables 6, 7, and 8a/8b outline the tasks involved in all of the English language arts assessments, including the Comprehensive Regents Examination in English.

Table 8a Matrix for Comprehensive Regents Examination in English

SESSION 1 (3 hours)		
Standard	Task Design	Performance Indicators
PART I Listening and Writing for Information and Understanding	Students will listen to a brief informational speech (three to five minutes) read to them by the teacher. <i>Students will then:</i> <ul style="list-style-type: none"> • respond to a set of multiple choice questions about the speech; • write an extended response that requires that they interpret and analyze information presented in the speech. 	<ul style="list-style-type: none"> • Interpret and analyze complex informational texts and presentations. • Use a combination of techniques to extract salient information from texts. • Make distinctions about the relative value of specific data, facts, and ideas. • Write research reports, feature articles, and thesis/support papers on a variety of topics. • Present a controlling idea that conveys an individual perspective and insight into the topic. • Support interpretations and decisions. • Use standard English skillfully.
PART II Reading and Writing for Information and Understanding	Students will read two complementary sources of information on the same topic, including a graphic. They will be given a specific purpose for reading and responding. <i>Students will then:</i> <ul style="list-style-type: none"> • respond to a set of multiple choice questions about the text; • write an extended response that requires analysis, synthesis, and use of information from both sources for a particular purpose (e.g., to make a recommendation, solve a problem, draw a conclusion, etc.). 	<ul style="list-style-type: none"> • Interpret and analyze complex informational texts and presentations. • Use a combination of techniques to extract salient information from texts. • Make distinctions about the relative value of specific data, facts, and ideas. • Write research reports, feature articles, and thesis/support papers on a variety of topics. • Present a controlling idea that conveys an individual perspective and insight into the topic. • Use a wide range of organizational patterns. • Support interpretations and decisions. • Use standard English skillfully.

Table 8b Matrix for Comprehensive Regents Examination in English

SESSION 2 (3 hours)		
Standard	Task Design	Performance Indicators
<p>PART III</p> <p>Reading and Writing for Literary Response and Expression</p>	<p>Students will read two selections of different genres (e.g., a poem and a short story, an excerpt from a play and a literary essay, etc.) on a common topic or theme.</p> <p><i>Students will then:</i></p> <ul style="list-style-type: none"> • respond to a set of multiple choice questions about both selections; • write an essay in which they interpret the texts and discuss their interpretations with reference to key literary elements or techniques. 	<ul style="list-style-type: none"> • Read independently and fluently across many genres of literature. • Identify the distinguishing features of different genres and use those features to interpret the work. • Recognize and understand the significance of a wide range of literary elements and techniques and use those elements to interpret the work. • Produce literary interpretations that explicate the multiple layers of meaning. • Use standard English skillfully.
<p>PART IV</p> <p>Reading and Writing for Critical Analysis and Evaluation</p>	<p>Students will be expected to focus on the analysis of literary texts and will use specific criteria (“critical lens”) to evaluate texts they have read.</p> <p><i>Students will be presented with a quotation or statement about literature and will then be asked to:</i></p> <ul style="list-style-type: none"> • explain the quote; • state their opinion (agreeing or disagreeing with the quote); • select two works from the literature they have read that support their opinion; • discuss specific elements of these two works as they develop their support. 	<ul style="list-style-type: none"> • Analyze, interpret, and evaluate a wide range of texts. • Evaluate the quality of texts from a variety of critical perspectives. • Make precise determinations about the perspective of a particular writer. • Present well-developed analysis of issues, ideas, and texts. • Make effective use of details, evidence, and arguments. • Use standard English skillfully.

Matrix based on Comprehensive Regents Examination in English Test Sampler Draft distributed in spring 1998

All ELA assessments are scored in two discrete ways: 1) multiple choice answers are either correct or incorrect, and constitute only a portion of the student’s total score; and 2) each writing task is scored holistically using a **rubric**, which describes a continuum of performance from Level 6 (most proficient) to Level 1 (least proficient). These rubrics are adjusted depending upon the specific tasks required on the assessments. Criteria for the rubrics are derived from five qualities of performance: *meaning, development, organization, language use, and conventions*. The score for the multiple choice questions and the scores for the writing tasks are combined to determine the student’s total score on each assessment. An example of the rubric used for scoring the Comprehensive Regents Examination in English Sampler is illustrated in Table 9.

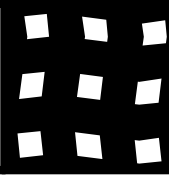
Table 9 PART 1 Scoring Rubric: *Listening and Writing for Information and Understanding*

Quantity	6 Responses at this level:	5 Responses at this level:	4 Responses at this level:	3 Responses at this level:	2 Responses at this level:	1 Responses at this level:
MEANING: the extent to which the response exhibits sound understanding, interpretation, and analysis of the task and text(s)	<ul style="list-style-type: none"> •reveal an in-depth analysis of the text •make insightful connections between information and ideas in the text and the assigned task 	<ul style="list-style-type: none"> •convey a thorough understanding of the text •make clear and explicit connections between ideas in the text and the assigned text 	<ul style="list-style-type: none"> •convey a basic understanding of the text •make implicit connections between information and ideas in the text and the assigned task 	<ul style="list-style-type: none"> •convey a basic understanding of the text •make few or superficial connections between information and ideas in the text and the assigned task 	<ul style="list-style-type: none"> •convey a confused or inaccurate understanding of the text •allude to the text but make unclear or unwarranted connections to the assigned task 	<ul style="list-style-type: none"> •provide no evidence of textual understanding •make no connections between information in the text and the assigned tasks
DEVELOPMENT: the extent to which ideas are elaborated using specific and relevant evidence from text(s)	<ul style="list-style-type: none"> •develop ideas clearly and fully, making effective use of a wide range of relevant and specific details from the text 	<ul style="list-style-type: none"> •develop ideas clearly and consistently, using relevant and specific details from the text 	<ul style="list-style-type: none"> •develop some ideas more fully than others, using specific and relevant details from the text 	<ul style="list-style-type: none"> •develop ideas briefly, using some details from the text 	<ul style="list-style-type: none"> •are incomplete or largely underdeveloped, hinting at ideas, but references to the text are vague, irrelevant, repetitive or unjustified 	<ul style="list-style-type: none"> •are minimal, with no evidence of development
ORGANIZATION: the extent to which the response exhibits direction, shape, and coherence	<ul style="list-style-type: none"> •maintain a clear and appropriate focus •exhibit a logical and coherent structure through skillful use of appropriate devices and transitions 	<ul style="list-style-type: none"> •maintain a clear and appropriate focus •exhibit a logical sequence of ideas through use of appropriate devices and transitions 	<ul style="list-style-type: none"> •maintain a clear and appropriate focus •exhibit a logical sequence of ideas but may lack internal consistency 	<ul style="list-style-type: none"> •establish, but fail to maintain, an appropriate focus •exhibit a rudimentary structure but may include some inconsistencies or irrelevancies 	<ul style="list-style-type: none"> •lack an appropriate focus but suggest some organization or suggest a focus but lack organization 	<ul style="list-style-type: none"> •show no focus or organization
LANGUAGE USE: the extent to which the response reveals an awareness of audience and purpose through effective use of words, sentence structure and sentence variety	<ul style="list-style-type: none"> •are stylistically sophisticated, using language that is precise and engaging, with notable sense of voice and an awareness of audience and purpose •vary structure and length of sentence to enhance meaning 	<ul style="list-style-type: none"> •use language that is fluent and original, with evident awareness of audience and purpose •vary structure and length of sentence to control rhythm and pacing 	<ul style="list-style-type: none"> •use appropriate language, with some awareness of audience and purpose •occasionally make effective use of sentence structure or length 	<ul style="list-style-type: none"> •rely on language from text or basic vocabulary, with little awareness of audience or purpose •exhibit some attempt to vary sentence structure or length for effect, but with uneven success 	<ul style="list-style-type: none"> •use language that is imprecise or suitable for the audience or purpose •reveal little awareness of how to use sentences to achieve an effect 	<ul style="list-style-type: none"> •are minimal •use language that is incoherent or inappropriate
CONVENTION: the extent to which the response exhibits conventional spelling, punctuation, paragraphing, capitalization, grammar, and usage	<ul style="list-style-type: none"> •demonstrate control of the conventions with essentially no errors, even with sophisticated language 	<ul style="list-style-type: none"> •demonstrate control of the conventions, exhibiting occasional errors only when using sophisticated language 	<ul style="list-style-type: none"> •demonstrate partial control, exhibiting occasional errors that do not hinder comprehension 	<ul style="list-style-type: none"> •demonstrate emerging control, exhibiting occasional errors that do not hinder comprehension 	<ul style="list-style-type: none"> •demonstrate lack of control, exhibiting frequent errors that make comprehension difficult 	<ul style="list-style-type: none"> •are minimal, making assessment of conventions unreliable •may be illegible or not recognizable as English

Matrix based on Comprehensive Regents Examination in English Test Sampler Draft distributed in spring 1998

Study Skills and Test-Taking Skills

The use of native language and ESL strategies promotes the development of study skills and test-taking skills and helps to bridge LEP/ELLs' knowledge for succeeding on the high-stakes assessments.



All students will need a strong foundation in listening, reading, and study skills if they are to achieve the higher goals of the NYS learning standards and successfully develop the ELA abilities or skills which enable students to systematically plan, access, organize, record, encode, and use information on their own. These skills include, among others, the following: organizing, managing time, listening, sequencing, visualizing, picking out main ideas, summarizing, reading in the content areas, taking notes, studying for tests, and improving memory. When taught in isolation, study skills rarely transfer; therefore, it is recommended that study skills instruction be embedded in the curriculum. This approach will provide students with multiple opportunities to develop a repertoire of strategies across the disciplines and throughout the grades. Curriculum-embedded skills instruction provides concrete support for the LEP/ELLs student, while increasing the capacity for all students to succeed with the new assessments.

Study skills instruction provides tools for organizing language experiences and offers structures which allow students to organize information in a variety of ways. As students read and/or listen with the purpose of synthesizing or interpreting meaning from a variety of sources, they will do so more effectively if they know how to employ a variety of learning strategies. As they write and/or speak with the purpose of communicating their ideas, they will do so more clearly and coherently if they know how to use graphic organizers and good note-taking strategies.

The following skills and strategies will help limited English proficient/English language learners be more successful with school and with the new ELA assessments:

- **Higher-Level Thinking Skills and Study Strategies** - these skills help raise the level of student understanding from simple recall and comprehension to analysis, synthesis, and evaluation, as described in Bloom's Taxonomy of Learning. These skills include brain-based strategies for "stop-and-process activities" and "active" study strategies (including: reciting, writing, drawing, visualizing, and using interactive study partners).
- **Listening Skills** - these strategies will help students gather more meaning from auditory information. They will give students practice in focusing on what is being said. In addition to providing students opportunities to identify main ideas and supporting details in order to summarize what they have heard, these strategies will give students the opportunity to speak as a way of processing auditory information. They will also provide students with a schema for concentrating on listening passages, thus laying the foundation for listening and taking notes.
- **Organizational and Time-Management Skills** - these skills will help students manage "the business of school" by helping them stay on top of daily homework assignments, keep track of long-term assignments, and manage time and materials more effectively.
- **Strategies for Information Gathering** - these strategies will address the need of all students to develop an organized approach to recording key ideas. Students will learn the importance of keeping an organized notebook, simplifying note taking, using visual tools for graphically organizing ideas, and developing easy tools for report writing.

CONSIDERATIONS for LEP/ELLs

- ✓ LEP/ELLs come with different experiences in test taking. Some tasks on the NYS assessments may be totally unfamiliar to them.
- ✓ Assess LEP/ELLs' prior experiences with test taking.
- ✓ Incorporate study and test-taking skills as part of regular ESL and/or native language arts instruction.
- ✓ Make sure LEP/ELLs are familiar with the manner in which they will be assessed.
- ✓ Ensure that LEP/ELLs understand examination prompts such as compare, critical lens, selection.
- ✓ Encourage LEP/ELLs to review and discuss each other's notes to enhance their note-taking skills.
- ✓ Familiarize parents of LEP/ELLs with the NYS assessments, and encourage them to provide an appropriate place for studying at home.

- **Strategies for Increasing Comprehension of Printed Material** - these strategies will empower students to become more strategic readers by providing them direct instruction in reading skills at all grade levels. Students will learn to use the textbook as a resource. In addition, they will be taught to employ pre-reading, guided reading, and post-reading strategies to help them acquire and integrate knowledge contained in text. In the past, literacy skills have focused on fiction material in most classrooms. Now, in addition, teachers must pay particular attention to nonfiction material, as it appears on all three new ELA assessments and involves a different set of comprehension skills (vocabulary is specialized, organizational patterns in text format must be recognized, typographical layout offers clues to understanding).
- **Test-Taking Strategies** - these strategies remain similar to traditional test-taking strategies in that they are designed to make students comfortable with the format of the assessment. Students must become familiar with the language of the assessment (“mostly,” “support,” “include,” “quotations,” “identify,” “Planning Page,” etc.) and the expectations for each part. (The sessions will be timed, notes written on the Planning Page will not count and must be transferred to the final answer beginning on the next page, examples from the listening or reading passage must be used in the writing, etc.) Students can be taught to focus on the key words in written directions by circling or underlining them. Students should be given practice developing their own questions as they read so that they can internalize the difference between who, what, where, when, why, and how questions and other more sophisticated types of questions. Students must be given opportunities in class to practice on-demand writing, which appears on the assessments and is unlike process writing, which involves several steps and is untimed. Finally, it must become common practice for students to check each of their written responses with the following in mind: Did I answer what was asked? Did I answer all parts of the question? Did I give specific examples from the reading/listening passage(s)? Did I proofread for spelling and mechanics?

Informal Assessments for Evaluating Limited English Proficient/English Language Learners’ Progress

No single behavior, strategy, activity, or task can provide a comprehensive picture of student learning. Only a variety of measures, examined carefully over a period of time, can give an accurate and complete picture of a student’s progress, strengths, and needs. The basic assumptions about the teaching and learning of language arts (see page 19) underlie the need for teachers to observe LEP/ELLs at all stages of the processes of reading, writing, listening, and speaking, and to informally assess their progress, help them evaluate their own work, and formulate instructional strategies according to their needs. With ongoing informal assessment (and evaluation) as an integral part of the classroom routine, and appropriate instruction, students will progress.

“How assessment procedures and information are used is what raises the assessment process to the level of evaluation. If data collection is being used only for accountability, for grading and reporting to parents — as it usually is — meaningful evaluation is not taking place. The goal of evaluation, like the goal of teaching, is to make the learner self-monitoring, self-regulating, and independent. The highest goal in evaluation is to have students and teachers able to reflectively appraise their own work and set new directions for teaching and learning.”

(Routman, 1991)

The following informal assessment instruments and activities are some examples of methods which teachers use in both the native language and in English to inform instruction so that their students will successfully demonstrate the skills required in the new standards and in the State formal testing program, which conforms to those standards.

- **Class records of reading/writing** - these noncompetitive whole class charts, showing a list of titles read and pieces written, are constructed in a cooperative celebration of the students' work. The charts direct students to others with a common interest, and provide help in organizing conferences. They keep the teacher informed about the quantity and variety of student work.
- **Conference log on reading, writing, performance, and use of technology** - the teacher's anecdotal record of observations of each child's speaking, listening, reading, and writing behavior. The record may be used for parent conferences and shared with the student. It shows the student's strengths and helps the teacher develop appropriate strategies to further improve performance.
- **Interest inventory** - a checklist which indicates a student's interests and attitudes and assists teachers in making instructional decisions about appropriate reading materials. The checklist is reviewed by the student several times during the year to determine continuity of interest.
- **Interviews** - the teacher asks individual students to respond to questions about skills, attitudes, and knowledge and then uses this information to set goals for both teaching and learning.
- **Journal** - a student-written notebook containing unedited, self-selected topics about personal experiences, thought processes, commentary on schoolwork, etc.
- **Learning log** - notes by students about what they learned, how they learned it, and how well they did, to assist them in monitoring their growth and ability to control their learning.
- **Observation** ("kid watching") - the teacher observes students in natural learning situations and gains information about physical, emotional, social, and intellectual behaviors which impact upon instruction and achievement, and makes instructional decisions accordingly.
- **Oral reading** - a diagnostic survey or running record to assess a student's fluency, phrasing, reading behavior and strategies for decoding and fixing errors.
- **Peer evaluation** - students provide feedback to each other by formulating criteria for judgment and providing constructive commentary on their work through conferences in groups or pairs.
- **Portfolios** - a collection, accumulated over a long period of time, of self-selected student records and responses to reading selections, other reports, or projects; writing samples in a variety of genres; and student evaluation of work. Audiotapes and videotapes may be included. Portfolios are used to make instructional decisions, and they yield developmental information. They show organization of thoughts and student priorities.
- **Reading folder** - an individual student record of books read, notes on books, and responses to reading. Its purpose is to encourage student self-evaluation, record keeping, and responsibility for learning and growth. Folders are used by the teacher to monitor individual growth and development, the amount and level of reading, areas of interest, and response to literature.

CONSIDERATIONS for LEP/ELLs

- ✓ Determining LEP/ELLs' native language proficiency will help predict English language development.
- ✓ Use appropriate informal assessments to help to bridge LEP/ELLs' native language knowledge into English.
- ✓ Assess LEP/ELLs' language knowledge in multiple situations and contexts.
- ✓ Familiarize LEP/ELLs with different types of informal assessment instruments.
- ✓ Match informal assessment instruments to the desired skills and behaviors to be developed among LEP/ELLs.
- ✓ Make sure that informal assessments help to improve instruction of LEP/ELLs.
- ✓ Depending on the focus of the evaluation, meaning may be emphasized over form.

- **Rubric** - a rubric is a scale that defines and differentiates levels of performance. Rubrics may be either analytic or holistic, and can be used as instructional tools as well as assessment tools. Both analytic and holistic rubrics can be task-specific, generic, or developmental in nature. Use of rubrics in informal assessments conveys expectations for students' work and achievement in ways that students can understand and use. Rubrics also clarify what teachers want from students, and help students monitor their own performance and accomplishments. *[See Appendix E for Samples of Informal Assessments in English and the Native Language: Literacy Scales K-12.]*
- **Writing folder** - a collection of individual student samples of written work at various stages, lists of possible writing topics, notes on teacher/peer conferences, and skills to be improved. It is another means of having students take ownership of their own work and become aware of their progress. The teacher assesses students' demonstrated writing skills, progress over time, areas of interest, specific needs for instruction and ability to organize thoughts and integrate information into written work.
- **Written tests and homework assignments** - the teacher checks for students' understanding of information and concepts by using open-ended questions which require higher-order reasoning skills.

Growth in literacy is characterized by diversity, not uniformity (Dyson, 1985). Schools tend to expect students to follow a single developmental model in acquiring uses of language. This model assumes a straight-line progression in learning, moving from simpler to more complex. In reality, some stages may be repeated, and some simple behaviors may come later than more complex ones (Heath, 1986). Educators must be attentive to the important individual variations evidenced by their students.

Keeping in mind the content/philosophy of both formal and informal testing programs and the new standards, it is essential to have LEP/ELLs respond orally and in writing to assignments which call for the gathering of information from a variety of sources and the critical analysis of both fiction and nonfiction. Interdisciplinary thematic instruction also must be considered vital. Most of the questions in New York State's formal assessments are open-ended, so that students must learn to express their opinions and to base those opinions on valid information.

Applying the content and philosophy of the standards and assessment system is of critical importance in NLA and ESL language arts instruction. The following section will illustrate, clarify, and demonstrate ways in which these standards can be applied to the instruction of LEP/ELLs in bilingual and ESL classrooms.

English Language Arts Standards and Limited English Proficient/English Language Learners: Applications and Practices

A variety of instructional practices, strategies, and techniques are suggested in this section to assist all professionals working with limited English proficient/English language learners (LEP/ELLs) to effectively use the New York State ELA core curriculum in their efforts to enable LEP/ELLs to meet the ELA standards. These practices are equally applicable to NLA instruction, ESL instruction, and mainstream ELA instruction. Essentially, all the practices suggested here can be utilized in the development of language and literacy, regardless of the language of instruction, be it English, Chinese, Spanish, Haitian Creole, Russian, Bengali, or any other language used in bilingual classrooms across New York State.

“Extensive research in many cultures continues to confirm what countless experienced teachers have known intuitively: that children become readers when they are engaged in unthreatening situations where written language is meaningfully used, much the way they learn spoken language from their association with people around them who use speech in meaningful ways. Learning is nothing but the endeavor to make sense, and the effort to teach or to inform, therefore, can be nothing but an endeavor to be interesting and comprehensible.”

(Smith, 1997)

Whether in NLA, ESL, or ELA classrooms, the job of all language arts instructors is to make the process of learning to read and write, as well as reading and writing to learn, both interesting and comprehensible. Students must be made to feel welcome, respected, and secure in a print-rich environment. They must be actively involved in the process of making sense of the language and text with which they work. In the NLA and ESL classrooms, as well as in the ELA classroom, teachers endeavor to understand and address the individual needs of the students with whom they work, from a culturally sensitive and supportive perspective.

Considerations for Instruction: Listening and Speaking

Complex skills in listening and speaking are included in the new standards; they are a major means of communicating information in the classroom, and are even more important outside. Learning to listen and speak effectively, as with the other strands of language arts instruction, occurs best in situations that encourage discussion and sharing. The environment must be a supportive and nonthreatening one in which LEP/ELLs receive sensitive responses to their personal experiences, prior knowledge, values, emotions, attitudes, opinions, and efforts to communicate in informal discussions and in formal public speaking experiences. Accordingly, a classroom environment which aims to maximize the development of oral proficiency

Key Concepts:

- ◆ Supportive environment
- ◆ Interactive learning
- ◆ Extensive reading
- ◆ Strategy instruction
- ◆ Integrated activities
- ◆ Higher-order thinking
- ◆ Writing process
- ◆ Communicative competence

You must train the children to their studies in a playful manner, and without any air of constraint, with the further object of discerning more readily the natural bent of their respective characters.

Plato

in English and in the native language will include such practices as cooperative learning, storytelling, role play, reader's theater, dictation, formal and informal oral reports, note-taking activities, interviews, and debates.

In teaching LEP/ELLs to become effective listeners and speakers in both formal and informal situations, the teacher must be a role model for correct, clear, well-modulated speech, and must help LEP/ELLs understand and exhibit the following attitudes and behaviors:

CONSIDERATIONS for LEP/ELLs

- ✓ All teachers are important role models for oral language development.
- ✓ Promote courteous communication that respects all languages and cultures.
- ✓ Check comprehension frequently to ensure that students understand the topic of discussion.

CONSIDERATIONS for LEP/ELLs

- ✓ Depending on the focus of the lesson, meaning may be emphasized over pronunciation or form.
- ✓ Teach note-taking and summarizing skills to enhance students' verbal comprehension.
- ✓ Provide LEP/ELLs with opportunities to make formal oral presentations.
- ✓ Have LEP/ELLs become aware of the diversity of cultural nuances in verbal communication in English and other languages.

FOR INFORMAL SPEECH:

- As listeners, students are able to differentiate between hearing and listening.
- As listeners, students avoid interrupting, and otherwise behave courteously.
- As listeners, students respect a speaker's manner of communicating and obtain meaning despite unusual accent, alternative means of speaking, or vocal quality.
- As speakers, students use language appropriate to purpose, occasion, and audience (personal conversations, community transactions, club meetings, classroom discussions, etc.).
- As speakers, students practice courtesy, avoiding sarcasm or ridicule, and do not dominate conversation or classroom discussion.
- As listeners and speakers, students will take messages by listening carefully, seeking clarification if confused, and delivering the information clearly.

FOR FORMAL SPEECH:

- As listeners, students focus on the topic, the speaker, and the purpose of the presentation.
- As listeners, students prepare to anticipate or predict the message and to put aside judgments or biases which will prevent accurate reception of the message.
- As listeners, students summarize the main points and evaluate their validity; confusing points are noted for questioning after the presentation.
- As listeners, students are respectful of the speaker.
- As speakers, students prepare materials with purpose and audience in mind.
- As speakers, students present ideas in a clear and organized way.
- As listeners and speakers, students consider the effect of choice of language, rate, pitch, tone, volume, and nonverbal cues.
- As listeners and speakers, students monitor their own communication processes.

(NYSED, Listening and Speaking in the English Language Arts Curriculum, 1989)

Considerations for Instruction: Reading

The foundation of comprehension lies in the process of relating information presented by the author to the knowledge the reader has already stored in his or her mind either in English or the native language — information about decoding, about sentence structure, and about the world. In line with this theory are the following best instructional practices as outlined in the New York State *English Language Arts Resource Guide* (1997).

- **A range of literature:** Reading and reflecting on a range of traditional and nontraditional literary works of high quality published in English and in the native language can help young people learn about the ideas and values of their own and other cultures, as well as about the experiences of different groups.
- **Attention to skills:** Many children will not automatically acquire such basic skills as word attack or grammar without direct instruction. However, when children receive skills-based instruction to the exclusion of ample opportunities to read for meaning, the development of both vocabulary knowledge and reading comprehension suffers.
- **Discussion and analysis:** Regardless of the language of instruction, approaches that emphasize discussion and analysis rather than rote memory contribute most effectively to development of students' thinking abilities.
- **Extensive reading:** Reading materials of many kinds in the native language and in English, both inside and outside the classroom, results in substantial growth in the vocabulary, comprehension abilities, and information base of students. This includes reading aloud by the teacher at all educational levels. "The single most important activity for building the knowledge required for eventual success in reading is reading aloud to children." (*Becoming a Nation of Readers*)
- **Extension of background knowledge:** The more a reader knows about the topic of a text, the better the reader is able to construct meaning from the text. It is in pre-reading activities that the teacher elicits students' prior knowledge about the genre of the work to be read, as well as the topic, author, illustrations, vocabulary, and concepts. The teacher builds upon the language, culture, and experiential background that the students bring to school and relates this knowledge to the new information found in the selection.
- **Instruction in reading strategies:** When strategies used spontaneously by skilled readers in the native language and/or in English are intentionally taught to those less skilled, those strategies contribute to improved comprehension. Some examples of such strategies include previewing, predicting, skimming, scanning, and reviewing.
- **Interactive learning:** When students are involved in thinking about, writing about, and talking about their learning in English and in the native language, they show more effective growth than when they passively sit and listen. Interactive instruction, among other things, includes flexible group work, reader response activities, and shared reading.
- **Integrated activities:** Organizing instruction into broad, theme-based clusters of work through which reading, writing, and speaking activities are interrelated promotes understanding of the connections among activities and ideas whether in English and/or the native language.

CONSIDERATIONS for LEP/ELLs

- ✓ Reading strategies are universal. If taught in the native language, the same strategies can be used in reading in the second language.
- ✓ Enhance LEP/ELLs' cognitive/academic development through the use of multicultural literature in English and the native language.
- ✓ Teach reading within the context of meaningful and relevant language and experiences.
- ✓ Involve LEP/ELLs actively in instruction whenever possible.
- ✓ Be aware of LEP/ELLs' individual learning styles, cultural backgrounds, and the instructional methods favored in the native country to assist in planning effective instruction.
- ✓ Draw on LEP/ELLs' prior experiences and knowledge to foster both concept and language development.
- ✓ Encourage LEP/ELLs to use specific reading strategies, such as skimming, scanning, previewing, reviewing.
- ✓ Invite LEP/ELLs to select books to read for their own pleasure in the native language and in English.
- ✓ Provide time for sustained silent reading whenever possible.
- ✓ Design thematic instruction which includes related content-area readings.
- ✓ Promote awareness of interrelationships across disciplines to enhance cognitive development in the native language and English.

CONSIDERATIONS for LEP/ELLs

- ✓ Students who have good writing skills in the native language will be able to use them in the second language.
- ✓ Emphasize developing ideas and content first in written work; mechanics can be taught in the context of revising the text.
- ✓ Demonstrate different ways to plan and organize ideas for writing through the use of prewriting activities.
- ✓ Give LEP/ELLs daily opportunities for writing, even if each written piece does not culminate in a published work.
- ✓ Incorporate writing across the curriculum, both in language arts and in the content areas.

Considerations for Instruction: Writing

The idea that instruction in reading values the process as much as the product holds true for instruction in writing as well. Instruction is thus given in the writer's cycle of craft, or as more commonly known, "the writing process." This is a process that can be applied to learning to write in any language.

The Five Steps of the Writing Process

1. **Prewriting** - getting started: brainstorming ideas about literature or classroom themes, choosing personal topics from diaries, discussing media, etc.
2. **Writing a first draft** - the students focus on getting ideas onto paper. They think as they go, crossing out, leaving blanks, writing quickly without undue emphasis at this point on mechanics.
3. **Revising** - students review what they have written and decide how they need to change it to make their work more effective. They add more information, delete irrelevancies, and organize more efficiently. Then they share their work with classmates and teachers, who focus on ideas, order, clarity, beginnings, endings, word choices, and ways to make the piece more interesting.
4. **Proofreading/editing** - it is at this stage that students check for spelling, capitalization, punctuation, sentence structure, and usage. Teachers work on identified problems with individuals, in small groups, or with the whole class. Instruction in the mechanics of writing arises out of the specific needs demonstrated in the students' work.
5. **Publishing** - students put their writing into finished form; they may illustrate it, make books to put into class libraries, read it aloud, or place it on class or school bulletin boards, so others may enjoy it (Mullett, 1986).

In this process, effective writing instruction focuses on content over form, with emphasis on expressing ideas over mechanics. Instruction in the conventions of written language may differ from language to language but grows out of students' writing rather than workbook exercises. Responses to student writing are constructive and should take place through all five stages. Students participate in evaluating their writing and assessing their growth. In this form of writing instruction:

- The focus is on whole pieces of writing for authentic purposes in the native language and in English, rather than grammar exercises, workbooks, and ditto sheets. Writing every day, whether or not the writing eventually becomes a published work, is a very important part of learning to write.
- A climate of trust is created so that students are sure both teacher and classmates will treat their work with sensitivity; they need to feel at home, safe, respected, and free to be themselves (Calkins, 1991).
- A writing center is supplied with paper and pencils, a computer, resource books of all types, illustration materials, and dictionaries in English and the students' native languages.

During the writing process, students engage in extensive oral activities. They meet with the teacher and their classmates to reread their pieces, to listen to and discuss their ideas and the clarity of their expression, and to evaluate the success of their work. Thus, the writing experience in English or in any other language incorporates all four strands of language arts.

Incorporating Standards-Based Instruction for Limited English Proficient/English Language Learners

The ELA standards describe what *all* students, including LEP/ELLs, should know and be able to do, and together with the performance indicators show how well students should be able to perform. The ELA standards address all four language arts skills: listening, speaking, reading, and writing. Each ELA standard describes a distinct learning outcome, yet taken together, they provide a basis for the integration of language arts across the curriculum. Thus, there is a definite congruence between what the ELA standards require and the foundations of both NLA and ESL instruction.

It is incumbent upon all teachers of LEP/ELLs to appreciate the diverse aspects of linguistic development. As mentioned in Chapters 2 and 3, there is no single predictable linear progression for acquiring either a first or a second language. Both in research and in practice, there is a basic assumption that each student will progress at a rate that is commensurate with his or her level of cognitive, social, and linguistic knowledge. Although there are some general features of language learning that have been observed, all teachers of LEP/ELLs must be aware that each student will evidence progress in linguistic development in a unique manner (see **naturalistic theory of language learning**, p. 19). Therefore, such variables as learning styles, educational history, life experiences, cultural background, social perceptions, etc. will have a definite impact on the way each LEP/ELL works in the native language and in English toward achieving the ELA standards.

Developing communicative competence across the curriculum is of primary importance to all language educators. To achieve the goals of the ELA standards, intensive efforts must be made to incorporate topics relevant to the real-life experiences of the students and their families. Whole class, small group, and individual instruction must be integrated throughout the learning experience, whether in a lesson, unit of study, or theme. Educators, in both NLA and ESL, must design their instruction to include the diverse aspects of linguistic development required to achieve communicative competence. Prudent use of varied instructional approaches ensures that both the students' knowledge base and their abilities to think critically will be supported in the native language as well as in English. This congruence of philosophy and practice in NLA instruction and ESL instruction will become apparent through subsequent explanations and examples.

CONSIDERATIONS for LEP/ELLs

- ✓ Instruction in listening, speaking, reading, and writing in NLA and ESL classrooms must incorporate NYS English language arts standards.
- ✓ Communicative competence is the key to success in both academic and social settings.
- ✓ Recognize that language development does not follow a predictable, linear path.
- ✓ Include topics that are relevant to the real-life experiences of LEP/ELLs.
- ✓ Integrate content-area information into both NLA and ESL instruction.
- ✓ Allow LEP/ELLs a choice of tasks to address different learning styles and strategies.
- ✓ Vary instructional approaches to promote development of critical thinking skills.
- ✓ Plan activities which incorporate LEP/ELLs' varied life experiences and diverse cultures.
- ✓ Use a variety of materials, media, and books in English and in the students' native languages to scaffold prior knowledge and develop academic language.

ELA Standards in the NLA and ESL Classroom

On the following pages, vignettes of instructional practice aligned with each of the ELA standards are portrayed. These vignettes include examples of native language arts classes and ESL classes at varying grade levels, as outlined below:

STANDARD 1:

Vignette of a High School Russian Language Arts Class

Vignette of a Middle School ESL Class

STANDARD 2:

Vignette of an Elementary School Haitian Creole Language Arts Class

Vignette of an Intermediate School ESL Class

STANDARD 3:

Vignette of a High School Spanish Language Arts Class

Vignette of a High School ESL Class

STANDARD 4:

Vignette of a Junior High School Chinese Language Arts Class

Vignette of an Elementary ESL Class

ELA STANDARD 1:

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

- ◆ As listeners and readers, students will collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.
- ◆ As speakers and writers, they will use oral and written language to acquire, interpret, apply, and transmit information.

ELA STANDARD 1 in NLA and ESL Classrooms

To achieve these outcomes in NLA and ESL instruction, a broad range of developmentally appropriate, quality nonfiction texts, media, and other materials in the native language and in English must be readily available. All four language arts skills must be developed in the students' learning experiences. Information and knowledge acquired in the native language help to expand the students' ability to develop concepts in English. The students' home cultures, prior educational experiences, and levels of language proficiency must be taken into account when designing the instructional plan. Emphasis on developing cognitive-academic language and concepts across disciplines must be of primary importance in attaining this standard's desired outcomes.

Vignette: Standard 1 in a High School Russian Language Arts Class



In a high school native language arts class in Russian, students are actively engaged in jigsaw reading of a featured article from “**Новое Русское Слово**” about career opportunities in the 21st century. Prior to this activity, the teacher brainstormed with the students to find out what their ideas were about the topic of the article. In addition, she presented the students with a sentence from the article related to

the need for increased education for any job in the future, and asked the students to list the pluses, minuses, and interesting ideas that the statement called to mind. Thus, the students are actively involved with the text before reading the article itself, not only to verify their predictions,

but also to assess their opinions. They work in five-member cooperative groups, discussing the important points of their particular section of the article, and writing them down on transparency film, so that the group's reporter can inform the rest of the class about them. After the cooperative groups complete their work, each reporter explains to the whole class the main ideas of the section studied. Students take notes based on the reporters' comments. Reinforcement of the lesson occurs when students are asked to summarize the article by using their notes and writing in their reaction journals for homework that evening.

Vignette: **Standard 1 in a Middle School ESL Class**

In a middle school ESL classroom, students in small groups are researching important topics related to the upcoming local legislative election. The



students plan to write to the candidates to express their opinions about these issues. A variety of local newspapers and other reference materials are available, including information printed in the other languages represented in the class. Prior to this activity, the students categorized a brainstormed list with the teacher and determined that there were five major

issues that the candidates should address. The students work together in groups based on an interest in one of these topics. They compile a list of pros and cons about each issue, and then individually determine which side of the issue they will support. A mock debate by each group on their selected topic will conclude of the activity. As a result of this activity, students will be asked to write to each candidate about one issue, to convince the candidate of the importance of their opinions on the issues, and to ask for a reply to their letters. A culminating activity could be for self-selected members of the class to role-play the candidates in a mock debate; the other students would be free to ask questions afterwards. This activity could then be followed by a mock election. Results could be compared to the actual results of the local election.

ELA STANDARD 1:
***Implications for NLA
and ESL Instruction***

- ✓ All four language skills — listening, speaking, reading, and writing — should be included in each NLA, ESL, or ELA instructional unit.
- ✓ Develop higher-order thinking skills through the use of real-life situations that are relevant to LEP/ELLs' lives.
- ✓ Embed content-area information in all instructional planning.
- ✓ Draw on LEP/ELLs' prior knowledge about the topics during instruction.
- ✓ Prepare LEP/ELLs for the tasks they will complete through pre-reading and prewriting activities.
- ✓ Encourage risk taking and choice in selecting specific tasks to maximize the LEP/ELLs' concept and language development.

Conclusion

As can be seen through the above examples, in both the native language arts and ESL classrooms, students are required to use critical thinking skills, develop study skills, and become knowledgeable enough to transmit information accurately. They must utilize the four language skills of listening, speaking, reading, and writing to accomplish their tasks.

ELA STANDARD 2 in NLA and ESL Classrooms

To achieve the goals of Standard 2 in NLA and ESL instruction, a rich variety of developmentally appropriate, authentic, quality literature in a broad range of genres in the native language and in English must be accessible. Works by authors who represent diverse ethnic backgrounds must be incorporated into instruction. These works should reflect diverse social, historical, and cultural perspectives. Developing comprehension and appreciation of creative works and recognition and use of literary elements and techniques is of critical importance in attaining the goals of this standard. All four language arts skills should be utilized in understanding and responding to varied literary genres. Relevance to contemporary and/or personal events and situations will ensure that the students' interest and pride in their heritage will aid in their ability to produce imaginative, interpretive, and responsive writing.

ELA STANDARD 2:

Students will read, write, listen, and speak for literary response and expression.

- ◆ As listeners and readers, students will read and listen to oral, written, and electronically produced texts and performances, relate texts and performances to their own lives, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent.
- ◆ As speakers and writers, students will use oral and written language for self-expression and artistic creation.

Vignette: **Standard 2 in an Elementary School Haitian Creole Language Arts Class**



For the past week, students in a third-grade Haitian Creole language arts class have been reading a number of original folktales from Haiti. They write their reactions to the folktales in their reading response journals. They have just finished reading *Chen Pèdi Chat Genyen*, which offers a traditional explanation of why cats can climb trees and dogs cannot. The students are becoming increasingly familiar with the form and some of the reasons for telling folktales. To demonstrate this knowledge, the teacher gives them a choice in assignment during their daily writing workshop. Students may choose one of the tales read and write a similar story, or they may write an original story to explain a natural phenomenon. Together, the teacher and the students create a rubric of elements required in a good folktale. Over the next few days, students write the folktale they have chosen. They read their stories to their “writing partners,” checking their work against the rubric. Then they revise and edit. The teacher meets individually with each student to discuss the story, and then the student rewrites and illustrates the story for publication. A “Folktale Festival Day” affords each student the opportunity to read his or her folktale to the rest of the class from the “author’s chair.” The stories are then bound into a collection and displayed in a prominent place in the school library.

Vignette: Standard 2 in an Intermediate School ESL Class



Langston Hughes, courtesy of the National Portrait Gallery, the Smithsonian Institution.

In an intermediate school ESL class the theme, “Wishes, Hopes, and Dreams,” is being explored. The students are in the process of learning about the different elements of poetry, e.g., rhyme, rhythm, metaphor, and simile. The teacher has selected a number of short poems about the theme to read aloud and discuss with the students. During this class, the teacher and students will read two poems by Langston Hughes entitled “Dreams” and “Dream Deferred.” Before reading, the class brainstorms about the kinds of dreams they have now or that they had before coming to the United States. They then organize their dreams into three categories: “Dreams Today,” “Dreams Yesterday,” and “Dreams Deferred.” The teacher reads the two poems aloud, making sure that the students comprehend the vocabulary and theme of each poem. Together the students and teacher then read the poems chorally, emphasizing the rhythm and rhyming patterns in the poems. After this activity, the students are given five minutes to quickly write their reactions to the poems and relate the poems to one or more personal experiences in their lives. As a follow-up assignment that evening, they are asked to take the information from their quick writes and create poems which reflect some aspect of the personal experiences they recorded.

ELA STANDARD 2: *Implications for NLA and ESL Instruction*

- ✓ All four language skills — listening, speaking, reading, and writing — should be incorporated into each NLA, ESL, or ELA instructional unit.
- ✓ Tasks related to the literary texts should require higher-order critical thinking.
- ✓ Utilize culturally relevant and developmentally appropriate texts to scaffold the students’ understanding of the various literary genres.
- ✓ Elicit LEP/ELLs’ personal responses to the literary texts in both oral and written form.
- ✓ Use the writing process to develop LEP/ELLs’ ability to write in different genres.
- ✓ Encourage LEP/ELLs to relate literary texts to their personal experiences.

Conclusion

The above vignettes illustrate how the themes, topics, and activities developed by the teachers in both the native language arts and ESL classes generated enough interest to enable the students to expand their knowledge through personal reactions to and extensions of the different literary texts. A variety of literary genres were used, and all four language skills were developed in a seamless web of activities that encouraged self-expression and artistic creation.

ELA STANDARD 3 in NLA and ESL Classrooms

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

- ◆ As listeners and readers, students will analyze experiences, ideas, information, and issues presented by others, using a variety of established criteria.
- ◆ As speakers and writers, they will present, in oral and written language and from a variety of perspectives, their opinions and judgments on experiences, ideas, information and issues.

In NLA and ESL instruction for ELA Standard 3, students must understand and respond to a broad range of developmentally appropriate, authentic, quality texts and other media from a critical point of view. The curriculum should include many opportunities for students to use both oral and written language to compare and contrast ideas and information. Students should respond to ideas based on personal experience or other criteria related to analytical thinking, including evidence, logic, opinion, coherence, and motivation. Materials in the native language and in English should reflect a variety of perspectives relevant to the particular cultures represented by the students in the class. The study of individual authors and their unique cultural perspectives can be utilized to promote higher-order and divergent thinking. Skillful planning will allow students to recognize and formulate criteria for good performances, effective speech, superior literature, and persuasive arguments, both in oral and written form.

Vignette: **Standard 3 in a High School Spanish Language Arts Class**



In an eleventh-grade Spanish language arts class, the students have just completed reading and acting out selected scenes from the classic Renaissance drama, *Fuente Ovejuna*, by Lope de Vega. The teacher has already facilitated a number of discussions about the theme of political solidarity in the face of oppression by dictatorship. Students are now being asked to relate this reading to two other contemporary novels they have read: *Viudas*, by Ariel Dorfman, and *La casa de los espíritus*, by Isabel Allende. During this activity, the students break into small groups based on their preferred text and create story maps, which will be shared with the whole class afterwards. Following their presentations, the teacher invites the students to look at and compare all of the works. For homework, the students are asked to write a first draft of an essay comparing one of these contemporary works with *Fuente Ovejuna*. They are to analyze and evaluate the chosen texts from one or more perspectives, such as cultural, historical, psychological, or social points of view. The teacher distributes a rubric on which their essays will be evaluated. Time at home as well as in class will be used for developing and completing these essays, which will become part of the students' portfolios.

Vignette: Standard 3 in a High School ESL Class



In a high school ESL class, the students have spent several days reading “Four Directions” from *The Joy Luck Club*, by Amy Tan, and “Daughter of Invention” from *How the Garcia Girls Lost Their Accents*, by Julia Alvarez. Both selections feature stories in which relationships between mothers and their daughters are explored. To review the readings, the

teacher facilitates a brainstorming session to compare and contrast the two stories, and she organizes their ideas, using a Venn diagram. The extent to which the different cultures of the authors might affect the authors’ views is also examined. Then, students are invited to choose a favorite scene from one of the stories. Working in small groups, the students create a readers’ theater performance of the selected scene for the other members of the class. In making their presentations, each group must also explain to the others why the scene was chosen and how it reflects the author’s point of view. Afterwards, students are asked to reflect on their own family relationships, and to compare them with the texts they have read. For homework, students are asked to reflect on their personal family relationships, writing in their reading journals about how their experiences are similar to or different from the selections they have read.

Conclusion

In the native language arts and ESL classes in the above examples, the topics and the accompanying activities all involved critical analysis and higher-order thinking. The prior knowledge of the students and their life experiences were interwoven into the tasks, as was student choice. Instruction included activities that required the use of all four language skills. Understanding multiple perspectives on the chosen themes was supported through author and story comparisons, and through discussion of the texts in a variety of instructional modes.

ELA STANDARD 3 *Implications for NLA and ESL Instruction*

- ✓ All four language skills — listening, speaking, reading, and writing — should be incorporated into each NLA, ESL, or ELA instructional unit.
- ✓ Use different instructional configurations to ensure that multiple criteria and diverse perspectives are explored.
- ✓ Arouse the students’ interest through culturally relevant themes and materials.
- ✓ Use graphic organizers to support and enhance critical analysis and higher-order thinking skills.
- ✓ Vary activities to include both oral performances along with reading and writing tasks.
- ✓ Encourage students to use both factual information and personal experience to understand different authors’ perspectives.

ELA STANDARD 4 in NLA and ESL Classrooms

In using language for social interaction in native language arts and ESL instruction, students need to develop the concepts and skills in the native language and in English that will enable them to understand, respect, and appreciate social interactions and the diversity of social etiquette, cultural traditions, regional dialects, and personal viewpoints. Developing all four language arts skills in the native language and in English must support effective communication for authentic purposes and for establishing, maintaining, and enhancing personal relationships. Instructional planning must enable students to recognize the behaviors of skillful language users in developing and maintaining relationships with others, in taking on different social roles, and in responding to others in a sensitive and culturally appropriate manner. An understanding of different ways to use both verbal and nonverbal techniques to convey their messages will ensure that students achieve the required goals of this standard.

ELA STANDARD 4: *Students will read, write, listen, and speak for social interaction.*

- ◆ As readers and listeners, they will use the social communications of others to enrich their understanding of people and their views.
- ◆ As speakers and writers, they will use oral and written language for effective social communication with a wide variety of people.

Vignette: **Standard 4 in a Junior High School Chinese Language Arts Class**



In a junior high school Chinese language arts class, the teacher has invited a representative from the Chinatown Planning Council to speak to the students about opportunities for community service. In preparation for the speaker's visit, the students have compiled a list of their own areas of interest for doing volunteer work in the community. The speaker's role will be to discuss the kinds of opportunities that exist, and to explain how the students can get involved. During the speaker's presentation, the students are expected to take detailed notes and follow up with questions based on the interest inventories they had compiled previously. Afterwards, each student writes a letter to thank the speaker for his presentation. Then, for an oral presentation to their classmates, students develop reports describing their contact with community service organizations. The students describe the services they provided and discuss their personal reactions to involvement.

ELA STANDARD 4: *Implications for NLA and ESL Instruction*

- ✓ Both speaking and listening, along with reading and writing, should be integrated into NLA, ESL, or ELA instruction.
- ✓ Stimulate LEP/ELLs' interest through socially and culturally relevant themes.
- ✓ Use LEP/ELLs' personal experiences and interests to enrich their understanding of different people and perspectives.
- ✓ Provide LEP/ELLs with a variety of experiences and settings to enhance their communicative competence.
- ✓ Design activities to help LEP/ELLs understand the importance of nonverbal as well as verbal skills in communicating with others.

Vignette: **Standard 4 in an Elementary School ESL Class**



In a first-grade ESL class, various customs related to Christmas, Hanukkah, and Kwanzaa are being investigated. A questionnaire has been sent to the students' parents in which they are asked to share any special customs or stories from their native countries. A variety of books related to Christmas around the world, to Hanukkah, and to Kwanzaa have also been read aloud to the children. The teacher guides the children in developing a holiday pageant about all of the different customs and stories they have learned. The children create individual illustrations of their favorite objects or customs, e.g., the posada, the Befana, Christmas carolers, the menorah, the dreidel, the kinara, the mkeka, etc. Working in small groups of three, the children choose an illustration and

create a short description of it. Their descriptions can be dictated to the teacher or written on their own, depending on their abilities. Finally, the students memorize their texts, and working together with the teacher, develop the format for their holiday pageant. As a culminating activity, the students present their pageant at a local nursing home. Parents are invited and are asked to bring any special holiday foods they might like to share with the children and the nursing home residents.

Conclusion

These vignettes demonstrate that in both NLA and ESL classes, students learn how social etiquette, customs, and interactions lead to effective communication with others. Language is incorporated that is authentic and relevant to the students' experiences and interests. Similarities and differences in the nature of effective social interactions among a wide range of people and cultures are explored. Students are offered ample opportunities to use both verbal and nonverbal techniques to convey their messages. Finally, the importance of cultural heritage and community relations is embedded in instructional planning.

Matrices of ELA Standards and Classroom Practices

Matrices of ELA Standards and Classroom Practices

On the following pages, there are matrices of information related to each of the four ELA standards. Each matrix contains a summary of the oral/aural skills along with the reading materials and written products that meet the requirements of the standard. The information is presented at four grade-level clusters: Pre-K to 1; grades 2 to 4; grades 5 to 8; and grades 9 to 12. In addition, there is a list of relevant instructional practices, i.e., techniques, methods, and strategies, which may be used by the teacher in planning for instruction. The instructional practices will be based on the particular type of text or activity to be explored. Finally, some important considerations for NLA and ESL instruction are suggested.

It should be noted that the materials and products which are listed in these matrices have been taken from the NYS *English Language Arts Resource Guide with Core Curriculum* (1998). As will become apparent, there are a number of approaches, strategies, and techniques that can be used across all four of the ELA standards. However, it is up to the teacher to decide which of the suggested practices would yield the most beneficial results; the decision should be based on the type of text, the student's linguistic/cultural background, level of cognitive development, and language proficiency level. Therefore, these practices should not be seen as prescriptive or mandated procedures. They should be viewed only as useful and reliable methods that may be incorporated in the manner deemed most appropriate by the various language arts teachers who interact with LEP/ELLs in their classrooms.

Beginning on page 54, there are concise descriptions of the classroom practices mentioned in the ELA standards matrices.

***It is important** to keep in mind that all of the practices described in this section can be used successfully both in native language arts instruction as well as in English as a second language instruction.*

ELA STANDARDS

Reading/Listening

ELA Standard 1:

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

LISTEN TO AND READ FROM INFORMATIONAL TEXTS, such as:

- Alphabet books
- Big books (informational/reference)
- Charts
- Counting books
- Environmental print (signs/labels)
- How-to books
- Picture books (informational/reference)
- Posters
- Age-appropriate electronic texts, software

ELA Standard 2:

Students will read, write, listen, and speak for literary response and expression.

LISTEN TO AND READ BOOKS WITH LIMITED TEXT, REPETITIVE LANGUAGE, AND SIMPLE ILLUSTRATIONS, such as:

- Beginning books
- Big books
- Literary charts and posters
- Concept books
- Dictated stories
- Fairy tales
- Picture books
- Simple poems, nursery rhymes, and songs
- Electronic books

ELA Standard 3:

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

LISTEN TO AND READ BOOKS WITH LIMITED TEXT, REPETITIVE LANGUAGE, AND SIMPLE ILLUSTRATIONS, such as:

- Advertisements, such as simple slogans or songs
- Big books
- Concept books
- Dictated language experience stories
- Picture books
- Poems and rhymes
- Simple articles
- Electronic books

ELA Standard 4:

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

LISTEN TO AND READ BOOKS WITH LIMITED TEXT, REPETITIVE LANGUAGE, AND SIMPLE ILLUSTRATIONS ON A DAILY BASIS, such as:

- Daily routine charts
- Experience charts
- Morning messages
- Notes, cards, and letters
- Text and pictures

Grades K to 1

Writing/Speaking

CONSIDERATIONS *for LEP/ELLs*

WRITE AND SPEAK IN ORDER TO BEGIN TO TRANSMIT INFORMATION:

- Class/student-made big books
- Drawings, pictures, illustrations
- Journals
- Labels and lists
- Language experience stories
- Letters of the alphabet
- Numbers, number words
- Simple charts
- Words, phrases, and short factual sentences

WRITE AND SPEAK ABOUT IMAGINATIVE TEXTS, such as:

- Simple stories
- Poems, jingles

INTERPRET AND RESPOND TO IMAGINATIVE TEXTS, such as:

- Captions under pictures or illustrations
- Descriptive sentences
- Names of characters, places, and events
- Original stories, poems, and songs
- Short paragraphs

WRITE AND SPEAK ABOUT THE FOLLOWING TO BEGIN TO EXPRESS OPINIONS AND MAKE JUDGMENTS:

- Advertisements, including simple slogans or jingles
- Experience charts
- Posters
- Statements about likes and dislikes

WRITE AND SPEAK ABOUT THE FOLLOWING TO BEGIN TO ESTABLISH, MAINTAIN, AND ENHANCE PERSONAL RELATIONSHIPS:

- Cards, notes, and letters
- Letters of the alphabet
- Personal experience stories
- Numbers
- Words and pictures

PLANNING CURRICULUM:

- ✓ Incorporate listening, speaking, reading, and writing into NLA and ESL instruction on a daily basis.
- ✓ Become knowledgeable about the LEP/ELLs' backgrounds, educational experiences, and values.
- ✓ Integrate content-area subjects and materials into NLA, ESL, and ELA instruction.
- ✓ Include the writing process and ensure that sufficient time is allotted for the work to be completed.
- ✓ Expose LEP/ELLs to different literary genres and acquaint them with literary elements and devices.
- ✓ Provide instruction in study skills, organizational skills, test-taking skills, note-taking skills, and reading strategies.
- ✓ Vary instructional groupings to address the diversity of learning styles, cultural backgrounds, and educational experiences among LEP/ELLs.

CLASSROOM ACTIVITIES:

- ✓ Elicit LEP/ELLs' prior knowledge on a given topic to prepare them to learn more about it; check their comprehension often as the topic is explored.
- ✓ Use pre-reading activities to create student interest and focus LEP/ELLs' attention; reinforce what they learn through post-reading activities.
- ✓ Emphasize real-life situations and problems that require higher-order thinking skills to solve, as well as cultural sensitivity and awareness.
- ✓ Make use of graphic organizers to display information clearly and logically to aid LEP/ELLs' comprehension.
- ✓ Employ drama, role play, formal presentations, and improvisation to enhance communication and understanding.

ASSESSING PROGRESS:

- ✓ Allow LEP/ELLs a choice in completing tasks related to the topic or theme whenever possible.
- ✓ Use appropriate assessments to bridge LEP/ELLs' native language knowledge into English.
- ✓ Familiarize LEP/ELLs with the formal State assessments that will be required of them.

LEARNING ENVIRONMENT:

- ✓ Ensure that a wide variety of materials and books of all literary genres are available in the LEP/ELLs' native languages and in English.
- ✓ Integrate information, literature, ideas, and activities that are relevant to the LEP/ELLs' lives, cultures, interests, and experiences.
- ✓ Create a print-rich environment in the classroom.

COLLABORATION:

- ✓ Encourage parents to participate as partners in the education of their children.
- ✓ Collaborate regularly with all teachers involved in educating LEP/ELLs.

CLASSROOM PRACTICES (Brief descriptions of these practices begin on page 54.)

Anticipation guides	Interactive journals	Previewing	Sketch-to-stretch
Brainstorming	Language experience stories	Read and retell	Songs and chants
Buddy/partner reading	Literature circles	Role play	Story impressions
Choral reading	List-Group-Label	Sentence strips w/ cloze exercises	Story maps
Cooperative learning	Pantomime	Shared reading (Read/think alouds)	Writing process
Cross-age tutoring	Predicting	Simple semantic webs	Writers' workshop

ELA STANDARDS

Reading/Listening

ELA Standard 1:

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

LISTEN TO AND READ FROM INFORMATIONAL TEXTS, such as:

- Big books (nonfiction)
- Biographies/autobiographies
- Charts, graphs, posters
- Informational books
- Textbooks
- Magazines
- Newspapers
- Recipes
- Reference books
- Age-appropriate electronic texts, software, Web sites

ELA Standard 2:

Students will read, write, listen, and speak for literary response and expression.

LISTEN TO, READ AND VIEW IMAGINATIVE TEXTS AND PERFORMANCES, such as:

- Big books
- Films and video productions
- Fairy tales, folktales, and fables
- Plays
- Songs and poems (concrete poetry, limerick, haiku, cinquain)
- Stories
- Electronic books

ELA Standard 3:

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

LISTEN AND READ TO ANALYZE AND EVALUATE INFORMATION, IDEAS, AND EXPERIENCES FROM RESOURCES, such as:

- Advertisements
- Children's books
- Children's articles
- Editorials in student newspapers
- Films and video productions
- Electronic resources

ELA Standard 4:

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

LISTEN AND READ TO ESTABLISH, MAINTAIN, AND ENHANCE PERSONAL RELATIONSHIPS, such as:

- Friendly letters, notes, cards, and messages
- Published diaries and journals

Grades 2 to 4

Writing/Speaking

CONSIDERATIONS *for LEP/ELLs*

WRITE AND SPEAK IN ORDER TO BEGIN TO TRANSMIT INFORMATION:

- Biographies/autobiographies
- Brief news reports
- Brief summaries
- Concept maps
- Formal letters
- Journals
- Semantic webs
- Short reports
- Simple charts, diagrams, graphs, timelines
- Simple directions
- Simple outlines

WRITE AND SPEAK ABOUT IMAGINATIVE TEXTS, such as:

- Adaptations
- Plays
- Poems and songs
- Stories

INTERPRET AND RESPOND TO IMAGINATIVE TEXTS, such as:

- Short essays
- Short reviews

WRITE AND SPEAK ABOUT THE FOLLOWING TO ANALYZE AND EVALUATE IDEAS, INFORMATION, AND EXPERIENCES:

- Advertisements
- Editorials for classroom and school newspapers
- Movie and book reviews
- Persuasive essays
- Reports and essays

WRITE AND SPEAK ABOUT THE FOLLOWING TO ESTABLISH, MAINTAIN, AND ENHANCE PERSONAL RELATIONSHIPS:

- Friendly letters, notes, and cards to friends, relatives, and pen pals
- Personal journals

PLANNING CURRICULUM:

- ✓ Incorporate listening, speaking, reading, and writing into NLA and ESL instruction on a daily basis.
- ✓ Become knowledgeable about the LEP/ELLs' backgrounds, educational experiences, and values.
- ✓ Integrate content-area subjects and materials into NLA, ESL, and ELA instruction.
- ✓ Include the writing process and ensure that sufficient time is allotted for the work to be completed.
- ✓ Expose LEP/ELLs to different literary genres and acquaint them with literary elements and devices.
- ✓ Provide instruction in study skills, organizational skills, test-taking skills, note-taking skills, and reading strategies.
- ✓ Vary instructional groupings to address the diversity of learning styles, cultural backgrounds, and educational experiences among LEP/ELLs.

CLASSROOM ACTIVITIES:

- ✓ Elicit LEP/ELLs' prior knowledge on a given topic to prepare them to learn more about it; check their comprehension often as the topic is explored.
- ✓ Use pre-reading activities to create student interest and focus LEP/ELLs' attention; reinforce what they learn through post-reading activities.
- ✓ Emphasize real-life situations and problems that require higher-order thinking skills to solve, as well as cultural sensitivity and awareness.
- ✓ Make use of graphic organizers to display information clearly and logically to aid LEP/ELLs' comprehension.
- ✓ Employ drama, role play, formal presentations, and improvisation to enhance communication and understanding.

ASSESSING PROGRESS:

- ✓ Allow LEP/ELLs a choice in completing tasks related to the topic or theme whenever possible.
- ✓ Use appropriate assessments to bridge LEP/ELLs' native language knowledge into English.
- ✓ Familiarize LEP/ELLs with the formal State assessments that will be required of them.

LEARNING ENVIRONMENT:

- ✓ Ensure that a wide variety of materials and books of all literary genres are available in the LEP/ELLs' native languages and in English.
- ✓ Integrate information, literature, ideas, and activities that are relevant to the LEP/ELLs' lives, cultures, interests, and experiences.
- ✓ Create a print-rich environment in the classroom.

COLLABORATION:

- ✓ Encourage parents to participate as partners in the education of their children.
- ✓ Collaborate regularly with all teachers involved in educating LEP/ELLs.

CLASSROOM PRACTICES

(Brief descriptions of these practices begin on page 54.)

Anticipation guides

Brainstorming

Concept maps

Cooperative learning

Double-entry journals

Graphic organizers:

- Cause/effect
- Compare/contrast

Graphic organizers: *continued*

- Problem/solution

- Time/sequence

Into>Through>Beyond

Know-Want to Know-Learned (KWL)

List-Group-Label

Literature circles

Predicting

Previewing

PReP

Question-Answer-Relationship (QAR)

Quick writes

Read and retell

Readers' theater

ReQuest

Role play

Semantic webs

Shared reading (Read/think alouds)

Sketch-to-stretch

Story impressions

Story maps

Writing process

Writers' workshop

ELA STANDARDS

Reading/Listening

ELA Standard 1:

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

LISTEN TO AND READ FROM INFORMATIONAL TEXTS, such as:

- Biographies/autobiographies
- Charts, graphs, diagrams, timelines
- Content-area textbooks
- Essays
- Informational books
- Magazines and newspapers
- Primary sources, documents
- Reference books
- Technical manuals
- Age-appropriate electronic texts, software, Web sites

ELA Standard 2:

Students will read, write, listen, and speak for literary response and expression.

LISTEN TO, READ, VIEW, AND INTERPRET IMAGINATIVE TEXTS AND PERFORMANCES, such as:

- Ballads
- Films and video productions
- Folktales and fables
- Lyric and narrative poems
- Myths and legends
- Novels
(fantasy, science fiction, historical fiction, mystery, realistic fiction)
- Plays
- Poems
(concrete poetry, limerick, haiku, cinquain, diamante, tanka)
- Short stories
- Electronic books

ELA Standard 3:

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

LISTEN AND READ TO ANALYZE AND EVALUATE INFORMATION, IDEAS, OPINIONS, THEMES, AND EXPERIENCES, such as:

- Advertisements
- Books, fiction and nonfiction
- Book and film reviews
- Essays, including scientific and historical articles and essays
- Films and video productions
- Literary texts
- Newspapers and magazines
- Public documents for general audiences
- Electronic resources

ELA Standard 4:

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

LISTEN AND READ TO ESTABLISH, MAINTAIN, AND ENHANCE PERSONAL RELATIONSHIPS, such as:

- Friendly letters, notes, and cards
- Published letters, diaries, and journals
- Electronic mail (e-mail)

Grades 5 to 8

Writing/Speaking

CONSIDERATIONS *for LEP/ELLs*

WRITE AND SPEAK IN ORDER TO TRANSMIT INFORMATION:

- Biographies/autobiographies
- Brochures
- Business letters
- Charts, diagrams, graphs, timelines
- Directions, procedures
- Journals
- Learning logs
- News articles/reports
- Outlines
- Research reports (up to five pages)
- Semantic webs
- Summaries

WRITE AND SPEAK ABOUT IMAGINATIVE TEXTS, such as:

- Adaptations
- Plays
- Poems and songs
- Stories
- Video scripts

INTERPRET AND RESPOND TO IMAGINATIVE TEXTS, such as:

- Essays
- Reviews

WRITE AND SPEAK ABOUT THE FOLLOWING TO ANALYZE AND EVALUATE IDEAS, INFORMATION, AND EXPERIENCES:

- Advertisements
- Editorials for school, local, and regional newspapers
- Expository essays
- Literary critiques
- Reviews of books, plays, poems, and films
- Persuasive texts
- Speeches

WRITE AND SPEAK ABOUT THE FOLLOWING TO ESTABLISH, MAINTAIN, AND ENHANCE PERSONAL RELATIONSHIPS:

- Friendly letters, notes, and cards to friends, relatives, and pen pals
- Personal journals

PLANNING CURRICULUM:

- ✓ Incorporate listening, speaking, reading, and writing into NLA and ESL instruction on a daily basis.
- ✓ Become knowledgeable about the LEP/ELLs' backgrounds, educational experiences, and values.
- ✓ Integrate content-area subjects and materials into NLA, ESL, and ELA instruction.
- ✓ Include the writing process and ensure that sufficient time is allotted for the work to be completed.
- ✓ Expose LEP/ELLs to different literary genres and acquaint them with literary elements and devices.
- ✓ Provide instruction in study skills, organizational skills, test-taking skills, note-taking skills, and reading strategies.
- ✓ Vary instructional groupings to address the diversity of learning styles, cultural backgrounds, and educational experiences among LEP/ELLs.

CLASSROOM ACTIVITIES:

- ✓ Elicit LEP/ELLs' prior knowledge on a given topic to prepare them to learn more about it; check their comprehension often as the topic is explored.
- ✓ Use pre-reading activities to create student interest and focus LEP/ELLs' attention; reinforce what they learn through post-reading activities.
- ✓ Emphasize real-life situations and problems that require higher-order thinking skills to solve, as well as cultural sensitivity and awareness.
- ✓ Make use of graphic organizers to display information clearly and logically to aid LEP/ELLs' comprehension.
- ✓ Employ drama, role play, formal presentations, and improvisation to enhance communication and understanding.

ASSESSING PROGRESS:

- ✓ Allow LEP/ELLs a choice in completing tasks related to the topic or theme whenever possible.
- ✓ Use appropriate assessments to bridge LEP/ELLs' native language knowledge into English.
- ✓ Familiarize LEP/ELLs with the formal State assessments that will be required of them.

LEARNING ENVIRONMENT:

- ✓ Ensure that a wide variety of materials and books of all literary genres are available in the LEP/ELLs' native languages and in English.
- ✓ Integrate information, literature, ideas, and activities that are relevant to the LEP/ELLs' lives, cultures, interests, and experiences.
- ✓ Create a print-rich environment in the classroom.

COLLABORATION:

- ✓ Encourage parents to participate as partners in the education of their children.
- ✓ Collaborate regularly with all teachers involved in educating LEP/ELLs.

CLASSROOM PRACTICES

(Brief descriptions of these practices begin on page 54.)

Anticipation guides
Brainstorming
Concept maps
Cooperative learning
Cross-age tutoring
Directed Reading
Thinking Activity
Double-entry journals

Graphic organizers:
• *Cause/effect* • *Process steps*
• *Compare/contrast* • *Rank/order*
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Interactive journals
Into>Through>Beyond
Know-Want to Know-Learned
List-Group-Label
Literature circles

Plus-Minus-Interesting
Predicting
Previewing
PREP
Question-Answer-Relationship
Quick writes
Read and retell
Readers' theater
ReQuest

Semantic webs
Shared reading (Read/think alouds)
Role play
Sketch-to-stretch
Story impressions
Story maps
Survey-Question-Read-Recite-Review
Think-Pair-Share
Writing process

ELA STANDARDS

Reading/Listening

ELA Standard 1:

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

LISTEN TO AND READ FROM INFORMATIONAL TEXTS, such as:

- Biographies/autobiographies
- Complex charts, graphs, diagrams, timelines
- Content-area textbooks
- Essays
- National and international newspapers, periodicals, and journals
- Primary and secondary sources
- Technical manuals
- Workplace documents
- Online electronic databases and Web sites

ELA Standard 2:

Students will read, write, listen, and speak for literary response and expression.

LISTEN TO, READ, VIEW, AND INTERPRET IMAGINATIVE TEXTS AND PERFORMANCES, such as:

- Ballads
- Films and video productions
- Folktales and fables
- Free verse
- Literary criticism
- Lyric and narrative poems (concrete poetry, limerick, haiku, cinquain, diamante, tanka)
- Myths and legends
- Novels (fantasy, science fiction, historical fiction, mystery, realistic fiction)
- Plays
- Short stories
- Sonnets
- Electronic books

ELA Standard 3:

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

LISTEN AND READ TO ANALYZE AND EVALUATE IDEAS, INFORMATION, OPINIONS, ISSUES, AND EXPERIENCES FROM ACADEMIC AND NONACADEMIC SOURCES, such as:

- Advertisements
- Book, drama, and film reviews
- Editorials
- Literary texts
- Periodicals
- Position papers
- Professional journals and technical manuals
- Public documents
- Texts of speeches
- Electronic resources, including listservs

ELA Standard 4:

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

LISTEN AND READ TO ESTABLISH, MAINTAIN, AND ENHANCE PERSONAL RELATIONSHIPS, such as:

- Friendly letters, notes, and cards
- Published letters, diaries, and journals
- Electronic mail (e-mail)

Grades 9 to 12

Writing/Speaking

CONSIDERATIONS *for LEP/ELLs*

WRITE AND SPEAK IN ORDER TO TRANSMIT INFORMATION:

- Analysis of data
- Complex charts, graphs, diagrams, timelines
- Feature articles
- Instructional manuals
- Journals
- Learning logs
- Outlines
- Research reports (up to ten pages)
- Syntheses of information
- Technical reports
- Thesis, support papers

WRITE AND SPEAK ABOUT IMAGINATIVE TEXTS, such as:

- Autobiographical sketches
- Plays for stage and screen
- Poems and songs
- Stories
- Video scripts

INTERPRET AND RESPOND TO IMAGINATIVE TEXTS, such as:

- Essays
- Reviews

WRITE AND SPEAK TO ANALYZE, EVALUATE, AND PRESENT OPINIONS ABOUT IDEAS, INFORMATION, ISSUES, EXPERIENCES, AND JUDGMENTS, such as:

- Expository essays
- Literary critiques
- Reviews of books, drama, and film
- Editorials for newspapers and magazines
- Political debates, speeches, and interviews
- Responses to Internet listserv discussion groups
- Advertisements

WRITE AND SPEAK ABOUT THE FOLLOWING TO ESTABLISH, MAINTAIN, AND ENHANCE PERSONAL RELATIONSHIPS:

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- Personal journals
- Friendly electronic mail (e-mail)

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Think-Pair-Share
Writing process

Descriptions of Classroom Practices

INTRODUCTION

The descriptions of classroom practices in this section are equally useful for students in both NLA and ESL classes. Several of the examples contained in this section are shown in languages other than English, so that the congruence in their use in classroom practice can be made explicit.

It is hoped that both NLA and ESL teachers will find these concise descriptions helpful in understanding some of the ways in which instruction can be varied according to the individual needs of limited English proficient/English language learners and the specific ELA standards that are being addressed.

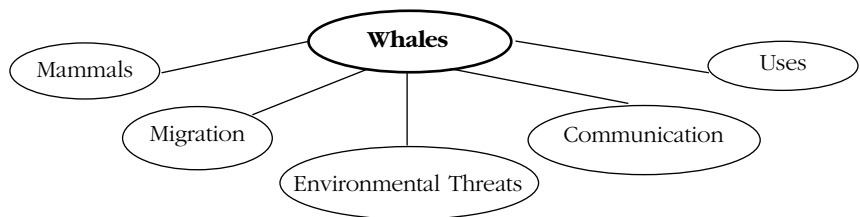
Anticipation Guides: This practice assists students in activating their prior knowledge about a topic, as well as creating a purpose for reading. The teacher selects important ideas in the text, and then creates a written list of a few statements with which students may agree or disagree. These statements are given to the students prior to reading the text. Students may discuss the statements or individually respond to them on their own. The students proceed to read the selection, and afterwards compare their responses to the information in the text. Students should be given time after reading to adjust or modify their responses as a result of the information learned.

Brainstorming: An activity involving all four language skills that can be used before reading, during reading, or after reading. The whole class or small groups are asked to share their ideas about a concept, book, or piece of text. During this activity, all student responses should be recorded on a blackboard, piece of paper, or overhead film without any corrections. As the lesson proceeds, this list can be reviewed, revised, and/or corrected, as necessary.

Buddy/Partner Reading: A reading activity in which students are paired to read together in the native language or in English. Each partner takes responsibility to help the other as the book or text is read aloud. Students should be encouraged to discuss the ideas and concepts in the text and relate them to other readings or prior experiences.

Choral Reading: A whole class activity in which a piece of text is read aloud by the teacher, and the students respond by repeating the words after the teacher. In a different variation, the class may be divided into two or more groups with each group being responsible for repeating certain sections of the text. For beginning readers, use of choral reading with big books or poems can also involve pointing to the individual words as they are read and repeated.

Concept Maps: A graphic means of displaying information related to an idea or topic. The main idea is displayed in a prominent place, and supporting ideas are shown as related to it. Brainstorming before discussing a topic, or review of information contained in the text, may be used to construct concept maps in the native language or in English.



Cooperative Learning: A classroom practice which involves all four language arts skills. Students are divided into small heterogeneous groups to work together for a variety of purposes related to the topic or theme. Each member of the group is assigned (or may choose) a formal role to support the work of the group, e.g., time-keeper, facilitator, recorder, reporter, materials manager, encourager, etc. These roles can be rotated over time. This type of group work requires the careful attention of the teacher to ensure that each individual has opportunities and responsibilities in contributing to the development of the overall product. Initially, learning to work in cooperative groups usually entails intensive practice and guidance for the students. Teachers should also be sensitive to the needs of students who come from cultural groups that prefer to work independently, and accommodate such differences.

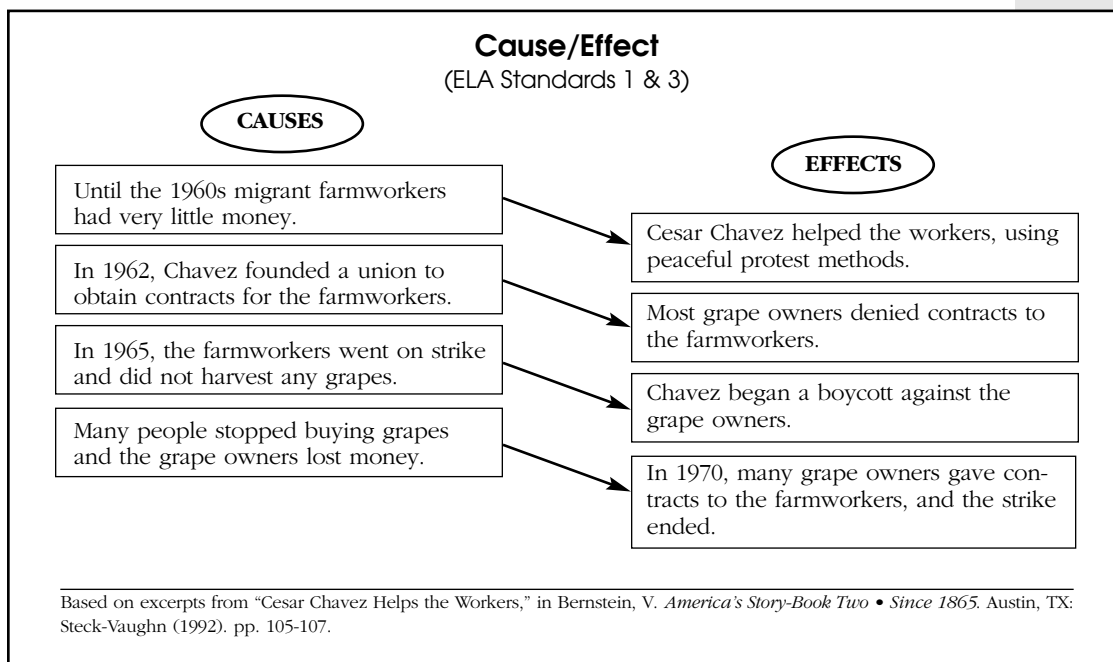
Cross-Age Tutoring: This practice involves the instruction of a student by a knowledgeable student of another age group, usually older and possibly from the same linguistic background. It generally involves a student from a higher grade level working with a student from a lower grade level on a regularly scheduled basis, and requires ongoing collaboration between teachers at both levels. Research has shown that this practice benefits both the older as well as the younger student.

Directed Reading Thinking Activity (DRTA): This practice is a step-by-step process for presenting a reading lesson, especially in the content areas. It is a stop-and-start technique used to help students read through particularly difficult texts. Through the teacher's skillful planning, students' comprehension is enhanced through a series of procedures which guide interpretation, foster prediction, and teach the students how to break material into key conceptual chunks. Each part of the passage is read aloud and discussed thoroughly. The teacher divides the passage into meaningful segments and thinks about how these parts fit into the whole. Students are asked to generate questions or make predictions about the text and to comment on the reading afterwards. This practice also develops students' metacognition by allowing them to monitor their own reading strategies.

Double-Entry Journals: This practice enhances student comprehension of text by encouraging them to interact with it, make choices about it, and respond to their choices. It gives each student a chance to identify something in the text which is important to them. A piece of paper or leaf in a composition book is folded in half lengthwise. The student writes a word, phrase, sentence, question, or paragraph in the left-hand column, and then reacts to what s/he has written in the right-hand column. These reactions may include responses based on experiences, or questions the student may have about the selected text. This practice may be helpful in developing the students' skills in interpreting text or taking notes.

Graphic Organizers: The use of these visual displays of key concepts and ideas about a topic or text provides students with a variety of structures through which they can access, organize, and evaluate information in any language. The use of graphic organizers also enables them to use their prior knowledge and experiences and relate them to new concepts and ideas to be learned. Some often-used models of graphic organizers are: Cause/Effect; Compare/Contrast; Fact/Proof; Problem/Solution; Process Steps; Rank/Order; and Time/Sequence. Examples of these organizers follow:

Cause/Effect Organizer:



Compare/Contrast Organizer:

Organizador de comparación/contraste
(ELA Standard 3)

<u>Diferencias</u> <i>Differences</i>	<u>Semejanzas</u> <i>Similarities</i>	<u>Diferencias</u> <i>Differences</i>
<p>Nació en Maryland en el año 1820 <i>(She was born in Maryland in the year 1820)</i></p> <p>Se escapó a Filadelfia <i>(She escaped to Philadelphia)</i></p> <p>Regresó varias veces al sur para conseguir la libertad de 300 esclavos <i>(She returned to the South a number of times to lead 300 slaves to freedom)</i></p> <p>Sirvió como espía para el ejército de la Unión durante la guerra civil <i>(She worked as a spy for the Union during the Civil War)</i></p>	<p>Nacieron siendo esclavos <i>(They were born as slaves)</i></p> <p>Escaparon de la esclavitud <i>(They escaped from slavery)</i></p> <p>Trabajaron para liberar a los demás esclavos <i>(They worked to free the other slaves)</i></p>	<p>Era un líder importante del movimiento de abolición <i>(He was an important leader in the abolitionist movement)</i></p> <p>Se escapó de Massachussets <i>(He escaped from Massachussets)</i></p> <p>Era un orador muy famoso en la lucha contra la esclavitud <i>(He was a very famous orator in the struggle against slavery)</i></p> <p>Publicó su propio periódico para promover la abolición <i>(He published his own newspaper to promote abolition)</i></p>
HARRIET TUBMAN		FREDERICK DOUGLASS

Based on excerpts from "La lucha contra la esclavitud gana terreno" in Garcia, J., Harley, S., and Howard, J. *Una Nación, Muchos Pueblos: Volumen Uno*. Upper Saddle River, NJ: Globe Fearon (1995). pp. 206-208.

Fact/Proof Organizer:

Fact/Proof
(ELA Standards 1 & 3)

<p>Fact: The invention of the microscope marked a major advance in the development of science.</p>	<p>Proof:</p> <ol style="list-style-type: none"> 1. Scientists could see and learn about bacteria. 2. Scientists could look for ways to stop diseases. 3. Millions of lives were saved as a result.
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Based on excerpt from "Inventions That Changed the Way We Live" in Kessler, C., Lee, L., McClosky, M.L., Quinn, M.E., and Stack, L. *Making Connections 2*. Boston, MA: Heinle and Heinle, Publishers (1994).

Problem/Solution Organizer:

Pwoblèm/Solisyon (ELA Standard 2)	
Pwoblèm (Problem)	Solisyon (Solution)
Chen ak chat te vle grenpe yon pye bwa pou yo te pran yon zaboka. Men yo youn pat ka grenpe. <i>A dog and a cat wanted to climb up a tree to pick an avocado, but neither of them was able to climb.</i>	Chen ak chat al kote wa a pou mande pwen pou yo ka grenpe. <i>The dog and cat went to see the king, begging him to endow them with the gift of being able to climb.</i>
Wa a pa gen ase pwen pou grenpe pou tou lè 2 li gen pwen pou youn sèlman. <i>The king only had enough of the gift of climbing ability for one of the animals.</i>	Wa a deside pou chen ak chat fè yon kous pou wè kiyès kap genyen pwen an. <i>The king ordered the dog and cat to have a race, and the winner would get the prize of climbing ability.</i>
Chat twonpe chen pou li kapab genyen kous la. <i>The cat tricked the dog, so he could win the race.</i>	Chat genyen kous la. <i>The cat won the race and the prize.</i>

Based on "Chen Pèdi Chat Genyen" ("Dog Lost, Cat Won") by Pauris Jean-Baptists from *M'ap Li ak Kè Kontan* [3]. (*I am Reading Happily* [3].) Collection FIC. Port au Prince, Haiti: Henri Deschamps (1984). pp. 70-73.

Process Steps Organizer:

Process Steps (ELA Standards 1 & 4)	
Making Coconut Ice	
1.	Grate the meat of 2 coconuts into a bowl.
2.	Add 6 cups of hot water to the grated coconut.
3.	Squeeze the water and coconut in a piece of cloth to extract the milk.
4.	Combine with 1 and 1/2 cups sugar and 1 tsp. of grated lemon rind.
5.	Freeze until firm.
6.	Enjoy your coconut ice!

From *Puerto Rican Disbes*. Cabanillas, B. and Ginorio, C. San Juan, PR: Editorial Universitaria Universidad de Puerto Rico (1977).

Rank/Order Organizer:

Organizador de categoría/orden

(ELA Standard 4)

Las cinco cualidades más importante de ser un amigo/a:
The five most important qualities in being a friend

1. Honestidad (*Honesty*)
2. Confianza (*Trust*)
3. Aceptación (*Acceptance*)
4. Lealtad (*Loyalty*)
5. Apreciación (*Appreciation*)

Time/Sequence Organizer:

Tan/Lòd

(ELA Standard 1)

1. Paran Ti Soufri yo te mouri. Yo te voye li al viv ak marenn li.
(*Ti Soufri's parents died. She was sent to live with her godmother.*)
2. Se li ki te okipe tout kay la.
(*She was given the responsibility to care for the entire house.*)
3. Marenn li maltrete l.
(*Her godmother mistreated her.*)
4. Ti Soufri manje yon zoranj san pèmision, li kache grenn zoranj yo nan cheve l.
(*Ti Soufri ate an orange without her godmother's permission. She hid the seeds in her hair.*)
5. Marenn li te voye li degage l jwenn yon zoranj pou ranplase sa li te manje a.
(*Her godmother sent her away to find and replace the orange that she ate.*)
6. Ti Soufri te ranplase zoranj la, marenn nan te mouri; Ti Soufri te eritye kay la.
(*Ti Soufri replaced the orange. Her godmother died, and Ti Soufri inherited her house.*)

Based on the story "Ti Soufri" from *M'ap Li ak Kè Kontan* [3]. Collection FIC. Port au Prince, Haiti: Henri Deschamps (1984). pp. 50-56.

Interactive Journals: These journals, also known as “dialogue journals,” are non-graded written conversations between partners, generally between student and teacher. These “conversations” provide an opportunity to write for real purposes regardless of the student’s level of language proficiency. Entries may involve any topic of importance to the student, and teacher responses are relevant to the topics introduced by the student in the native language or in English. This type of journal can be helpful in authentically assessing the student’s progress in learning language, and may also alert teachers to areas in which the student may need individualized support.

Into>Through>Beyond: This practice is divided into three stages. The “Into” stage involves generating student interest in a text by eliciting prior knowledge that may be useful in comprehending and interpreting the work. Anticipation guides help students to identify their ideas about the topic. Encouraging students to make predictions about the text can also be useful. The “Through” stage involves actual reading of the text. The reading may be done silently, or as a read aloud by the teacher or students. The text may be divided into chunks or excerpted in order to help students develop specific comprehension skills, such as sequencing, character analysis, recognizing literary devices, etc. In addition, the use of graphic organizers may be used to aid students’ understanding of the text. The “Beyond” stage involves students in activities that extend beyond the text. Students might be asked to discuss or write about their reactions and thoughts as they reflect on the text that has been read. Students may also be asked to develop ideas for creating additional projects that would extend and enhance their learning.

Jigsaw Reading: This practice is a form of cooperative learning which involves reading and comprehending a lengthy or complex piece of text. This process is designed to foster students’ interdependence as well as independence in comprehending, analyzing, and synthesizing text. Initially, the teacher divides the selected text into several logical pieces of the same approximate length. Small groups are then assigned the task of becoming “experts” on the chunk of text they receive. Once they have become “experts,” each small group reports to the entire class on the knowledge they have attained, thus ensuring that the other groups become knowledgeable about the topic as a whole. The students may be encouraged to use visual charts or other forms of graphic organizers in making their presentation. In another variation, an “expert” from each small group is then regrouped with an “expert” from each of the other teams. In each of the regrouped teams, the entire text is presented through sequential reporting and discussion led by each “expert.” A related practice, known as “Co-op Co-op,” can be used for investigating major content-area topics or themes over a more extended period of time. Each small group is held responsible for producing a report on a mini-topic within the overall area of investigation. A variety of texts and other media related to the topic are made available to the students as they complete their investigations and compose their group reports. Careful planning, observation, individual support, and ongoing feedback by the teacher are required as the small group work proceeds.

Know-Want to Know-Learned (K-W-L): This practice involves both pre-reading, during reading, and post-reading activities. It moves students from what they already know (or think they know) about a topic to what they have learned through the construction of a chart. Pre-reading activities can include brainstorming, categorizing, thinking aloud, and generating questions. During the reading the students answer the questions, review and revise their prior ideas, and add to their knowledge about the topic. After reading, the students discuss the learned information, and perhaps raise additional questions about the topic. The chart can be used both as the foundation for reading of selected text(s), as well as for following up on the knowledge attained through the reading. It may also prompt further

investigation and spawn group or individual projects. Additional variations of K-W-L charts may include **how** to find out the answers to questions posed, and what may **still** be learned on the topic (**K-W-L-H-S**). Below is an example of a K-W-L-H-S chart on “Rain Forests”:

K-W-L-H-S CHART RAIN FORESTS		
What we KNOW	What we WANT to know	What we LEARNED
<ul style="list-style-type: none"> • Hot climate • Lots of different trees • Strange animals • Important to Earth 	<ol style="list-style-type: none"> 1. Why are rain forests important? 2. What kinds of trees are there? 3. What kinds of animals are there? 4. How many rain forests are there? 	<ol style="list-style-type: none"> 1. “Greenhouse effect” 2. Tree stratification 3. Medicinal plants 4. Endangered species
HOW can we find out?		
Books, encyclopedias, magazine articles, newspapers, museums, National Wildlife Federation, Friends of the Earth.		
What do we STILL want to learn?		
How do scientists find plant medicines? What can we do to help save endangered animals?		

Language Experience Stories: This practice can be especially useful when working with beginning literacy students of all ages in NLA and ESL instruction. It is based on the idea that students can write by dictating to the teacher what they already know and can express verbally, and that they can then read what has been written. The students’ first reading materials thus come from their own repertoire of language. The major advantage of this practice is that the text is both cognitively and linguistically appropriate since the stories come from the students themselves. Instruction in grammar and other skills becomes integrated into the creation of the stories. The teacher serves as facilitator, rather than only the editor, in the entire writing and reading process. These stories may be based on personal experiences or on experiences students have participated in during class. These stories may be dictated to the teacher individually, or in small groups, or may be written by the whole class. Stories can be illustrated by the students and placed in classroom collections that can be read and reread.

List-Group-Label: This practice encourages the process of classification and helps students understand new concepts when they discover new relationships. The teacher selects a key word or words which relate to an important concept, and asks the students to brainstorm additional related words. The teacher (or a student) writes down all of the words that are elicited. The students, usually working in small groups, are then asked to arrange the words into groups that have something in common, and label each group with a heading that categorizes most of the items. Students then must explain how they formed their categories. Words that do not fit into any category are important to note and investigate. List-Group-Label is a helpful post-reading activity because it reinforces important vocabulary related to a topic, and allows the teacher to gain insight about the level of the student’s comprehension. In addition, teaching students the process of classification helps in the development of their critical thinking abilities.

Literature Circles: Also known as literature discussion groups, literature circles consist of small groups of students who choose the same book to read and discuss within the classroom setting. Adequate preparation for the discussion involves reading the book (or portions of it) in advance and having a specific time allotted for the group discussion in class. The students self-select the books. Available in small classroom sets, the books the students choose from represent various reading ability levels and may or may not be related to a particular instructional theme. The heterogeneity of reading levels within a group is established by the students themselves through their own interests. The teacher acts as facilitator of or guide to the discussions, sharing his or her thoughts with each group as the literature discussions take place. The students may also be required to write journal entries about the books they are reading to share with the other members of the group during their discussions.

Pantomime: This is a form of role play in which students act out without speaking the elements of a story that has been read aloud by the teacher. It is particularly helpful for students who are in the preproduction stage of language development. Comprehension is enhanced, but there are no requirements for linguistic production (speech). This practice can also be used in a game of charades for enhancing vocabulary acquisition. Teachers should pay careful attention to the use of gestures which may have different meanings in other cultures.

Plus-Minus-Interesting (P-M-I): This pre-reading practice can be used to activate the students' interest in a controversial topic by eliciting their opinions. A statement from the text or its main idea is presented by the teacher. Students react to the statement by brainstorming as a group, or in individual or paired work. Discussion of the students' reactions can precede or follow reading. Students may be asked to review and revise their lists as a result of the reading.

P-M-I CHART		
IDEA: "Someday scientists will make computers that can act and think like human beings." [*]		
PLUS	MINUS	INTERESTING
<ul style="list-style-type: none"> • It will sure make life easier. • Many machines already can do difficult tasks. 	<ul style="list-style-type: none"> • People will lose jobs. • Life could be very controlled by machines. 	<ul style="list-style-type: none"> • Is it really possible? • When would this be able to happen?
<small>*Main idea from "Making Intelligent Machines" by M. May in <i>Muse</i>, Vol. 2, No. 2, March/April 1998, pp. 11-16.</small>		

Predicting: Prediction is a strategy that is beneficial for students in all grade levels from Pre-K through grade 12 and beyond. Students are asked to use all of their resources to predict what they think is coming next in a given text. It involves drawing upon their prior knowledge, prior context, and any available cues, such as pictures. The teacher can model or demonstrate how they themselves use such cues to predict. The teacher can then invite the students to do the same, and discuss how prior knowledge and cues helped them to predict what they did. As the class progresses through the text, the students can be asked to discuss whether or not their predictions were correct, and to make new predictions based on what they already know.

Previewing: Previewing a text before reading it is a useful preparation activity which enables students to establish their own expectations about the information they will find in the text and the way it will be organized. Previewing introduces various aspects of the text, helps readers predict what they will read, and gives them a framework to help make sense of the information. Such things as title, author or source, subtitles and subheadings, photographs and drawings, graphs, charts or tables, and/or style of print provide clues to the information that is presented to the reader. Previewing may also involve teaching students to skim and scan for information. This instructional approach is equally valuable in preparing students for reading fiction as well as nonfiction.

PRéP (Pre-Reading Plan): The PRéP or Pre-Reading Plan is a three-step assessment/instructional procedure for teachers to use before assigning textbook reading to their students. This group discussion activity helps both teachers and students gain information about students' text-related prior knowledge. Its purpose is to activate and assess background knowledge, and to stimulate students' personal awareness of the topic. Through a teacher-prepared set of questions, students are invited to brainstorm their ideas or associations on the selected topic or key concept, discuss their associations, and then reformulate and elaborate their prior knowledge on the subject. After brainstorming, the ideas can be categorized prior to reading in small groups. The students then read to verify, change, or add to their lists. The whole class then discusses what they learned. This instructional practice has the benefit of not only activating the students' schemata prior to reading, but also helping to support metacognitive development.

Question-Answer-Relationship (QAR): This practice provides a useful basis for pre-reading, during reading, and post-reading activities. In it, students are asked to look for information that is "Right There," that will require them to "Think and Search," that will establish a relationship between the "Author and Me," and that will require them to think about the topic "On My Own." The teacher prepares questions about the text to highlight the essential content of the selection and its organization. The students then identify the type of question for each question the teacher has introduced, and note where they will probably find the answer. The students also predict their responses to "On My Own" questions before reading. Then they read to answer all questions. They will confirm or revise their predictions to the "On My Own" questions. Additional questions about the text can also be elicited from the students, who will need to identify the question type. The value of this practice lies in its ability to help students locate information more effectively, to better understand text structure, to practice making inferences, and to relate the text to personal experience. An example of QAR is shown below:

<ol style="list-style-type: none"> 1. ¿Para qué se usan el mármol y el granito? <i>1. What things do we use marble and granite to make?</i> <hr/> <hr/> 2. ¿Por qué tenían los estudiantes que ponerse ciertas vestimenta? <i>2. Why did the students have to wear special clothing?</i> <hr/> <hr/> 	<ol style="list-style-type: none"> 1. ¿Cómo me sentiría si viviera cerca de un volcán? <i>1. How would I feel if I lived near a volcano?</i> <hr/> <hr/> 2. ¿Cómo se formaron las islas del Caribe? <i>2. How were the islands in the Caribbean formed?</i> <hr/> <hr/>
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Based on *El autobus mágico en el interior de la tierra*. Joanna Cole and Bruce Degan. New York, NY: Scholastic, Inc. (1991).

Quick Writes: Quick writes can be viewed as a way to allow students to brainstorm on a topic silently and individually within a short time period (usually five minutes or less). Quick writes can be used to introduce a subject or to react to something the students have already read or experienced. The responses that the students record can then be used in class discussions of the topic. Quick writes can also allow the students to see how much they have learned about a concept from their pre-reading ideas to their post-reading understanding of the topic. Quick writes should not be used for formal writing evaluation, but as a mechanism for activating the students' background knowledge and allowing them to see how their understanding of the topic has changed. Quick writes also get students accustomed to putting their ideas down on paper quickly without having to worry about being graded.

Read and Retell: This approach allows the teacher to gauge the students' comprehension of the text, and helps students to understand the story grammar of narrative text. When used on an individual basis, the teacher allows the student to read a story silently. The teacher then asks the student to retell in his/her own words what has been read. A story map may be used to record the student's answers. After the student is finished with the retelling, the teacher may ask more probing questions to elicit additional information about the story that may not have been included. Questions may involve characters, events, plot, theme, or setting. This practice can also be incorporated into a whole class setting in which all of the students may help to complete the retelling of a story previously read aloud. The retold story is recorded on an oversized story map by the teacher. Later, each student may copy the story map into a notebook. It is also possible to use this technique in small groups, with the students taking responsibility for reading a selected book and completing a story map cooperatively.

Readers' Theater: This activity involves a performance of literature; a story, play, poetry, etc. is read aloud expressively by one or more persons, rather than memorized and acted. This practice has been recommended as a good way to acquire a second language because it involves a great deal of repetition. As the students rehearse, the words become part of their vocabulary without conscious memorization. Students can also be encouraged to write their own scripts based on information learned in a nonfiction text. Reader's theater can be a culminating activity to any thematic unit.

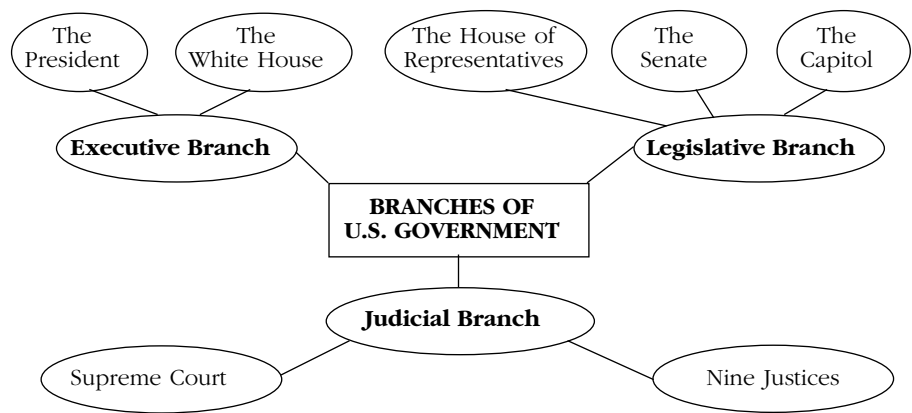
ReQuest: ReQuest is a way to encourage students to ask their own questions about a topic, to break text on the topic down into manageable parts, to set their own purposes for reading, to promote inferencing, and to help build background for less familiar concepts. In a whole class setting, the teacher and the students silently read a paragraph or two of the passage. The teacher closes the book and calls on students to pose questions about the material just read, which s/he then answers. Then the teacher switches roles with the students, and asks them questions they must answer. Upon completion of the student-teacher exchanges, the next segment of the text is read silently and the process is repeated. It is important for the teacher to model good questions and to use the text as a source of information if s/he cannot answer the questions the students pose. An alternative way to use ReQuest is to have students work in pairs. They can choose to read a passage aloud or silently, and then ask each other questions about the text in the sequence described above. The answers to the questions should be confirmed by consulting the text. This practice can be used with either expository or narrative text of medium length.

Response Journals: Also known as "literature response logs" or "dialogue journals," this form of journal exchange involves the students and the teacher in writing in reaction to literature in the native language and in English that is read in class. Response journals are an excellent way of connecting reading to writing, extending the meaning of text, and giving readers ownership of their literary experiences. Entries can be responses to open-ended questions or freewriting that can be shared with a teacher or other students. Students should be encouraged to express their opinions, relate their experiences, and refer to the book they have read for ideas and support for their

comments. It is crucial that the teacher respond sensitively to the student's comments, and use the viewpoint or interpretation of the student to facilitate a deeper understanding of the text. The teacher's guiding responses should not dominate the written discussion, but rather should result in the students' coming to perceive themselves as valued readers who take as much pleasure in the reading and journal exchange as the teacher does.

Role Play: Role play has many advantages at all levels of proficiency. Students are actively involved in creating a role for themselves, and in demonstrating their understanding of a story or situation well enough to "put themselves in another person's shoes." Role play can be used in a variety of ways, e.g., to retell narrative stories, to portray historical figures, to recreate real-life situations, and to help deal with social problems. Throughout the role-play situation the teacher can prompt, expand, or offer help. Role play is also advantageous when dealing with students of mixed proficiency levels from different cultural and linguistic backgrounds.

Semantic Webs: Also known as semantic maps, these visual organizers are graphic displays of a cluster of words that are meaningfully related. Semantic mapping is especially valuable for pre-reading or prewriting activities and vocabulary building in phases of content-area reading. Below is an illustration of a semantic web:



Sentence Strips with Cloze Exercises: This type of practice is particularly helpful for primary-grade students who are emergent readers. Sentence strips composed of text already read in class are used to scaffold the students' comprehension and retention of a story, chant, or poem. In the cloze procedure the strips are left with a blank word, usually occurring at the end of the sentence. The whole class or individual students can be invited to fill in the word that belongs. A major advantage of the cloze procedure is that it enables students to use a variety of language cueing systems.

Sequential Roundtable Alphabet: This is another way to activate the students' schemata on a given topic, to stimulate their interest, and to reinforce the alphabet. Students are asked to write down all the words they can think of related to the material or concept. Then, a prepared printed sheet with spaces for each letter of the alphabet is circulated around the room for the students to complete by placing a word they thought of beside the appropriate letter. The lesson can proceed as the paper circulates. Later, the teacher can review the various responses and ask if there are any new words the students might want to add as a result of their learning more about the topic. Any letter that is left blank can also be completed by eliciting responses from the whole class for words for that letter.

Shared Reading: This teaching practice mimics the way that children experience literacy development in English-speaking or non-English-speaking homes. In order to accommodate a whole class, however, a big book of fiction, nonfiction, or poetry is used so that all of the students are able to see the large print. The teacher reads and rereads the story or poem and utilizes a number of strategies to help the students develop concepts about text and print. **Read Alouds** refer to the teacher's reading the story aloud to the children, as well as having the children read parts of the story aloud with the teacher. During the read aloud, the teacher may stop to check comprehension by asking the students to retell what they understand, to ask for predictions, or to emphasize specific vocabulary or other phonemic or grammatical points. **Think Alouds** refer to the teacher's modeling good reading behaviors while actually involved in the reading activity. The teacher may demonstrate how s/he approaches the reading activity by discussing the predictions that can be made by looking at the pictures, how the text relates or does not relate to prior knowledge or experience, and other ways in which comprehension of the text is monitored internally.

Sketch-to-Stretch: Sketch-to-stretch is a literacy learning strategy that works well with all language learners. When students sketch in response to an oral or silent reading, they demonstrate how they have understood the content of the passage. They may not be able to do this yet with language. When learners share their sketches, they speak and listen. Sketch-to-stretch helps students create meaning through drawing and demonstrate understanding as a response to a reading or oral presentation. Students stretch their understanding beyond the literal level to a personal interpretation. By comparing and discussing sketches, learners realize that not everyone responds to a passage with the same interpretation. Students also gain new insights into the meaning of a passage through the act of transferring their understanding from one communication system, language, to another, art.

Songs and Chants: The use of songs and chants provides students with an opportunity to meaningfully “play” with language. These forms of text allow for word and sound play, and they create “chunks” of useful language that can be incorporated into the students' repertoire at almost any age or proficiency but are particularly helpful in the emergent levels of literacy. The deliberate redundancies, the rhyming words, and the repetition tend to lower student anxiety. In addition, songs or chants on specific subject matter can help to reinforce learning materials. With older learners, for example, songs can be used to demonstrate literary techniques, such as satire, irony, metaphor, and simile.

Survey-Question-Read-Recite-Review (SQ3R): This practice refers to a series of steps that are used in reading content-area text for study purposes. SQ3R allows students to formulate their own questions, a practice which is crucial to developing critical thinking skills. The five-step process includes: **1) Survey** the material before reading; **2) Ask Questions** based on the headings and subheadings and on what is already known about the subject; **3) Read** the material to answer the questions; **4) Recite** a short summary of what was read; and **5) Review** the ideas by periodically returning to the material. When used in conjunction with note-taking techniques such as double-entry journals, this practice can be particularly effective.

Story Impressions: The story impressions strategy enables readers to predict a story line using sequentially presented key words or phrases derived from the reading selection. The concepts are ordered to encourage students to predict a story line as close to the actual selection as possible. After reading the key phrases, readers develop an impression about the material they are about to read. Then, they construct their predicted passage and use this as a blueprint to be confirmed or modified as they encounter the new information in the actual text. This practice enables the reader to understand how important key words are in predicting and in helping to recall what was read.

Story Maps: Story maps are aids to comprehension of narrative text. They show the relationship between events or concepts in a text. Commonly used story maps usually include characters, setting, problem, solution, outcome, or lesson learned.

Story Map for “The Three Little Pigs”	
Characters	Three brother pigs; a wolf
Setting	In the countryside
Problem	The wolf wants to eat the pigs; two pigs have badly built houses.
Solution	The two pigs run to the third pig’s brick house to hide.
Outcome	The pigs outsmart the wolf and he runs away.
Lesson	Good planning and hard work make things better and safer.

Think-Pair-Share: This is a multimodal strategy developed to encourage student participation in the classroom. Students are taught to use a new response cycle in answering questions. This instructional practice is applicable across all languages, grade levels, disciplines, and group sizes, and its components are: 1) Students listen while the teacher poses a question or uses a statement from a reading; 2) Students are given time to think of a response; 3) Students are cued to pair with a neighbor and discuss their responses; and 4) Students are invited to share their responses with the whole group. There is a time limit in effect for this procedure. Students may be asked to write or web their responses while in the think and/or pair modes. This practice has the advantage of providing opportunities for greater acceptance, peer support, higher achievement, and increased confidence to respond in class. Teachers can use this practice to concentrate on asking higher-order questions, to introduce difficult or controversial topics, and to observe student reaction and interaction. Class discussions become more thoughtful, and students become more actively involved in the topic or material.

Writing Process: This is a technique that can be applied to learning to write in any language. It consists of five steps: **1) prewriting; 2) writing a first draft; 3) revising; 4) proofreading/editing; and 5) publishing.** In this process, effective writing instruction focuses on content over form, with emphasis on expressing ideas over mechanics. Instruction in the conventions of written language may differ from language to language but grows out of students’ writing rather than workbook exercises. Responses to student writing are constructive and should take place through all five stages. Students participate in evaluating their writing and assessing their growth.

Writers’ Workshop: This classroom practice consists of having a regularly scheduled time devoted to writing, usually every day. Students are responsible for selecting their own topics; they confer with each other and with teachers about their writing goals, processes, products, and accomplishments; they write for a variety of audiences and in response to reading and other experiences. Most importantly, writers’ workshop has been shown to be equally valuable whether the children write in their first or second languages. Use of writers’ workshop supports the developmental process of writing in both languages, and in addition enhances children’s thinking and writing.

Writing Process Tip:

FIVE STEPS

1. prewriting
2. writing a first draft
3. revising
4. proofreading/editing
5. publishing

Learning Experiences

The New York State Education Department has developed a series of resource guides for each of the seven learning standards. An integral component of these guides is learning experiences, submitted by teachers in the field. These learning experiences are rich in content, linked to the standards, and designed to assist students in becoming more independent thinkers.

Learning experiences differ from lesson plans in a few fundamental ways. They are generally projects, focusing on multiple aspects of learning extended over a period of time — weeks rather than days. They are content-based rather than skills-driven. In other words, the purpose of a learning experience is for students to learn more than just specific language skills. The students also gain understanding about topics such as geography, science, or social issues. A variety of learning tools are used, including novels, magazines, the Internet, and personal interviews. Inquiry and discovery are often elements of learning experiences in place of work sheets and exercises. Interestingly, much of the learning that takes place during a well-implemented learning experience is not easily shown in the final product of student work. It is the kind of learning that is infinitely more valuable for a lifelong learner.

The learning experiences and student work samples in this chapter were submitted by native language arts (NLA) and English as a second language (ESL) teachers. They are aligned with the New York State learning standards. The expectations of the teachers in creating these learning experiences include the development of those linguistic and cognitive abilities in all LEP/ELLs that will enable them to achieve the higher expectations of the standards and assessments. As research has demonstrated, those skills and concepts learned in one language serve as a reference point for development of a second language. This is true not only for native language arts instruction in which new concepts are introduced in the first language and then transferred to English, but also in ESL instruction in which the teacher utilizes the students' prior experience to scaffold their knowledge and abilities to complete increasingly complex academic tasks.

The specific sections of the learning experiences which have been published in New York State's resource guides are described on the following page:

Key Concepts:

- ◆ Integrated instruction
- ◆ Learning experiences in the native language
- ◆ Learning experiences in ESL
- ◆ Authentic assessment
- ◆ Conditions of learning
- ◆ Measuring progress through evidence
- ◆ Using performance indicators

It is the supreme art of the teacher to awaken joy in creative expression and knowledge.

Albert Einstein

Description of Learning Experience

OUTLINE

Title:	The name of the learning experience
Learning Context:	Describes the purpose of the learning experience, including: <ul style="list-style-type: none">• the learning standards and performance indicators from the standards documents on which the learning experience is based;• description of the connection to instruction in other curricular areas or of how this experience fits in the school course or curriculum; and• what students need to know and/or be able to do to succeed with this learning experience.
Procedure:	Tells about the procedure; describes: <ul style="list-style-type: none">• what the students do; and• what the teacher does.
Instructional/Environmental Modifications:	Describes the procedures used to accommodate the range of abilities in the classroom, such as: <ul style="list-style-type: none">• instructional modifications made; and• physical modifications of the classroom setting.
Materials and Supplies:	Identifies the materials, supplies, and equipment needed to successfully complete the learning experience: <ul style="list-style-type: none">• for the student; and• for the teacher.
Assessment Tools and Techniques:	Describes the: <ul style="list-style-type: none">• techniques used to collect evidence of student progress toward meeting the learning standards (e.g., observation, group discussion, higher analytical questioning); and• tools used to document student progress (e.g., scoring guides, rating scales, checklists, projects, taped performances).
Time Required:	For each aspect of the learning experience, the amount of time is stated for: <ul style="list-style-type: none">• planning;• implementation; and• assessment.
Student Work:	Samples of student work that reflect the diversity of students participating in the learning experience, including: <ul style="list-style-type: none">• description of the type of student work submitted (e.g., written, video, audio, graphics, and photos); and• description of the evidence in the student work that supports the assessment of student performance.
Reflection:	Teacher's comment on the learning experience, including: <ul style="list-style-type: none">• how it might better meet the needs of ALL learners;• how it might better support student progress toward the attainment of the learning standards;• how to expand the connections to other learning standards; and• how it reflects current scholarship in the field and "best" classroom practice.

The Teaching of Language Arts to Limited English Proficient/English Language Learners: A Resource Guide for All Teachers is one of a series of resource guides designed to serve as companion documents to the NYS learning standards. The sample learning experiences offered in this chapter are helpful examples of possible ways in which the NYS learning standards may be integrated into NLA and ESL classrooms. It is hoped that teachers and administrators will view these samples as a potential catalyst to give students enhanced opportunities to learn and achieve.

The following chart outlines the learning experiences presented in this chapter:

Overview of Learning Experiences			
Title	ELA Standard(s)	Level	Language of Instruction
Leaving Home	ELA 2 & 4	Elementary	Russian
<i>Tezen</i> : A Haitian Folktale	ELA 2 & 4	Intermediate	Haitian Creole
Exploring Racial Identity	ELA 2	Commencement	Spanish
Expressing Our Thoughts Through Poetry	ELA 2 & 4	Commencement	Chinese
The Iditarod — A 1,000-Mile Race	ELA 1 & 3	Elementary	English
Coming to America	ELA 1 & 4	Elementary	English
Learning About Scuba Diving	ELA 1 & 4	Intermediate	English
ESL Integrated Literature Unit	ELA 1 & 2	Commencement	English

Leaving Home

Native Language Arts: Russian

ELEMENTARY

Standards and Performance Indicators

LEARNING CONTEXT

In this learning experience, a group of fourth-grade bilingual Russian students learned and shared their families' experiences and reasons for leaving their country.

They published a group-authored book about immigration, based on questions and drawings stimulated by reading many nonfiction and fiction books, maps, and magazines related to their culture, with funding obtained through ESEA Title VII.

Students selected their own topics and acted as editors in choosing a cover, title, and sequence to their stories. All stories in the native language were translated into English by other students, who were more proficient in English.

The students' book became a part of the school library for other students to borrow.

As a related follow-up project, students could write and perform their own play about immigration, using national costumes, songs, and other artifacts. Another activity might be to prepare a bilingual travel guide to share with classmates.

Teachers' Reflection:

"This project helped the students accept and feel enthusiastic about their cultural differences. The feelings the children revealed in their book through their writing and illustrations stimulated feelings of acceptance, pride, and sharing with other children and their parents. Their writing opened up new forms of appreciation and communication within many families. In addition, the children shared their 'worlds' to raise the awareness levels of the other students and members of our school community."

ELA 2:

Listen to and read:

- ◆ a variety of different genres, including picture books; poems; and works of fiction and nonfiction intended for young readers;
- ◆ aloud accurately and fluently, using phonics and context cues to determine pronunciation and meaning.

Speak and write to:

- ◆ use resources such as personal experiences and themes from other texts and performances to stimulate own writing;
- ◆ learn and use the writing process (prewriting, drafting, revising, proofreading).

ELA 4:

Listen to and read:

- ◆ to establish, maintain, and enhance personal relationships in class and group discussions.

Speak and write to:

- ◆ develop a personal "voice" that enables the reader to get to know the writer.

Submitted by:

Zora Borsky, Title VII Resource Specialist
Mary Paine, Russian Language Arts Teacher
Community School District 28, P.S. 175
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PROCEDURE

TEACHER ACTIVITIES

- During International Week, the teacher spent some time discussing her own reasons for leaving Russia, and elicited from the students their reasons for leaving. This brainstorming led to establishing their prior knowledge and experience, while modeling for the students.
- The teacher provided a large number of books about various republics in the former Soviet Union, along with some of her personal artifacts.
- The teacher provided maps of the former Soviet Union to allow the children to locate their homelands.
- Using the maps and books, the teacher encouraged the students to express their thoughts and feelings in discussions.
- Following the discussions, the students were asked to draw pictures of specific memories they held about their immigration experiences.
- The teacher asked the students to complete a timeline to help them organize the sequence of events in their stories.
- The teacher had the students use the writing process to draft, revise, and edit their stories.
- The teacher acted as a facilitator in helping the students put their book into published form.
- The teacher shared the class book with the parents of the students during parent-teacher conferences; the students were also encouraged to take the book home to read with their families.
- The teacher arranged to have the class book prominently displayed in the school's library.

INSTRUCTIONAL/ENVIRONMENTAL MODIFICATIONS

- ✓ Students worked in pairs and small groups, with more proficient students helping less proficient students.
- ✓ Students worked in cooperative groups in which the students chose roles that would facilitate the various needs for the book's publication.

STUDENT ACTIVITIES

- * The students brainstormed with the teacher about various aspects of their experiences in emigrating from Russia to the United States.
- * The students listened to the teacher as she presented the books about the various republics in the former Soviet Union.
- * The students located their homelands on the map provided by the teacher, and discussed what they remembered about living there.
- * During whole group discussions, the students listened and spoke about their feelings and experiences in leaving home.
- * The students drew pictures of important aspects of their immigration experiences.
- * The students completed timelines based on the sequence of events they experienced in leaving Russia.
- * The students used the writing process in completing their pages in the class book about leaving home.
- * Working in pairs, the students who were more proficient in English helped the other students to translate their stories from Russian into English.
- * The students, together with the teacher, assembled the class book.
- * The students read their individual stories to the rest of the class.
- * The students took the book home to share with their families.



MATERIALS AND SUPPLIES

- Crayons, pens, pencils
- Construction paper
- Cardboard for book covers
- Glue, adhesive tape, scissors
- Russian/English dictionaries
- *Then and Now*, a series of books about the republics of the former Soviet Union, published by Lerner Publications Company
- *Coming to America: The Kids Book about Immigration*, published by Waterfront Books



TIME REQUIRED

- **Planning:** One week to get the materials/supplies and to decide on the sequencing of activities.
- **Implementation:** Two to three weeks, depending on the reading proficiency levels of the students.
- **Assessment:** Ongoing throughout the development and implementation of the learning experiences.



ASSESSMENT TOOLS AND TECHNIQUES

- Teacher directly observed students during all activities related to the learning experiences, and made personal notes in order to facilitate the students' progress.
- Teacher held one-on-one student conferences to review the students' written drafts, and to discuss ways to improve their ability to express their thoughts and emotions in words.
- Teacher used students' oral presentations to determine their progress.
- Teacher observed the students to assess their ability to work in groups, in terms of social interaction.

.....
Shown here are the newcomer student's original illustration and the first draft of the story in Russian.



How did your family move? Did you have time to pack up all your things?

У нас не было никакого времени,
 мы очень торопились.
 Потому что мамину работу папаша и его
 выгнали с этой работы.
 Вот почему мы быстро уехали.
 Папа и Мама боялись, что
 нас не смогут прокормить.
 Мама не работала, а Папашу
 работу хотели маме.
 Я забавалась как я там буду учиться
 и я очень плакала и закрывала глаза на
 завтра и очень много плакала.
 Я не хотела оставить большой дом.
 Потому что я там выросла.
 И я там играла со своими
 друзьями все свои десять лет.
 Все плакала в моей душе
 бутылки пошки спрыгнут. И в горле комочек.
 И моя учительница по рисованию
 тоже очень плакала. Я помню помалому
 она жила рядом со мной и она
 знала меня что я делала и что
 я любила и какой у меня характер.

we did not have time to pack up.
 we were in a hurry.
 Because my father was loosing his job,
 That's why we left so fast. My father and mother were
 scared they will not be able to feed us. They destroyed
 my father's work and my mom didn't have a job.
 I was worried. I locked my room and I cried.
 I didn't want to leave my big house because
 I grow up there. And I there playing with my
 friends all my ten years. My soul was crying.
 when my art teacher found out that I was living
 she was crying too. she was my neighbor and she
 knew me very well she knew what I liked to do,
 she knew my habits, and my personality.

.....
Shown to the left is the first draft of an English translation completed by another Russian-speaking student more proficient in English.

Tezen: A Haitian Folktale

INTERMEDIATE

Native Language Arts: Haitian Creole

LEARNING CONTEXT

The Haitian folktale, *Tezen (Teen)*, is about a young girl's friendship with a fish. The fish allows her to get cool, clear, sweet water from the spring. The girl's father becomes aware of this special friendship, is upset by it, and decides to end it. The story focuses on this friendly, pure relationship, which rendered the girl's father concerned and her brother jealous. The girl is eventually driven away from her family into the fins of her friend, Tezen, who also happens to be king of the waters. This is an excellent story for adolescent children whose parents are uncomfortable with a new culture and environment, and are prevented from interacting socially with others as a result of their own prejudices. Metaphorically, the ending of this story tells how we sometimes lose those we love and overprotect.

The learning experience brought about a great sense of pride in these sixth-grade Haitian Creole-speaking students, whose native language proficiency spanned a wide range of abilities (the group included students with a special education classification). After the story was read in class, the students had to do research by asking family members about the folktale. The students used their native language to learn about literary devices such as metaphor and simile, as well as to discuss the concepts of prejudice and cultural differences and similarities in our world.

Teacher's Reflection:

"The students were elated and totally committed to this project. They became more knowledgeable about the Haitian culture as they interacted with family members, who sought the opportunity to tell more stories and to engage them in the morality embedded in our stories. The link that the story brought between family members was priceless. The students' play was also spectacular. Throughout the process their growth in writing, character analysis, vocabulary and script writing was continuous and evident. The students discovered their talents as actors, artists and playwrights. They beamed with pride."

Standards and Performance Indicators

ELA Standard 2:

Listen to and read:

- ◆ imaginative texts and performances, such as folktales;
- ◆ to compare characters in literature to their own lives.

Speak and write to:

- ◆ connect a personal response to literature to prior experience or knowledge;
- ◆ use resources such as personal experience and themes from other texts and performances to plan and create imaginative text

ELA Standard 4:

Listen and read to:

- ◆ share experiences to build a relationship with peers or adults.

Speak and write to:

- ◆ use audible voice and pacing appropriate to content and audience.

Submitted by:

MarieJosé Bernard, Haitian Creole Bilingual Teacher
Community School District 17, P.S. 22
Brooklyn, NY

PROCEDURE

TEACHER ACTIVITIES

- The teacher initiated a discussion about friendship, and then, together with the students, made a concept map.
- The teacher used prompts from the story to stimulate predictions from the students.
- The teacher read the story aloud to the class.
- The teacher discussed the story with the students, using multilevel questioning involving inference, opinion, and analysis.
- The teacher elicited discussion about the relationships among the members of the girl's family.
- The teacher generated a discussion of how language, cultural awareness, and cultural relevance affect the story.
- The teacher helped the students to summarize what they learned from the story.
- The teacher selected a group of vocabulary words for the students to use in their written reactions.
- The teacher assigned a writing task in which the students were asked to provide a review or personal reaction to the story, using the new vocabulary.
- The teacher created small groups of six students to work on writing a script that they would act out.
- The teacher guided and facilitated the development of the scripts through the students' writing process.
- The teacher videotaped the performances.

INSTRUCTIONAL/ENVIRONMENTAL MODIFICATIONS

- ✓ Students were grouped to complement their abilities.
- ✓ They had visual aids such as cue cards; recordings of music and other props were also made available.
- ✓ Recording equipment was used to facilitate review of student work as it was discussed.
- ✓ Environmental modifications were made as needed for the performances.

STUDENT ACTIVITIES

- * The students brainstormed with the teacher about the many forms of friendship.
- * The students made predictions about the story, using their experiences and prior knowledge.
- * The students listened to the story and responded to the teacher's questions.
- * The students participated in a discussion of family relationships and cultural traits and patterns.
- * The students discussed important linguistic and cultural variations among groups who share the same language.
- * The students wrote a personal response or review of the story, incorporating the new vocabulary learned.
- * The students worked in small groups of six to create a script of a dramatic performance based on the text of the story and on related personal experiences.
- * The students incorporated stage directions in their scripts and music and props in their performances.
- * The students subsequently revised their work in order to clarify it or make it more effective in communicating the message or thought.
- * The students performed their plays, using appropriate body language, speech, and intonation to deliver their lines.
- * The students assisted in videotaping their performances.

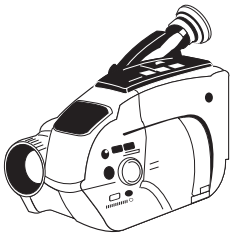


.....
The Republic of Haiti



MATERIALS AND SUPPLIES

- Tape recorder
- TV and VCR
- Camcorder
- Blank audiocassettes/videocassettes
- Scanner
- Notebooks, pencils, etc.
- Computer
- Poster board
- Other supplies as needed for the project presentation
- Books: *Tezen*, by Mimi Barthelmi, and *The Magic Orange Tree: Bouki Dances Kokiyoko*, by Dianne Wolkstein



ASSESSMENT TOOLS AND TECHNIQUES

The teacher assesses the work of the students on an ongoing basis throughout the learning experience on a number of dimensions:

- direct observation of the students;
- review of students' work;
- fluency in reading, participation in group discussions, and conferencing with students; and
- ability to transform the story into a script for performance.



TIME REQUIRED

- **Planning:** Eight to 15 hours
- **Implementation:** Six to eight weeks
- **Assessment:** Ongoing throughout implementation of the learning experience

.....
This is a portion of the final published version of a student's written reaction to the story, Tezen:

"Karakètè Lovena a se te yon bon timoun, li pat fè malelve ak papa l ak bèlmè. Lè bèlmè l rele pou l al chèche dlo li pa di anyen li fè sa yo mande l la. Menm si manman Lovena pa la avè l ou wè li gen bon mès. Gen pati lan istwa ki fè m panse ak lavi pa m. Manman m ak papa m ap viv ann Ayiti, se yon gran sè m k ap leve m isit lan Nou Yok. Mwen pa fè malelve avèk li, mwen koute l epitou mwen konnen lè li korije m, se paske li pa vle anyen rive m. Mwen te renmen lè Lovena te konn al bò dlo a pou l chante pou Tezen vini sou alo a. Pafwa lè ké m pa kontan mwen chita sou kabann mwen, mwen chante diferan chante tou. Istwa sa a se yon istwa ki ka aprann moun anpil bagay. Li fè m panse a jan yo fè timoun piti fè ann Ayiti."

.....
Translation of the student's work (by her teacher):

"Lovena, the character in the story, was a well-mannered child. She did not disrespect her stepmother and father. Whenever her stepmother asked her to go fetch water, she never complained and did as she was told. Even though Lovena's mother was not around, one can tell that she has good manners. There were parts in the story which reminded me of my life. My mother and my father are both living in Haiti, while I live here in New York with my older sister. I do not misbehave nor do I disrespect her. I listen and obey her. I know that when she corrects me it is because she does not want anything bad to happen to me. That is why I loved the part in the story when Lovena would go by the river to sing to the fish and Tezen would swim above the water to greet her. At times when I am sad, I would sit on my bed and sing, too; sometimes, I do not sing the same song, I would sing a different song. This story has many messages and can teach a great deal. It had me thinking about children and the work they have to do in Haiti."

.....
 The following is from the first draft of the student's script of the play:

.....
 Delapyeon
 Laena. Lovena meq. Rad
 chire. Toujou gen he kontan.
 Ap viv ak papa. Bel-me le ti frèl.
 Benmen ak you ti pwason.
 Po mawon.
 Kaseyis. Kaseyis gwo. Rad
 pwop. Toujou fache. Jalou.
 Juda. Po nwa

Bel-mè. Marye ak you nèg.
 Gen you pitit gason.
 Gen lajan. Gen de fwa li
 kontan. Po nwa

Papa. Gen de pitit. Marye ak
 you dam. Medyan. Benmen bat.
 Po nwa.
 Tezen. You ti pwason.
 Benmen ak you tifi.
 Po mawon.

.....
 Translation of student's character descriptions for script:

Lovena: Lovena is skinny, she lives with her father, her stepmother and her little brother. In love with a little fish. Brown complexion.

Kaseyis: Kaseyis is fat. His clothes are clean. He is always angry, jealous, nosy. Dark complexion.

Bel-mè: Married. Has a male child. He is rich. At times he is happy. Dark complexion.

Papa: Has two children. Married to a woman. Mean. Loves to hit. Dark complexion.

Tezen: A little fish. Loves a young girl. Brown skin.



Exploring Racial Identity

COMMENCEMENT

Native Language Arts: Spanish

LEARNING CONTEXT

In creating this learning experience, the teacher carefully and deliberately used the Regents Comprehensive Examination in English as a guide for the tasks involved. An intrinsic part of the experience called upon the cultural background and experiences of Latin American students in his high school Spanish IV class.

Having been part of a team of NLA, ESL, and ELA teachers in the BESARS program, the teacher was aware that Task III required concepts and abilities which could be developed in the students' native language of Spanish. Afterward, these concepts and abilities could be transferred during the students' acquisition of English.

The thoughtful and thorough planning that is evident in this learning experience demonstrates how using native language instruction develops linguistic and cognitive proficiencies across languages and cultures. The students' insightful written responses were ample evidence of the success of this learning experience.

Teacher's Reflection:

"Through this learning experience in their native language, students familiarized themselves with the content and format of an important portion of the English Regents examination that they will be required to pass in order to graduate. This particular task requires higher-order thinking skills and comparative analysis of literature from two different genres. Students were enthused about the activity and appreciated the pieces of literature as they related to their experiences and convictions."

Standards and Performance Indicators

ELA Standard 2:

Listen to and read:

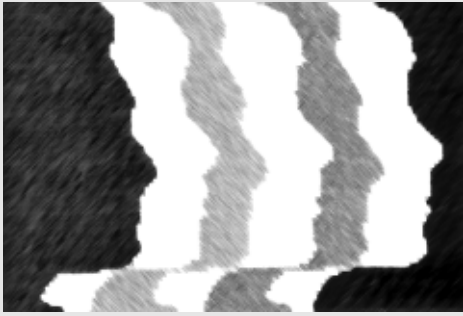
- ◆ literary works that represent a range of social, historical, and cultural perspectives;
- ◆ works with a common theme and compare the treatment of that theme by different authors;
- ◆ to interpret multiple levels of meaning and subtleties in text.

Speak and write to:

- ◆ compare and contrast the treatment of literary elements in different genres and by more than one author;
- ◆ express judgments and support them through references to the text, using direct quotations and paraphrase;
- ◆ use resources such as personal experience, knowledge from other content areas, and independent reading to create imaginative, interpretive, and responsive texts.

Submitted by:

David Terry, Spanish Language Arts Teacher
Port Chester High School
Port Chester, NY



PROCEDURE

TEACHER ACTIVITIES

- As a follow-up to a unit on poetry, two pieces of text from different genres were selected as a parallel to Task III of the English Regents.
- Teacher researched several topics of interest to the students.
- Teacher selected literary works based on students' experiences and their schemata of common themes in literature.
- Teacher created multiple choice questions on the readings, explaining to the students that these questions would be helpful in developing ideas for the essay.
- Teacher reproduced the test-taking environment of the English Regents examination, administering it over the course of three 40-minute periods.
- Teacher adapted the NYS ELA Regents rubrics to conform to his regular grading scale and criteria.

INSTRUCTIONAL/ENVIRONMENTAL MODIFICATIONS

- ✓ Students worked independently as though they were taking a Regents examination.
- ✓ Students were not allowed to take the test out of the classroom. Tests were collected after each period and given back on the following day.

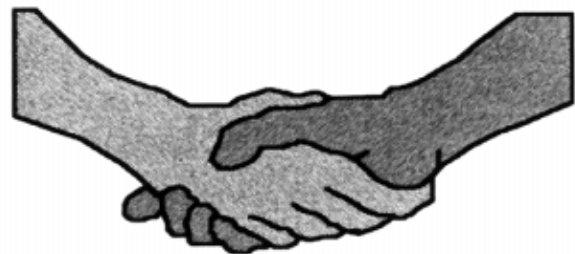
STUDENT ACTIVITIES

- * Students needed to read carefully and to analyze the pieces of literature within the first period of testing, realizing that they might not understand all of the vocabulary.
- * Students drew upon their prior exposure to these literary genres.
- * Students used contextual clues and prior experience to appreciate the works more fully.
- * Students completed the multiple choice questions.
- * Students composed essays in which they were instructed to adhere to the conventions of formal written Spanish.



MATERIALS AND SUPPLIES

- Copy of the essay, "Mi raza," by José Martí
- Copy of the poem, "La muralla," by Nicolás Guillén
- Teacher-created multiple choice questions about the two readings
- Lined paper
- Pencils and pens





TIME REQUIRED

- **Planning:** Two to three days to decide on the literary texts and to create the multiple choice questions.
- **Implementation:** Three class periods.
- **Assessment:** Two to three days to evaluate students' essays based on NYS English Regents rubrics and to convert the scores to teacher's regular grading scale.



ASSESSMENT TOOLS AND TECHNIQUES

- Testing conditions for the Regents Comprehensive Examination in English were reproduced to the closest degree possible, both in terms of formality and time allowed.
- Assessment was based both on the multiple choice questions and on the six-point rubric scale used for the English Regents exam.

.....
Examples of teacher-created multiple choice questions:

Las preguntas 1-7 se refieren al poema “La muralla”
Questions 1-7 refer to the poem, “The Rampart”

1. ¿Cuál es la función de la muralla en el poema?
What is the function of the rampart in the poem?
 - a) Dividir la playa y el monte
To divide the beach and the mountain
 - b) Separar a los militares de los civiles
To separate the military and civilians
 - c) Excluir a ciertos animales
To exclude certain animals
 - d) Dejar pasar lo bueno solamente
To let only the good pass
2. El verso, “Tun, tun!” constituye un ejemplo de
The verse, “Tun, tun!” constitutes an example of
 - a) metáfora
metaphor
 - b) onomatopeya
onomatopoeia
 - c) símil
simile
 - d) comparación
comparison

Las preguntas 9-14 se refieren al ensayo “Mi raza”
Questions 9-14 refer to the essay, “My Race”

9. ¿Qué podría significar la palabra “ventura” en esta lectura?
What could the word “fortune” mean in this reading?
 - a) discordia
discord
 - b) dicha
happiness
 - c) superioridad racial
racial superiority
 - d) casualidad
chance
10. El autor señala que...
The author indicates that...
 - a) siempre habrá racistas en su patria
there will always be racists in his homeland
 - b) hoy día todavía existen muchos racistas
there are still many racists today
 - c) tanto los blancos como los negros son ignorantes
both whites and blacks are ignorant
 - d) el racista blanco tiene poco en común con el racista negro
the white racist has little in common with the black racist

.....
This is one student's written response (with teacher's comments) to the following question:

¿Qué visión o perspectiva tienen estos dos autores acerca de la humanidad con respecto a la raza?
 ¿Cómo se asemejan en sus puntos de vista?

What vision or perspective do these two authors have about humanity with respect to race? How do they resemble each other in their point of view?

Los autores de los cuentos "Mi raza" y "La muralla" se inclinan a un mismo tema. El tema que estos dos autores se refieren es el racismo. El autor del cuento "La Muralla" tiene ^{el mismo} modo de pensar con el autor de "Mi raza" por que ellos dos piensan que el racismo es un fenómeno que no debe existir de ninguna manera, ni en ninguna parte del mundo. Estos dos autores piensan que el hombre tiene que estar siempre unido para triunfar en la vida.

En el poema "La Muralla" el autor dice "Para hacer esta muralla traiganme todas las manos". Cuando el autor dice esta frase, el se refiere a que vengan todos a colaborar contra los desprecios, el racismo, los malos tratos y todo lo malo sin importarnos el color de nuestra piel, el tamaño, edad, y, sexo. El auto se refiere a que todos deben de estar siempre unidos como hermanos, o mejor como una sola familia. Todo esto debe ser para que no exista ninguna clase de discriminación entre la misma gente.

En el cuento "Mi raza" el autor dice que el blanco por el color de su piel se cree superior a la otra ^{(de) gente}, y el negro por haber sufrido tanto en ^{el tiempo} esclavitud ahora piensa que tiene que ser siempre agresivo y resentido. Todos estos problemas crean la desigualdad de las razas, y la misma gente. Después de todo estos dos autores piensan que nosotros mismos somos los causantes de la discriminación que existe en el mundo hoy en día.

El autor Jose Martí nombra en su obra que "Los hombres verdaderos, negros o blancos, se tratarán con lealtad y ternura, por el gusto del merito y el orgullo de todo lo que honre la tierra!" En esta frase el autor quiere decir que algún día tal vez cuando por fin la gente haya razonado todos vamos a llevarnos bien como gente consciente de paz y amor, sin ninguna clase de conflictos y guerras entre sí.

Estos dos autores en sus obras tratan de hacer a la gente ^{bien} recapacitar acerca de los problemas que causan el racismo, y las consecuencias que trae el ser racista.

Se simboliza la muralla

No necesariamente

.....
Translation of the student's essay with teacher's comments:

The authors of the works, "My Race" and "The Rampart" have the same slant on a similar theme. The theme these two authors are referring to is racism. The author of the poem, "The Rampart," thinks along almost the same lines as the author of "My Race" because the two of them think that racism is a phenomenon that should not exist in any manner, not in any part of the world. These two authors think that men must be united in order to succeed in life.

In the poem, "The Rampart," the author says "To create this rampart, bring me every hand." When the author wrote this phrase, he meant that everyone needs to collaborate against contempt, racism, abuse and all misdeeds without noticing the color of our skin, size, age and gender.

The author means that every one should always be united as brothers, or even better like one whole family. All of this should come to be so that no kind of discrimination exists between the same people.

What does "The Rampart" symbolize?

In the story, "My Race," the author states that whites, through the color of their skin believe that they are superior to other people, and that black people for having suffered so much in the time of slavery, now he thinks that he always must be aggressive and resentful. All of these problems create the inequality of the races, and of the same people. After all, both of these authors think that we ourselves are the cause of the discrimination that exists in the world today. The author José Martí states in his work that "Real men, black and white, treat each other with loyalty and tenderness, out of a feeling of merit and pride in all that honors the earth." In this phrase the author wishes to say that perhaps one day, when at last people become reasonable, we will all become a people conscious of peace and love, without any type of conflict or wars among us.

Not necessarily

Good

In their works, these two authors attempt to make the people rethink the problems which cause racism, and the consequences that are brought on by being racist.

Expressing Our Thoughts Through Poetry

Native Language Arts: Chinese

LEARNING CONTEXT

This series of lessons provided extraordinary opportunities for high school students to explore the world of poetry.

The students learned how to brainstorm and generate a theme for a poem. They needed to search for details in support of the theme. They had to choose the best vocabulary to express their innermost feelings. In addition, they had to apply literary concepts and writing techniques in developing their poems.

Students of all language ability levels in Chinese were involved in this enjoyable and productive learning experience. The group writing activity served as an initial step for the students to experience the writing process. The class evaluation and revision of the poem empowered them with the critical thinking skills involved in creative writing. Afterwards, a number of the students' original poems were published in our high school's Chinese newsletter.

Teacher's Reflection:

“Although the lessons and activities in the learning experience were conducted in Chinese, the literary knowledge and writing techniques that the students acquired through the process will apply equally to English and other languages as well. With the prior knowledge on how to achieve an effectively written piece, these bilingual Chinese students will naturally transfer their knowledge and skills in producing creative texts in English. The interaction between the teacher, students, and peers contributed to an unforgettable learning experience.”

COMMENCEMENT

Standards and Performance Indicators

ELA Standard 2:

Listen to and read:

- ◆ a range of literary elements, and use these elements to interpret the work;
- ◆ to distinguish between different forms of poetry, and recognize how the author uses poetic form to convey message or intent.

Speak and write to:

- ◆ create original pieces in a variety of literary forms, correctly using the conventions of the genre and using structure and vocabulary to achieve the effect.

ELA Standard 4:

Listen and read to:

- ◆ share experiences to build a relationship with a peer or adult by discussing reactions to texts.

Speak and write to:

- ◆ share the process of writing with peers and adults.

Submitted by:

Li Bing Wu, Chinese Language Arts Teacher
New York City Board of Education
Murry Bergtraum High School
New York, NY

PROCEDURE

To develop an appreciation of the genre, the students have already spent one week studying selected readings of modern Chinese poetry with the teacher's guided questions, and another week reading at least five poems of their own interest. They have made comments on these poems.

TEACHER ACTIVITIES

- Teacher asked guiding questions to elicit the students' prior knowledge.
- Teacher led class discussion on generating a theme for a poem, e.g., love, nature, friendship, harmony, etc.
- Teacher facilitated a brainstorming session on the form their poem will take.
- Teacher encouraged students to use the literary elements they have learned to express their thoughts. Literary techniques included personification, simile, metaphor, exaggeration, parallelism, satire/irony, etc. Use of effective, appropriate diction was also recommended.
- Teacher assigned students to cooperative groups and circulated as they completed their tasks.
- Teacher acted as a facilitator throughout the revision process.



"The climax of this reading/writing process was when students were invited by other Chinese classes to recite their poems and talk about the experience."

INSTRUCTIONAL/ENVIRONMENTAL MODIFICATIONS

- ✓ Groups were set up to accommodate the range of abilities in the classroom.
- ✓ Students were paired to evaluate the writing.
- ✓ Individuals were encouraged to write their reflections on the whole process.
- ✓ Whole class was involved in modifying and polishing the poem.
- ✓ Chairs were arranged in groups of four for cooperative group work; chairs formed a circle for whole class discussions.

STUDENT ACTIVITIES

- * Students decided to write a group poem on the theme, "spring."
- * Students worked cooperatively in groups of four, with each member of the group given the role of either monitor, recorder, timekeeper, or reporter.
- * Each of the six groups took responsibility for one aspect of spring: changes from winter to spring; appearance of mountains and water; appearance of trees and flowers; activities of animals; activities of people; and summary lines which provided a sense of closure. Their work was written in marker on a large piece of construction paper to share with the entire class afterwards.
- * Each group shared its stanza of the poem with the teacher and class for review. Together they put the stanzas in a sequential order and modified and polished the poem.
- * Students read final version of the poem chorally, and copied it into their notebooks.
- * Students were asked to take the poem home, revise it and/or polish it further, and write a short critique of it.
- * Students wrote reflections of their experience in creating the poem.
- * Students were encouraged to write a poem based on their personal experience, using the techniques learned in class.
- * Students compiled their individual and class poems into a collection, translated them, and published them in a bilingual poetry book.



MATERIALS AND SUPPLIES

- Pictures of springtime scenes to serve as motivational tools
- Four flash cards to indicate cooperative group roles: monitor, timekeeper, recorder, and reporter
- Markers and pieces of construction paper for the students
- Colored chalks to make corrections

.....
This is the poem produced by the cooperative group work of Ms. Wu's class:

我們的春天

——FC8-02 集體創作



春天來了，
惠風驅走了寒冷，
喚醒了沉睡中的萬物，
一切都隨著春風躍動起來。

春天來了，
山巒間起伏著一片綠意，
溪流忘情地唱著歡歌，
奔向大海，擁抱久別的朋友。

春天來了，
碧綠的草木暢茂了，
鮮艷的百花盛開了，
帶來了一片生機。

春天來了，
蝶兒們破蛹而出，
鳥鳴，蛙叫，和著孩童的笑聲，
演奏著春天的第一樂章。

春天來了，
春風吹醒了大地，吹醒了田野，
辛勤的農人開始忙碌於田間，
插下新種子，洒下新希望。

我們熱愛春天，
生機勃勃的氣息。
我們熱愛春天，
千嬌百媚的姿容，
一個充滿了希望的春天。

The Spring

(Written and translated by the Class of FC8-02
Murry Bergtraum High School, NYC)

Spring has come,
The pleasant wind blows away the cold,
It wakes up the earth from sleep,
And all begins to stir.

Spring has come,
A green carpet stretches across the mountains,
Streams sing happily and flow towards the sea,
To embrace the friends with whom they have long parted.

Spring has come,
Green grass and woods become greener,
Beautiful flowers of all colors fully bloom.
They bring life back to the earth.

Spring has come,
Butterflies burst out from their cocoons.
Birds chirping and frogs croaking,
Together with children laughing,
Compose the first symphony of spring.

Spring has come,
The sun brings warmth to the earth.
Diligent farmers start busy in the fields,
Sowing new seeds and spreading new hope.

We love spring,
Its vigorous tones.
We love spring, its colorful looks,
A season full of hope!



TIME REQUIRED

- As presented here, this series of lessons took five instructional periods to complete.
- Students spent three instructional periods to create, revise, and evaluate the poem in the classroom setting.
- The teacher used one period to conduct the lesson, providing necessary information on how to write an effective poem.
- It could take more than one period for students to present their products in class.



ASSESSMENT TOOLS AND TECHNIQUES

- Students wrote reflections of their experiences in creating the poem.
- Students wrote comments and critiques on the poem they have composed.
- Students recited the poem to the class and other Chinese classes as well.
- Students produced and critiqued a poem of their own.

The Iditarod — A 1,000-Mile Race

Proficiency Level: Low-Intermediate ESL

LEARNING CONTEXT

This unit can be adapted for use with elementary school students in grades 1-5, at beginning through advanced proficiency levels of ESL.

Sometime prior to the annual Iditarod Sled Dog Race in March, the teacher initiates a discussion about the state of Alaska as a geographic entity in relation to the lower 48 states. Map study of the state will provide background for understanding the physical setting, the settlement of peoples and their customs, the wildlife indigenous to the state, and the historical context of the annual Iditarod Sled Dog Race.

The teacher provides a variety of books, maps, magazine and newspaper articles, videos, posters, and realia from previous races and information about the current race.

The teacher may also invite a musher (dog racer) and his/her dog to class.

Teacher's Reflection:

"This project was successful because it was multidisciplinary, the learning standards were addressed on numerous levels, and the project held a high interest level for the students. They were actively engaged in the learning process. The project fostered participation from all levels of students in discussions, team projects, and in individual research and reports."

ELEMENTARY

Standards and Performance Indicators

ELA Standard 1:

Listen and read to:

- ◆ acquire information and/or understand procedures;
- ◆ locate and use library media resources, with assistance, to acquire information;
- ◆ compare and contrast information on one topic from two different resources.

Speak and write to:

- ◆ share data, facts, and ideas;
- ◆ take notes to record data, facts, and ideas;
- ◆ state a main idea and support it with facts and details.

ELA Standard 3:

Listen and read to:

- ◆ distinguish between information in media texts and fictional material.

Speak and write to:

- ◆ use personal experience and knowledge to analyze and evaluate new ideas;
- ◆ predict, explain, or show relationships between information and events.

Submitted by:

Rochelle S. Richter, ESL Teacher
Rush-Henrietta School District
Fyle School
Rochester, NY

PROCEDURE

TEACHER ACTIVITIES

- Provided tools for the learning experience such as books, articles, videos, and maps, and computer expertise to extract information from the Internet site.
- Displayed enthusiasm for the project.
- Served as a resource for geography, history, English language arts, and biology related to the project.



MATERIALS AND SUPPLIES

BOOKS

- Bridwell, John. Clifford book series.
Chang, Cindy (Adapted). *Balto*.
Cleary, Beverly. Ribsby book series.
Flack, Marjorie. Angus book series.
Gardiner, John. *Stone Fox*.
Gill, Shelley. *Alaska's Three Bears*.
Gill, Shelley. *Kiana's Iditarod*.
Herriot, James. *Market Square Dog*.
Jones, Tim. *Dog Heroes*.
Kreeger, Charlene. *Alaska ABC Book*.
Livingston, M.C. *Dog Poems*.
O'Dell, Scott. *Black Star, Bright Dawn*.
Paulsen, Gary. *Dogsong*.
Ribbles, Libby. *Danger: The Dog Yard Cat*.
Rylant, Cynthia. Henry and Mudge book series.
White, Ed and Freedman, Donna. *Foxy's Tale*.
Zion, Gene. Harry book series.

INTERNET ADDRESSES

- Web site: <http://www.alaska.alaskan.com/~iditarod/>
E-mail: iditarod@iditarod.org

VIDEOS

- "Beyond Courage: The Dogs of the Iditarod"
"The Iditarod XXIV 1996: The Alaskan Celebration"
"Alaska's Three Bears"

OTHER MATERIALS

- Iditarod Classroom Information Packet
Iditarod Trail Committee, Inc.
P.O. Box 870800
Wasilla, Alaska 99687-0800
- AKC Public Education Department
51 Madison Avenue
New York, NY 10010
Attn: Kids' Corner
- Detailed map of Alaska with current year's route outlined.
- Illustration of a dog sled with instructions on how to create one.

STUDENT ACTIVITIES

- * Read fiction and nonfiction books about Alaska — particularly about training for the Iditarod.
- * Logged on to the Iditarod Web site daily for updates on conditions of the mushers, dogs, and weather.
- * Acquired information from the Internet site such as biographies of mushers, local Alaskan history, and geography.
- * Made predictions, analyzed information, and evaluated performances and performance times.
- * Wrote descriptive journal entries, dog stories, and poems.



INSTRUCTIONAL/ENVIRONMENTAL MODIFICATIONS

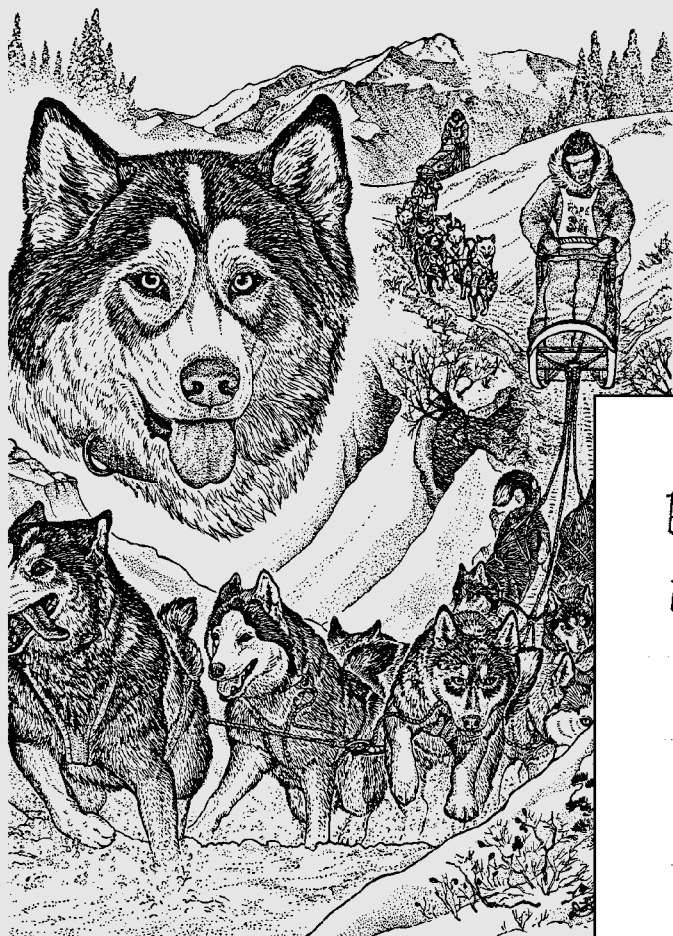
- ✓ This unit has been done with several small ESL groups of varying language levels in grades 1-5.
- ✓ Modifications were made in the level of materials (newspaper articles, videos, etc.) used.
- ✓ Accommodations were made in requirements for writing, math skills, and information gathered from the Internet.
- ✓ Modifications were made in the teacher's expectations of the group discussions and the students' analytical and critical thinking skills. Expectations depended on the grade level and proficiency levels of the students.



TIME REQUIRED

The project lasted approximately two to three weeks, depending on the duration of the race.

- **Planning Stage:** Two to three days prior to race
- **Implementation Stage:** Ten days for the race
- **Assessment Stage:** Takes place during race and for two to three days afterwards



ASSESSMENT TOOLS AND TECHNIQUES

- For the duration of the race, the students followed the trail on the map and they logged on to the Internet site to get information, which was shared with the group and analyzed on a daily basis.
- Math skills were used to calculate distances from checkpoint to checkpoint, distances between racers, and time differentials.
- Students predicted outcomes depending on the weather conditions, the latest information about the condition of the dogs on each team, and wildlife near the trail.
- Students used group discussion, analytical and critical thinking skills, journal writing, and observations. Students also produced a final project which entailed reading, writing, illustrating, and/or photographing.

.....
Example of student's work with teacher's editorial comments

Balto
Balto is a husky dog.
Balto is a hero of the dogs.
We have a statue of Balto in N.Y.C.
Balto == lived in Alaska.
Balto became a hero by moving
medicine
the medison to save the childrer
I read a book about Balto with
my class. Balto is a brave and
Smart dog.



Coming to America

ELEMENTARY

Proficiency Level: Beginning ESL

LEARNING CONTEXT

In this learning experience, ESL students in grades K-2 learn about their families' reasons for coming to America. They create a project that shares this information with others. They learn how to ask questions, listen for information, glean information from the answers, and use tape recorders in order to create a published written product that entails the use of computer technology. Photographs which incorporate their families "then" and "now" are also used in the project. The students' books become part of a kit on immigration for the International Museum of Photography at the George Eastman House; the kit will be lent to classes in the area.

The students' final projects may involve creating either a book, poster, game, or something else that tells and shows a "then/now" story about their families.

Teacher's Reflection:

"This learning experience created enthusiasm and pride in our ESL students. Not only were they able to draw on prior experiences shared with their families, but they also became more knowledgeable about world geography and computer technology. In addition, involving the George Eastman House here in Rochester created a valuable connection between their families, the school and the community. The students' projects of accordion-style books vividly told their personal immigration stories through their illustrations, photographs and their texts."

Standards and Performance Indicators

ELA Standard 1:

Listen and read to:

- ◆ gather and interpret information from books, audio, oral interviews, and maps;
- ◆ ask specific questions to clarify and extend meaning.

Speak and write to:

- ◆ use details, examples, or personal experiences to explain information;
- ◆ use the process of prewriting, drafting, revising, and proofreading.

ELA Standard 4:

Listen to and read:

- ◆ attentively and recognize when it is appropriate to speak.

Speak and write to:

- ◆ recognize the kind of interaction appropriate for different circumstances;
- ◆ take turns speaking and responding to others' ideas.

Submitted by:

Margaret Miyake, ESL Teacher
Greece Central School District
Parkland Elementary School
Rochester, NY

PROCEDURE

TEACHER ACTIVITIES

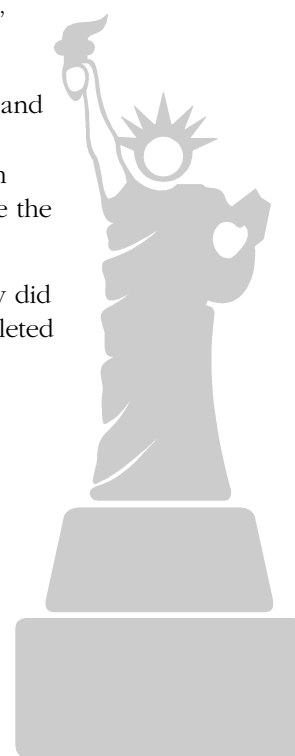
- Teacher introduced project, showing slides of immigrants coming to New York City at the turn of the century.
- Teacher showed video, “Molly’s Pilgrim,” with guiding questions to be answered by the students.
- Teacher read aloud *The Story of the First Thanksgiving*, by Elaine Raphael, and *How Many Days to America?* by Eve Bunting, and led discussion.
- Teacher led class in brainstorming a list of questions to ask their parents about coming to America, reviewing question words and use of correct punctuation.
- Teacher demonstrated how to ask questions, be a good listener, and use a tape recorder.
- Teacher facilitated a brainstorming session on writing a letter to parents about the project.
- Teacher scheduled a time when each student would share his/her family’s interview.
- Teacher guided students in deciding how they wanted to present their information.
- Teacher showed pictures taken of each family during the student’s interview.
- Teacher helped students assemble project.
- Teacher guided students in what to include in immigration kit and included this information in evaluation of what students learned.
- Teacher developed a rubric for students to fill out when project was completed.

INSTRUCTIONAL/ENVIRONMENTAL MODIFICATIONS

- ✓ Except for ensuring that the needed equipment was readily available for the students to complete the project, no special modifications were necessary for this project.

STUDENT ACTIVITIES

- * Discussed slides by exploring possible reasons for coming, expressing their feelings, and talking about what they brought with them.
- * Watched video, discussed it, and wrote answers to the guiding questions.
- * Listened to the stories, sequenced pictures from them, compared them, and wrote answers to questions.
- * Brainstormed list of questions to ask parents, wrote questions in notebook, typed questions on computer.
- * Practiced reading questions with a classmate and using a tape recorder, while demonstrating good listening behavior.
- * Brainstormed a letter for parents about the project; typed letter on computer; took letter, tape, and questions home and conducted interview.
- * Decided on information and photograph to share with the class, and listened attentively when other students shared information.
- * Chose whether to write or draw project, using resources such as maps and books if needed; scanned photograph of family into the computer, edited project, and typed it on the computer.
- * Selected a picture from those the teacher took and explained choice.
- * Assembled project, beginning with picture of their families in native countries, and ending with their families’ pictures in America.
- * Prepared immigration kit and created/assembled list of materials; invited museum director to class to receive the kit.
- * Discussed everything they did during project, and completed the rubric.





MATERIALS AND SUPPLIES

FOR THE STUDENTS:

1. tape recorders
2. notebooks, pencils, etc.
3. blank audiocassettes
4. computer
5. poster board
6. other supplies, as needed, for project presentation

FOR THE TEACHER:

1. video, "Molly's Pilgrim"
2. TV and VCR
3. slide projector
4. slides from Lewis Hine kit
(from George Eastman House)
5. books: *Molly's Pilgrim*, by Barbara Cohen; *The Story of the First Thanksgiving*, by Elaine Raphael; and *How Many Days to America?* by Eve Bunting
6. computer
7. scanner



TIME REQUIRED

- **Planning:** Five to ten hours
- **Implementation:** Fifteen to 20 days
- **Assessment:** Ongoing throughout implementation



ASSESSMENT TOOLS AND TECHNIQUES

The teacher assessed the work of the students on an ongoing basis throughout the learning experience on a number of dimensions:

- Through direct observation of the students;
- Through reviewing students' work, including:
 - reading and writing questions;
 - taped interviews;
 - writing up family interviews; and
 - their published books.

.....
List of questions brainstormed by first-grade student in Ms. Miyake's elementary K-2 ESL class

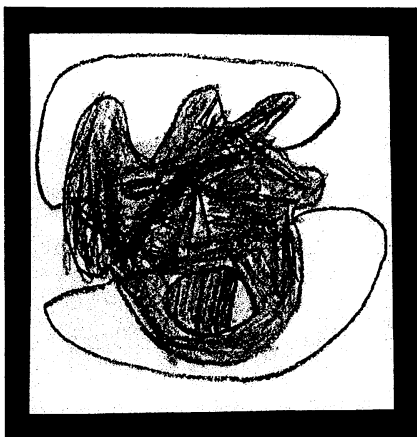
1. Why did we leave
our country?

How did you know
English?

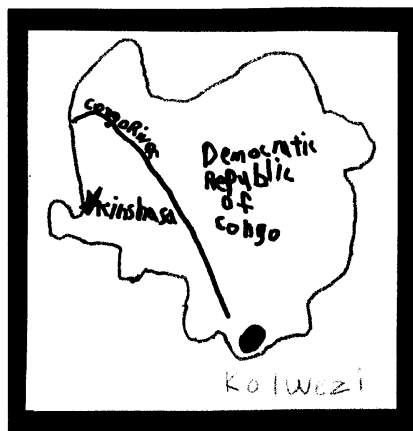
3. When did we
come to America?

What did we
bring from
our country?

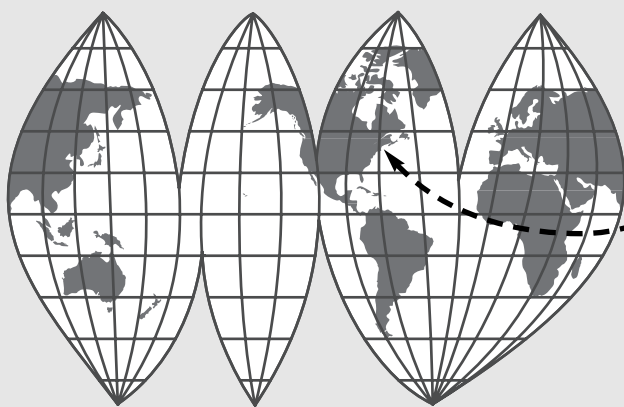
.....
Below are two pages from the same boy's finished project:
an accordion book about his family entitled "Coming to America"



We lived in Zaire, Africa.
We left our country because
of the trouble and the
fighting among the peoples.



Then when the trouble
started, my dad went to
Zambia. We stayed in Zaire.
I was born in Kolwezi.



Learning About Scuba Diving

INTERMEDIATE

Proficiency Level: Low-Intermediate ESL

LEARNING CONTEXT

This learning experience intends to show the beginning of a unit of study better known as a “theme cycle.”

The work is done mainly in school, but can evolve into an out-of-school activity as well.

The teacher facilitates a discussion with students about topics they are interested in learning about.

By starting from the perspective of the students’ own interests, they become enthused about and focused on the eventual topic to be explored. They learn about the ways decisions can be made through a process of voting on the topic.

During the research phase, they take on ownership and accept personal responsibility for following up on the resources they have decided to investigate.

Teacher’s Reflection:

“Using the ‘theme cycle’ as a learning experience allows the learner to be an active participant in what s/he will study. Student interest in the topic is already built in. The flexibility of this type of learning experience provides for many avenues of learning. It addresses many learning standards in an interrelated fashion, which is how most people learn.”

Standards and Performance Indicators

ELA Standard 1:

Listen and read to:

- ◆ interpret and analyze information from nonfiction books and reference materials;
- ◆ relate new information to prior knowledge and experience.

Speak and write to:

- ◆ develop information with appropriate supporting material;
- ◆ use standard English for formal presentation.

ELA Standard 4:

Listen to and read:

- ◆ attentively and build on others’ ideas in conversations with peers and adults.

Speak and write to:

- ◆ use appropriate language and style for the situation and audience and take into account the ideas and interests expressed by the person receiving the message.

Submitted by:

Rebecca Reyes, ESL Teacher
Geneva City School District
Geneva Middle School
Geneva, NY

PROCEDURE

The learning experience began with a group brainstorming session about topics in which the students were interested. Each student was allowed to contribute at least three ideas to the list of topics.

TEACHER ACTIVITIES

PHASE I:

- Teacher asked guiding questions which stimulated the students' responses.
- Teacher (or an able student) recorded students' ideas on large sheet of newsprint.
- Teacher made sure that all students understood each topic; pictures were used to give fuller explanations if necessary.
- Teacher explained that the topic selected would be decided by a vote of all the members of the class. She made sure that all of the students understood what was involved in a voting process.
- Teacher guided the students through several rounds of voting, which resulted in the top three finalists. The final vote yielded the top choice, "Scuba Diving."

PHASE II:

- Teacher created two webs entitled "What we already know" and "What we want to know" about scuba diving.
- Teacher filled in the webs according to student responses about the topic chosen.
- Teacher facilitated a brainstorming discussion of a list of resources that could help in the study of scuba diving.



STUDENT ACTIVITIES

PHASE I:

- * Students brainstormed about the topics that they are interested in exploring.
- * Students could assist in the recording on newsprint of the others' ideas about topics to be studied.
- * When list was complete, students copied the list onto a sheet of paper.
- * Students participated in the selection process by putting a check mark next to three of the topics. The top three choices were listed and the students then voted again. This process could go on for as many times as necessary to arrive at one topic.

PHASE II:

- * Students made contributions to the two webs.
- * Student ideas were written on the webs by a student.
- * Students brainstormed a list of resources with the teacher.
- * A list of group responsibilities was generated for this project, and it described the etiquette to be followed during the course of the project.
- * Students decided through discussion or vote which question to start with from the "What we want to know" web.

INSTRUCTIONAL/ENVIRONMENTAL MODIFICATIONS

- ✓ Students sat in a group at tables or desks in close proximity to the newsprint.
- ✓ Teacher should not be concerned with keeping a strict time frame for the project. Each phase could take one or two days depending on the proficiency levels of the students.
- ✓ When the students generate ideas for topics, it would be wise to maintain silence so that students have time to think or draw pictures of what they would like to study.
- ✓ The process of "theme cycle" allowed for many discussions, changes of plans, and "mini-lessons" within the overall project.



MATERIALS AND SUPPLIES

- Newsprint
- Markers — different colors
- Lined notebook paper
- Pens/pencils
- After topic has been chosen, a whole new list of materials will arise as different ideas are generated during discussions.
- *20,000 Leagues under the Sea*, by Jules Verne
- Resource list created by the students



TIME REQUIRED

- Time requirements can vary greatly with this type of learning experience.
- Planning may have to be spontaneous depending on where the students go within the learning experience.

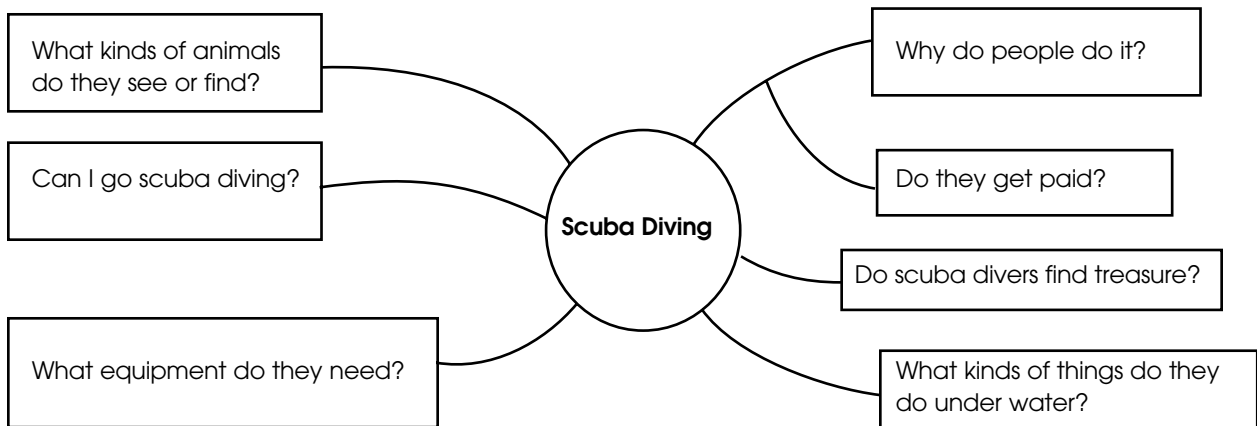


ASSESSMENT TOOLS AND TECHNIQUES

- Teacher was aware of students' body language (especially for nonverbal students) for feedback.
- Students had regularly scheduled group discussions about the topic. Teacher could assess at these points what students were having trouble with, and could review or teach a "mini-lesson" at the time it was needed.
- Teacher frequently asked comprehension and clarifying questions in order to gauge what the students perceived and to obtain new insights into the learning experience. Questions that developed the students' metacognition prepared them for other learning experiences in any classroom.
- Portfolios of students' work were maintained. They contained all drafts, finished copies, drawings, and articles of interest. Original newsprint webs and resource tools were also kept for reference throughout the learning experience.

.....
This is a copy of the web students created during their brainstorming session.

WHAT WE WANT TO KNOW



.....
Sample of student work

On a Saturday afternoon I went scuba diving with Lynsey, Angel and Victor. We had a lot of fun but, Lynsey was scared because she's never been scuba diving before. I told her that she doesn't have to be scared, that I would be there with her. So we went in the water and it was beautiful, there was alot of strange animals. Victor and Angel were fascinated, because they saw a hammer shark. Lynsey was very scared because she thought that the shark would eat us, so we got out of the water and we went home. Angel and Victor said that they had a lot of fun, and Linsey told me that she had alot of fun too.

By Elena Navarro



ESL INTEGRATED LITERATURE UNIT

COMMENCEMENT

Proficiency Level: Intermediate ESL

LEARNING CONTEXT

This is one of several literature units secondary-level ESL students in grades 9-12 can work through as they develop their conceptual and skill bases in content areas while improving their English language skills. This particular unit centers around preparing to read and reading *The Island of the Blue Dolphins*, by Scott O'Dell, although this approach could be used for many other novels. A brief annotated bibliography of other possible novels to use with this approach is included at the end of this learning experience. This unit integrates the reading and analysis of literature, the development of research skills, and the development of English language skills for nonnative speakers, with conceptual development in Earth science, biology, physics, U.S. history, art, and music.

Students need to be able to read young adult literature with the support of a richly developed context.

Teacher's Reflection:

"The unit reflects current scholarship in the field of TESOL because it provides a rich context to support learning of content and reading of literature, because it encourages students to self-assess and set and work toward goals, and because it leads students to use English in authentic ways, for authentic purposes and at ever-increasing levels of complexity and proficiency."

Standards and Performance Indicators

ELA Standard 1:

Listen and read to:

- ◆ collect data, facts, and ideas;
- ◆ discover relationships, concepts, and generalizations.

Speak and write to:

- ◆ acquire, interpret, apply, and transmit information;
- ◆ analyze and integrate data, facts, and ideas to communicate information.

ELA Standard 2:

Listen and read to:

- ◆ develop an understanding of diverse social, historical, and cultural dimensions that text and performances represent.

Speak and write to:

- ◆ use oral and written language that follows the accepted conventions of the English language for self-expression and artistic creation.

Submitted by:

Margaret A. Dwyer, ESL Teacher
Ithaca City Schools
Ithaca High School
Ithaca, NY

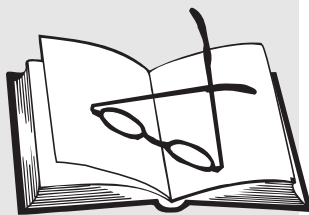
PROCEDURE

TEACHER

The teacher introduced the book to be read and told students that each of them would develop expertise in some area related to the book before it was read. Students chose their area of expertise in consultation with their content-area teachers and their parents. They could select areas from a list generated by the ESL teacher, or they could propose other areas of study. These areas included: Earth science, biology, physics, global studies and U.S. history, health, art, and music.

STUDENTS

Students then worked alone, in pairs, or in small groups to research their topics, using a wide variety of resources and skills. They evaluated themselves as public speakers and writers, designed a plan to present their research findings, and prepared visual or audio aids for their presentations. These graphics remained posted around the room, or on tape for reference as the class read the novel.



For example

A student may choose to become the resident scholar on the topic of climate in the novel. The student will be told the location of the island in the novel, and then will be asked to consider all relevant factors, e.g., latitude, prevailing winds, etc., to predict the climate. The student will probably use textbooks, teachers, library materials, various government weather services on the Internet, and other sources. The student will probably create a map and/or a climatogram or other charts and graphs to supplement his/her report to the class. The student will complete a self-evaluation rating scale which describes the student's own assessment of his/her presentation, including those areas in which the student feels that improvement is needed, and notes what steps could be taken to improve his/her performance.

INSTRUCTIONAL/ENVIRONMENTAL MODIFICATIONS

- ✓ For low-intermediate ESL students to engage in this level of research fruitfully, extended time periods were helpful. The class met for one and a half hours daily, allowing them to make good use of the library and technology center resources, and permitting them the kind of quality group time they needed to work together successfully.
- ✓ A set of novels for the class, an adequate school library, and various work centers for computer use, art projects, and music creations and recordings were the materials and supplies necessary for this learning experience.



TIME REQUIRED

This unit took approximately six weeks, one and a half hours per day. There was no separate time for assessment, as assessment was ongoing.



ASSESSMENT TOOLS AND TECHNIQUES

- The students' work was assessed throughout the research process, on the presentation of findings, and during reading and responding to the novel.
- An integral part of this unit and all the other related literature units includes self-evaluation. The students set and worked toward their own goals, as demonstrated on the following page.

.....
Student self-evaluation form for oral presentation
developed by the teacher

Fabulous Oral Presentations Self Evaluation Form

Name _____ Date: _____

Rank your skills in the following areas. 1 = very weak -- 5 = very strong. For every area that you mark 3 or lower, write one or two specific steps you could take to improve.

1. I prepare my oral presentations so clearly that my audience understands the topic I am going to discuss within the first few seconds.

1 2 3 4 5

Steps I could take to improve:

2. I relate my topic to other ideas or experiences that I know my audience understands, and I always include examples of the most important points.

1 2 3 4 5

Steps I could take to improve:

3. My pronunciation is clear.

1 2 3 4 5

Steps I could take to improve:

4. My rate of speech is just right -- not too fast or too slow.

1 2 3 4 5

Steps I could take to improve:

5. My tone of voice is loud enough and interesting.

1 2 3 4 5

Steps I could take to improve:

6. I look at and speak to my audience. I do not read.

1 2 3 4 5

Steps I could take to improve:

7. I select or prepare visual aids that are attractive and interesting.

1 2 3 4 5

Steps I could take to improve:

8. I touch the audience's senses with music, food, art, or experiences when it would be helpful to do so.

1 2 3 4 5

Steps I could take to improve:

9. I use humor when I can.

1 2 3 4 5

Steps I could take to improve:

10. I communicate interest in and excitement about my topic.

1 2 3 4 5

Steps I could take to improve:

Now go back and select the first area you will work to improve. Be sure you have at least two specific steps you will take to improve in this area. Discuss this goal with your learning partner and your teacher. All three of you will sign below when your goal and your plans for reaching your goal are clear.

_____ (student) _____ (partner)

_____ (teacher)

When you give your oral presentation, how well you met your goal will be a very important part of your evaluation.

Dwyer 1996



In addition, students completed a written research report on their findings. They used the writing process to develop their reports. The first draft could be based on the information obtained for their class presentations. Throughout the writing process they continued to revise and edit their reports through peer conferences and conferences with the teacher.

What is a tidal pool?

The tidal pool is a pool created by the tide on the rock basin or beach. When the tide goes out and comes in, pools are formed ^{at} between the land and the sea. As the tide washes over the shore twice a day. The tidal pool can be created on the rock or sand. Middle and upper zone pools are farther from the ocean than lower zone pools (Day 4).

To survive in tidal pool, organisms have to adapt the harsh environment. When the tide ebbs, there is less and less water, the sun will shine and the wind will blow. When the tide comes in, they must be able to live in the water (Atlas 1).

Which organisms are able to live there?

Plants

To live in tidal pool, the plant has to know how to live in the water or in almost no water. They have character that is adaptive ^{to} tidal pool. They look very different from other plants on the ground.

Sea weed belongs to a group of plants called algae. They have no flowers, no leaves, and no roots. Instead of roots, sea weeds have a holdfast. They hold on to a rock really tightly to protect them, because when tides goes out, powerful winds will blow. When the tides comes in, powerful waves beat upon the tidal pool and they want to stay on the rock. The holdfast is so strong that you cannot take the seaweeds off the rock (Tide).

Their color is not green but they carry out photosynthesis like other plants. During photosynthesis, they use the sunlight, together with carbon dioxide and sea water, to make their food in this process. Seaweeds provide shrimp, crabs, fish, and many other organisms with places to hide from predator. In summer, seaweeds also help block out bright sunlight, which can make the water too hot for the animals that live there. Many kinds of animals feed on seaweeds like sea slugs and snail (Tide).

.....

Excerpts from student's second draft of research paper with teacher's editorial comments

What are the abiotic factors?

When the tide comes in, the abiotic factors of tidal pool are same as those in the ocean. Because after the tides comes in, the tide will go out again and sea water will still here in rock basin then you can see underwater life (Day 1). This is same kind of sea water. Because this basin is made of rocks, water may not absorbed and water is not moving. The sun heats water and depletes (their oxygen or even evaporate them). Also rain water makes them contain less salt. That is why it has limited population (Day 2). These characteristics of tidal pool is the difference between tidal pool and other shore ecosystem (Johnson).

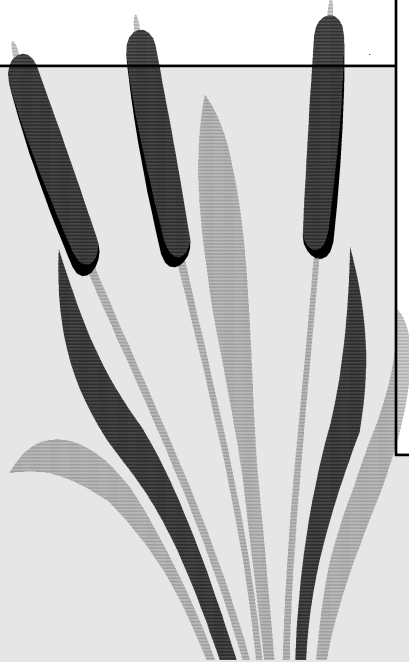
The most important thing in tidal pool is the harsh environment. The number of species in tidal pools on rocky shores along the New England coast is not as large as in a tidal pool on a rocky Pacific coast. This is because of the harsh environment like increase amount of water when tide comes in, and exposure to the sun (Ocean 9).

How do human interact with tidal pools?

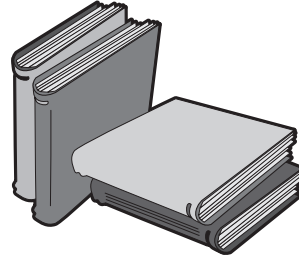
Tidal pool is special to human. There is lot of organism ^{we} we can eat or we can use as a jewel. But humans are not helping tidal pools at all. They walk on the beach and trample organisms. And they gather the organisms and eat them. Also they throw away trash. Some people collect shells as a hobby. Also people set up resort area, and they build buildings ^{up} such as hotels or restaurants. As well as other ecosystem, tidal pool is destroyed by human. People must stop contaminate tidal pool.

Conclusion

The tidal pool is created by tide, and there are lot of special plants and animals. They have the special characteristic that can live in the tidal pool. Also the abiotic factors of the tidal pool are distinct from abiotic factor of the other ecosystem. The tidal pool is important to the life of human, and also related to other ecosystem. We must preserve the tidal pool.



Annotated Bibliography of Other Novels Which Could Be Used for a Similar Learning Experience



The following is a list of novels that could be used with secondary ESL students ranging in proficiency from low- to high-intermediate. Below each title is a partial list of possible areas for research and related study.

Cisneros, Sandra. *The House on Mango Street.*

Chicano studies; urban problems and alternatives; alternatives for youth.

Choi, Sook Nhul. *Year of Impossible Goodbyes.*

World War II in the Pacific, especially the Japanese occupation of Korea; oppression and resistance; the politics of language and language loyalty.

George, Jean C. *Julie of the Wolves.*

Tundra biome; traditional versus modern life in the North; wolves and wolf behavior.

Lipsyte, Robert. *The Contender.*

Harlem past and present; the African American nationalist movement; the physiology and psychology of drug addiction; youth alternatives to drugs; the value of sports and other commitments.

Lowry, Lois. *Number the Stars.*

World War II and the Holocaust in Europe; oppression and resistance.

Mazer, Norma Fox. *A Figure of Speech.*

Extended, nuclear, and other family structures; ancestor worship; ageism; ethical responsibilities between generations.

O'Brien, Robert C. *Z is for Zacharia.*

Nuclear power and war; Hiroshima; the Manhattan Project; issue of nuclear testing: past, present, and future.

Paulsen, Gary. *Dogsong.*

Tundra biome; traditional versus modern life in the North; rites of passage to adulthood.

Peck, Ira. *The Life and Times of Martin Luther King.*

Jim Crow; segregation; civil rights movement; inspirational leaders.

Speare, Elizabeth. *The Witch of Blackbird Pond.*

The Inquisition and the Burning Times in Europe; religious freedom and persecution in Europe and in the colonial United States; issues of intolerance; colonial life in New England.

Parent and Family Involvement

Parents are their children's first teachers. The involvement of all parents, including parents of LEP/ELLs, contributes to their children's learning and enables students to succeed not just in school but throughout life. Support for parental involvement is shown in compelling research evidence suggesting that parental involvement has positive effects on children's academic achievement (Carrasquillo and London, 1993; Delgado-Gaitan, 1991; Heine, 1992; Henderson, 1987; Quelmatz, Shields and Knapp, 1995).

Parents and Families as Active Partners

The input of parents and families in the educational process is, now more than ever, of paramount urgency. Children do best in school when their parents are able to play four key roles: that of teacher, supporter, advocate, and decision maker. Parental involvement is associated with numerous benefits:

- sustained gains in academic achievement
- enhanced English language skills
- increased cognitive growth
- improved behaviors in school
- better home-school relationships
- more favorable attitudes toward school
- higher self-concept

Current research (Bermudez and Marquez, 1996; Carrasquillo and London, 1993; Ochoa and Mardirosian, 1996; Sherman, Cheyette and Peterson, 1991; Shartrand, Weiss, Kreider and Lopez, 1997) has established a positive correlation between parents' active participation in their children's learning and schooling and the children's sustained gains in academic achievement.

The Role of Parents Within the NYSED Standards Movement

An integral part of the New York State Education Department's standards movement is the participation of all parents in the educational process. Toward this end, the Department requires parent participation in the building-level planning teams formed in accordance with Part 100.11 of the Regulations of the Commissioner of Education. By becoming active participants in their children's education and involved in the decision-making process at the school level, they become well informed about the important educational issues affecting their children. Thus, parents and schools work together to create a strong parent-school partnership.

Key Concepts:

- ◆ Parent involvement (CR Part 100.11)
- ◆ Benefits to student achievement
- ◆ Parent-school partnership
- ◆ Ongoing feedback
- ◆ School-based strategies to increase parental involvement
- ◆ Early literacy practices at home
- ◆ Community resources

The joy and all the economic and spiritual benefits of reading should be part of everyone's life, and the family is the place where it all begins.

Barbara Bush

Diverse Needs of Parents of Limited English Proficient/English Language Learners

Although some parents of LEP/ELLs may be familiar with the language and culture of the United States, a significant number of parents may not yet speak English, the language of the school. Some parents may exhibit cultural traits different from those of the teachers of their children. They may uphold values that appear to conflict with mainstream practices in the United States and with beliefs about education and family roles. Some of these different perspectives may present impediments to their children's success in American public schools.

Schools need to view ethnically and linguistically diverse parents as concerned individuals who are willing and able to contribute to the improvement of their children's progress. Schools must have high expectations for parental involvement. Ochoa and Mardirosian (1996) cite examples in which low parent participation is, in many ways, related to low expectations of students' academic success. Parents whose English is limited should be encouraged to participate in their children's education, and should be accommodated in terms of language.

School-Based Strategies to Increase Parental Involvement

Understanding the many influences in the lives of students both inside and outside the classroom can enrich efforts to develop a curriculum that is meaningful and relevant and will conform to State and local academic learning standards. The following strategies can assist educators as they help parents understand the academic and learning challenges ahead for their children and become more involved in their children's academic achievement:

- All school staff should try to learn about the characteristics of the parents and families of the students in their school. By identifying these characteristics (language, educational and literacy levels, socioeconomic background, family constellation, household composition), teachers can begin to plan appropriate activities to motivate parents to become more involved in their children's education. For example, if the parent of a student has two jobs in order to keep up with the financial demands of the family, parent meetings or conferences should be planned accordingly.
- Provide frequent communication, both written and oral, in the language(s) and on a level parents understand. Keep them informed about school events and academic standards. Direct and individual communication is more effective than just inviting parents to school, advising them to check homework, and asking that they be more attentive to the content being taught. Listen to the parents' concerns, issues, and experiences to be able to make informative decisions about parental involvement and services. In addition, provide home visits to assist parents and students in need and to keep them informed and involved.

- Provide parents with an opportunity to provide ongoing feedback. Include parents early on in considering issues ranging from policy decisions to schedules and content. Moreover, research indicates that curriculum developers should draw on parents' knowledge and experiences to integrate salient cultural interests and social issues into literacy content. The school might prepare an informal questionnaire, written in the parents' native language, asking for suggestions for activities and ideas that parents and teachers can do together to improve student performance and attitudes. Teachers can learn from parents about their child-rearing beliefs and family skills and resources.
- Focus on the strengths that parents and families bring to the community, such as their language and culture.
- Schools should send home specific tasks that parents can do with their children on a regular basis. Parents will develop a routine of expecting the communication and of completing the specific tasks assigned.
- Schools need to provide opportunities to strengthen parenting skills, enhance parent networks, and minimize parental stress. Often, teachers deal with students and families challenged by poverty, single parenthood, and many other social demands. Such stressful circumstances can impede effective parenting practices, which could affect their children's development and school achievement.
- For parents of limited English proficient/English language learners who are not themselves fully literate, it is especially critical to have meaningful opportunities to enhance their literacy skills. Schools may wish to implement family literacy programs in which the whole family is involved in reading by creating a take-home library with a variety of books and magazines in the parents' native language. They may provide such programs after school, in the evening, or on Saturdays to accommodate the families' needs. A "parents' room," containing a library of books, articles, and other sources of information about parenting and literacy development, could provide additional support.
- Schools can also encourage parents to participate by providing ESL classes for parents, GED classes in English or the native language if available, and workshops on writing skills. Schools can further encourage parental participation by stressing parent-child learning (i.e., reading/writing) activities, and by offering parents the opportunity to strengthen or develop literacy skills in the native language.
- Schools should emphasize to parents the need to provide learning activities in the family's dominant language, whenever possible (Crawford, 1997).

In conclusion, it is essential that schools look at ways to bring parents into the educational process through the creation of school partnerships with parents to assist and encourage their active participation in their children's education.

Ten Ways to Promote Language Learning at Home

Below is a brief list of strategies that can be useful in helping parents understand ways in which they can assist in their children's language and literacy development.

TEN WAYS PARENTS CAN PROMOTE LANGUAGE LEARNING AT HOME

1. Begin reading to your children at an early age, and as often as possible, in your native language and if possible in English. Literacy in the native language helps in developing proficiency in the second language.
2. Visit your public library with your children. Choose books for yourself and your children. As often as possible, read them stories in your native language and about your native culture.
3. Keep many types of reading materials (books, magazines, newspapers, etc.) in your native language and in English in your home. Encourage your older children to read to your younger children, and allow your children to see that you also enjoy reading.
4. Ask your children questions about what they have read, such as:
 - What is happening in the story?
 - What do you think will happen next?
 - What did you like best about the story?

Asking these questions can help your children become excited about reading, more responsible for their own learning, and more knowledgeable about their native and new cultures.

5. Take your children to places in the community that offer educational activities and learning experiences. Talk to your children about what they are seeing. Provide them with the names of new objects of attention, concern, or interest. Answer questions they may have. Remember, you are your child's first teacher.
6. Tell your children stories about your family, as well as stories and songs you liked to hear when you were a child in your native country. In this way, not only are you reinforcing listening skills, but you are also passing along important cultural information.
7. Discuss things that happen in school every day. Engage your children in conversation about their favorite subjects and teachers, and any special events that go on. Listen closely to what they say in response.
8. Find different opportunities for your children to write frequently in your native language and in English. Encourage them to write in a journal or diary, leave notes for family members, compile shopping lists, write down recipes, and write letters to family, friends, and/or pen pals.
9. Select television programs that you and your child can watch and discuss. Limit the amount of time your children can watch television and encourage them to read, write, listen to music, or talk with family members or friends.
10. Designate a quiet place in your home for reading where your child is comfortable and away from distractions.

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Glossary

The following terms are used in the preceding chapters and are closely related to the education of limited English proficient/English language learners in New York State.

A

Academic Language: See **CALP: Cognitive Academic Language Proficiency.**

Acquisition: See **Language Acquisition.**

Anecdotal Records: Teacher-recorded observations that become part of the student's informal assessment portfolio. They may include both spontaneous anecdotes about a student's performance as well as systematic observations about the student's reading strategies, habits, interests, etc. (Weaver, C., 1994)

Authentic Assessment: A type of assessment that seeks to address widespread concerns about standardized, norm-referenced testing by representing "literacy behavior of the community and workplace" and reflecting "the actual learning and instructional activities of the classroom and out-of-school worlds" (Hiebert et al., 1994), e.g., portfolios. (Harris, T.L. and R.E. Hodges, 1995)

B

BE: Bilingual Education. The use of two languages as the media of instruction in part or all of an instructional program. Several types of bilingual education programs exist, including: **a. transitional bilingual education programs**, in which the primary language of the students is used for instructional support until some prescribed level of proficiency in the second language is reached; **b. maintenance bilingual education programs**, in which the primary language of the students is first used, with a gradual transition toward the use of the primary language in some subjects and the use of the second language in others; **c. two-way bilingual programs**, also known as **dual language programs**, in which two languages are employed, one of which is English, for the purposes of instruction, and which involve students who are native speakers of each of these languages. Both groups of students, English language learners and native English speakers, have the opportunity to become bilingual and biliterate. They learn curricula through their native language and second language while continuing to develop skills and proficiency in both languages. (Harris, T.L. and R.E. Hodges, 1995; *Regents Policy Paper and Proposed Action Plan for Bilingual Education*, 1989)

Bilingual Education Program: In New York State, this program involves instruction in English and in the native language which facilitates academic progress and oral language and literacy skills in two languages. It provides English language learners with content-area instruction in the native language and in English, native language arts instruction, instruction in English as a second language and in English language arts.

BETAC: Bilingual/ESL Technical Assistance Center. A regional organization supported through the auspices of the New York State Education Department Office of Bilingual Education. There are 12 centers located in Boards of Cooperative Educational Services centers and in large cities throughout the State to assist schools serving English language learners. (*Regents Policy Paper and Proposed Action Plan for Bilingual Education*, 1989)

BICS: Basic Interpersonal Communicative Skills. Also known as **Conversational** or **Social Language.** (Cummins, 1980, 1991) Everyday, straightforward communication skills that are helped by contextual support. (Baker, C. and S.P. Jones, 1998) Research indicates that students need approximately two to three years in order to be able to understand and talk in context-rich situations.

Biliteracy: Reading and writing in two languages. (Baker, C. and S.P. Jones, 1998)

C

CALP: Cognitive Academic Language Proficiency. Also known as **Academic Language.** (Cummins, 1980, 1991) The level of second language proficiency needed by students to perform the more abstract and cognitively demanding tasks of a classroom. Such language is often abstract, without contextual supports such as gestures and the viewing of objects. (Baker, C. and S.P. Jones, 1998) Research indicates that students need approximately five to seven years to use the second language in order to learn, read, and write academic materials such as history and science.

CR Part 100.11: New York State Education Commissioner's Regulations governing the participation of parents on building-level planning teams as an integral part of the movement to raise standards.

CR Part 117: New York State Education Commissioner's Regulations establishing standards for the screening of every new entrant to the schools to determine which pupils are possibly gifted, have a handicapping condition, and/or possibly are limited English proficient.

CR Part 154: New York State Education Commissioner's Regulations for the education of pupils with limited English proficiency. These regulations define requirements for school districts in developing and implementing programs for limited English proficient/English language learners that are consistent with Education Law 3204 and CR Part 117.

Cognate: **1.** A language with the same historical source as another language or languages, as the Romance languages, which are each derived from Latin. **2.** A word related in meaning and form to a word in another language or languages because the languages have the same ultimate source, as *mater* (Latin), *mother* (English), *madre* (Spanish), *Mutter* (German), *moeder* (Dutch), and *matr* (Sanskrit). (Harris, T.L. and R.E. Hodges, 1995)

Cognitive Domain: The psychological field of intellectual activity. (Harris, T.L. and R.E. Hodges, 1995)

CUP: Common Underlying Proficiency. Two or more languages contributing to the central, unified thinking system in a given individual. The manifestations of linguistic interdependence in language learning are the understandings common across languages which make possible the transfer of such skills. Thus, ideas, concepts, attitudes, knowledge, and skills can transfer into either language. (Cummins, J., 1989; Baker, C. and S.P. Jones, 1998)

Communicative Competence: The ability to use any form of language appropriate to the demands of social situations. The components of communicative competence include linguistic knowledge, cultural knowledge, and interaction skills. (Harris, T.L. and R.E. Hodges, 1995)

Conditions of Learning: The state, circumstances, and environment in which the process or result of change in students' behavior is accomplished through practice, instruction, or experience. (Harris, T.L. and R.E. Hodges, 1995)

Content Standards: Specify what students should know, understand, and be able to do. They indicate the knowledge and skills — the ways of thinking, working, communicating, reasoning, and investigating, and the most important and enduring ideas, concepts, issues, dilemmas, and knowledge essential to an academic discipline — that should be taught and learned in school. (National Education Goals Panel, 1993)

Conversational Language: See **BICS: Basic Interpersonal Communicative Skills.**

Critical Thinking: **1.** The logical thought processes characteristic of the scientific method. **2.** The thought processes characteristic of creativity and criticism in literature and other arts. *Compare to* **Divergent Thinking.** (Harris, T.L. and R.E. Hodges, 1995)

Critical Lens: **1.** On the Comprehensive Regents Examination in English, a term used to describe a statement that expresses a viewpoint from which literature can be judged or interpreted. (Shepherd, R.D., 1999). **2.** A statement that provides a particular perspective on literature or some aspect of literature that establishes the criteria for analyzing particular works. (*New York State Testing Program, Revised Regents Comprehensive Examination in English, Test Sampler Draft*, Spring 1998)

D

Decoding: In learning to read, decoding is the deciphering of the sounds and meanings of letters, combinations of letters, whole words, and sentences of text. Sometimes decoding refers only to being able to read a text without necessarily understanding the meaning of that text. (Baker, C. and S.P. Jones, 1998)

Descriptive Text: Also referred to as **Description.** One of the four traditional forms of composition in speech and writing that gives a verbal picture of character and event, including the setting in which they occur. (Harris, T.L. and R.E. Hodges, 1995) *Compare to* **Expository Text; Narrative Text; Persuasive Text.**

Divergent Thinking: The process of elaborating on ideas in order to generate new ideas or alternative interpretations of given information. (Harris, T.L. and R.E. Hodges, 1995) *Compare to* **Critical Thinking.**

E

ELA: English Language Arts. Instruction which focuses on the development of the English language: reading, writing, spelling, as well as oral communication. (Harris, T.L. and R.E. Hodges, 1995)

ELL: English Language Learner. An alternate term that is used to describe a limited English proficient (LEP) student, which focuses positively on the development of the English language, rather than viewing the native language as a deficit. (Baker, C. and S.P. Jones, 1998) *In New York State, the term limited English proficient and its acronym LEP have been combined with the term English language learner and its acronym ELL. Compare to* **Limited English Proficient (LEP).**

ESL: English as a Second Language. Also referred to as **English for Speakers of Other Languages (ESOL).** A specific discipline which uses an approach allowing students to learn English systematically and cumulatively, moving from concrete to abstract levels of language in a spiraling fashion. A quality English as a second language program is sensitive to the student's first language and culture and also incorporates contrastive analyses and multicultural education to facilitate the student's integration into the culturally pluralistic mainstream. Furthermore, the program must address the four language skill areas of understanding, speaking, reading, and writing English as well as content-area instruction. (*Regents Policy Paper and Proposed Action Plan for Bilingual Education*, 1989)

Essential Elements of Effective Programs: Characteristics of programs found to be necessary in order to provide quality bilingual and ESL instruction that allows LEP students to meet the NYS learning standards and graduation requirements. (Report to the Board of Regents from the New York State Education Department Office for Elementary, Middle, Secondary and Continuing Education, 1998)

Expository Text: Also known as **Exposition.** One of the four traditional forms of composition in speech and writing that is intended to set forth or explain. (Harris, T.L. and R.E. Hodges, 1995) *Compare to* **Descriptive Text; Narrative Text; Persuasive Text.**

Extensive Reading: Extensive reading of material of many kinds, both in school and outside, which results in substantial growth in the vocabulary, comprehension abilities, and information base of students. (*NYS English Language Arts Resource Guide*, 1997)

F

Figurative Language: Also known as **Figures of Speech**. Expressions with a meaning other than or beyond the literal. Figurative language includes: hyperbole, irony, metaphor, simile, personification, symbol, synesthesia, and understatement. (Shepherd, R.D., 1999)

Formal Assessment: The collection of data, using standardized tests or procedures under controlled conditions. (Harris, T.L. and R.E. Hodges, 1995)

Freestanding English as a Second Language Program: In New York State, this program of instruction is comprised of three components: instruction in English as a second language; instruction in English language arts; and content-area instruction in English supported by ESL methodologies. Such instruction takes into account the first language and culture of the English language learners.

Freewriting: Writing that is unrestricted in form, style, content, and purpose. Like brainstorming, freewriting as a teaching technique is designed to help the student writer find a personal voice through uninhibited expression. (Harris, T.L. and R.E. Hodges, 1995)

G

Genre: 1. A category used to classify literary works, usually by form, technique, or content. **2.** Any type of discourse that possesses typified, distinguishable conventions of form, style, or content in recurring contexts. (Harris, T.L. and R.E. Hodges, 1995)

Goals 2000: Educate America Act. Federal legislation which supports state efforts to develop clear and rigorous standards for what every child should know and be able to do, and supports comprehensive state- and district-wide planning and implementation of school improvement efforts focused on improving student achievement of those standards. (*Goals 2000: Educate America Act*, H.R. 1804, enacted January 25, 1994)

H

Higher-Order Thinking Skills: A form of complex thinking, especially of a logical or abstract type. (Harris, T.L. and R.E. Hodges, 1995)

Holistic Approach: 1. Teaching in which subject matter is kept intact rather than separated into parts for instructional purposes, as the integration of speaking, listening, reading, and writing into a unified approach to literacy instruction. **2.** Whole-part-whole teaching: providing an overview before details are covered, then recapitulating how the parts fit into the whole. **3.** Instruction that attempts to make connections between the student's emotional and personal life and the materials being presented. (Harris, T.L. and R.E. Hodges, 1995)

Holistic Scoring: In writing assessment, the assignment of a single score to writing samples on the basis of the adequacy of the overall coverage and presentation. Holistic scoring applies criterion-referenced measurement in the use of "anchor" papers selected from the entire population sample to represent a range of performance levels. (Harris, T.L. and R.E. Hodges, 1995)

I

IASA: Improving America's Schools Act. Federal legislation which reauthorized the Elementary and Secondary Education Act of 1965 (ESEA). The act established the core principle that disadvantaged children should achieve the same challenging academic standards as their more fortunate peers, by helping states, districts, schools, and teachers use these standards to guide classroom instruction and assessment for all students. (*Improving America's Schools Act of 1994*, H.R. 6, enacted January 25, 1994)

Informal Assessment: A holistic appraisal of a student's performance, using a broad sample of subject matter performances, through observation and other non-standardized procedures. (Harris, T.L. and R.E. Hodges, 1995)

Integrated Activities: Organizing instruction into broad, theme-based clusters of work through which reading, writing, and speaking activities are interrelated in order to promote understanding among activities and ideas. (*NYS English Language Arts Resource Guide*, 1997)

Integrated Approach: The integration of listening, speaking, reading, and writing in language teaching and language assessment. (Baker, C. and S.P. Jones, 1998)

Integrated Instruction: The organization of instruction to bring into close relationship the concepts, skills, and values of separately taught subjects to make them mutually reinforcing. (Harris, T.L. and R.E. Hodges, 1995)

Interactive Learning: Learning in which children and young people are involved in thinking about, writing about, and talking about their learning; this practice produces more effective growth than instruction in which they are passive. (*NYS English Language Arts Resource Guide*, 1997)

L

L1: First Language. The first or initial language learned by a child. See also **Native Language; Mother Tongue**. (Baker, C. and S.P. Jones, 1998)

L2: Second Language. This term is used in different, overlapping ways, and can mean: (1) the second language learned (chronologically); (2) the weaker language; (3) a language that is not the "mother tongue"; (4) the less used language. The term is sometimes used to describe third and further languages. (Harris, T.L. and R.E. Hodges, 1995)

Language: The systematic, conventional use of sounds, signs, or written symbols in a human society for communication and self-expression. (Crystal, 1992, in Harris, T.L. and R.E. Hodges, 1995)

Language Acquisition: The process of acquiring a first or second language. Some linguists distinguish between “language acquisition” and “language learning” of a second language, using the former to describe the informal development of a person’s second language, and the latter to describe the process of formal study of a second language. Other linguists maintain that no clear distinction can be made between informal acquisition and formal learning. (Baker, C. and S.P. Jones, 1998) *Compare to Language Learning.*

Language Learning: The process by which a first or second language is internalized. Some authors restrict the use of the term to formal learning, e.g., in the classroom. Others include informal learning, e.g., acquisition in the home. *Compare to Language Acquisition.* (Baker, C. and S.P. Jones, 1998)

Language Minority: 1. A language community (or person) whose first or native language is different from the dominant language of the country. A group who speaks a language of low prestige, or who is low in power, or whose numbers in a society are low. (Baker, C. and S.P. Jones, 1998) **2.** Individuals from homes or ancestries in which languages other than English are spoken. (*Regents Policy Paper and Proposed Action Plan for Bilingual Education*, 1989)

Language Proficiency: An “umbrella” term, sometimes used synonymously with “language competence,” at other times as a specific, measurable outcome of language testing. Language proficiency is viewed as the product of a variety of mechanisms, formal learning, informal uncontrived language acquisition, and individual characteristics such as “intelligence.” (Baker, C. and S.P. Jones, 1998)

Language Transfer: The effect of one language on the learning of another. There can be both *negative transfer*, sometimes called interference, and more often *positive transfer*, particularly in understandings and meanings of concepts. (Baker, C. and S.P. Jones, 1998)

Learning Standards: Statements about educational expectations in a given academic discipline, and descriptions of what is considered quality work. In New York State, the learning standards are defined by the content standards and performance standards in each of seven disciplines. These disciplines are: mathematics, science and technology; English language arts; social studies; the arts; languages other than English; health, physical education and home economics; and career development and occupational studies. The learning standards form the basis of New York’s assessment system. (*The Strategy for Raising Standards*, NYSED, 1996)

LEP: Limited English Proficient. Individuals who, by reason of foreign birth or ancestry, speak a language other than English, and either understand and speak little or no English, or score below the statewide reference point or its equivalent on an English language assessment instrument approved by the Commissioner of Education. (*Regents Policy Paper and Proposed Action Plan for Bilingual Education*, 1989) *Compare to English Language Learner.*

Literacy: The capacity of an individual to develop and use a continuum of a complex set of skills and abilities, including both reading and writing, and to apply these skills in a social context. (Harris, T.L. and R.E. Hodges, 1995)

Literary Element: 1. A part of a literary work, such as plot, image, setting, mood, subject, theme, character, suspense, tone, style, voice, flashback, and foreshadowing. (Shepherd, R.D., 1999) **2.** The essential components of a literary work, commonly including theme, plot, setting, characterization, structure, and language. (*New York State Testing Program, Revised Regents Comprehensive Examination in English, Test Sampler Draft*, Spring 1998)

Literary Technique: 1. A special device used in a literary work. There are literary techniques related to meaning, such as metaphors and similes; literary techniques related to sound, such as alliteration and onomatopoeia; and literary techniques related to structure, such as the surprise ending. (Shepherd, R.D., 1999) **2.** The devices the writer uses to develop literary elements, for example, irony, symbolism, or figurative language. (*New York State Testing Program, Revised Regents Comprehensive Examination in English, Test Sampler Draft*, Spring 1998)

M

Majority Language: A high-status language usually (but not always) spoken by the majority of the population of a country. (Baker, C. and S.P. Jones, 1998)

Manipulatives: In education, these are concrete objects that can be used by the teacher and students to enhance understanding of an academic topic or concept. For example, manipulatives in mathematics may include tangrams, shapes, coins, etc.

Meta-Analysis: Any of several methods, usually statistical, for combining the results from a collection of program evaluations to reach an overall conclusion about program effects, usually expressed as effect size or the average magnitude of the program in standard deviation units. (Harris, T.L. and R.E. Hodges, 1995)

Metacognition: Awareness and knowledge of one’s mental processes such that one can monitor, regulate, and direct them to a desired end; self-mediation. (Harris, T.L. and R.E. Hodges, 1995)

Metalinguistic Awareness: A conscious understanding on the part of the language user of the form and structure of language arrived at through reflection and analyzing one’s own communication. (Baker, C. and S.P. Jones, 1998)

Minority Language: A language of low prestige and low power, also used to mean a language spoken by a minority of the population in a country. (Baker, C. and S.P. Jones, 1998)

Monoliterate: The ability of an individual to read and write in only one language. (Baker, C. and S.P. Jones, 1998)

Mother Tongue: The term is used ambiguously. It variously means: (a) the language learned from the mother; (b) the first language learned irrespective of “from whom”; (c) the stronger language at any time of life; (d) the “mother tongue” of the area or country, e.g., Irish in Ireland; (e) the language most used by a person; (f) the language to which a person has the more positive attitude and affection. *Compare to First Language; Native Language.*

N

Narrative Text: Also known as **Narration**. One of the four traditional forms of composition in speech and writing that tells a story or gives an account of something, dealing with sequences or events and experiences, though not necessarily in strict order. (Harris, T.L. and R.E. Hodges, 1995) *Compare to* **Descriptive Text; Expository Text; Persuasive Text**.

NL: Native Language. Language which a person acquires first in life, or identifies with as a member of an ethnic group (Baker, C. and S.P. Jones, 1998) *Compare to* **First Language; Mother Tongue**.

NLA: Native Language Arts. Instruction in a language other than English, designed to develop the communication skills, including those of listening, speaking, reading, and writing, in a student's native language as well as an appreciation of the history and culture of the United States and the country of origin, through the study of literature. (CR Part 154.2)

Nonverbal Communication: Communication without words; for example, via gestures, eye contact, position and posture when talking, body movements and contact, tone of voice. (Baker, C. and S.P. Jones, 1998)

Nonverbal Period: See **Silent Period**.

O

Oracy: Fluency in speaking and listening. (Harris, T.L. and R.E. Hodges, 1995)

P

Performance Indicators: See **Performance Standards**.

Performance Standards: Refers to the indices of quality that specify how adept or competent a student demonstration must be. They relate to issues of assessment that gauge the degree to which content standards have been attained. A performance standard indicates both the nature of the evidence required to demonstrate that the content standard has been met and the quality of student performance that will be deemed acceptable. (National Education Goals Panel, 1993)

Persuasive Text: Also known as **Argumentation**. One of the four traditional forms of composition in speech and writing that develops or debates a topic in a logical and persuasive way. (Harris, T.L. and R.E. Hodges, 1995) *Compare to* **Descriptive Text; Expository Text; Narrative Text**.

Phonics: A method of teaching reading based on recognizing the sounds of letters and combinations of letters. (Baker, C. and S.P. Jones, 1998)

Portfolio: A collection of a student's work that may be used to evaluate learning progress. Portfolios may contain both exemplary pieces of work and works in progress. Exemplary pieces of work may be selected by the student independently of the student and teacher together. Portfolios may also contain the teacher's observations and student self-evaluations. (Harris, T.L. and R.E. Hodges, 1995)

Portfolio Assessment: An informal measure of student progress by periodically evaluating a collection of student work in a collaborative, complex, multidimensional, and contextualized manner. (Weaver, C., 1994)

Primary Language: The language in which bilingual/multilingual speakers are most fluent, or which they prefer to use. This is not necessarily the language learned first in life. (Baker, C. and S.P. Jones, 1998) *Compare to* **Native Language; First Language; Mother Tongue**.

Productive Skills: The ability to produce a wide range of language forms in communication, as in speaking and writing. (Harris, T.L. and R.E. Hodges, 1995)

Proficiency: See **Language Proficiency**.

R

Realia: In education, this term refers to concrete objects or referents that can be seen, heard, or touched during a lesson.

Receptive Skills: The ability to understand a message aurally or visually, as in listening, seeing, or hearing in reading. (Harris, T.L. and R.E. Hodges, 1995)

S

Scaffolding: In learning, the gradual withdrawal of adult (e.g., teacher) support, as through instruction, modeling, questioning, feedback, etc., for a child's performance across successive engagements, thus transferring more and more autonomy to the child. This concept is based on Vygotsky's (1978) emphasis on the importance of learning assistance that is adjusted to the learner's potential development. (Harris, T.L. and R.E. Hodges, 1995)

Schema; pl., **schemata**. **1.** A generalized description, plan, or structure. **2.** A system of cognitive structures stored in memory that are abstract representations of events, objects, and relationships in the world. (Harris, T.L. and R.E. Hodges, 1995)

Schema Theory: A view that comprehension depends on integrating new knowledge with a network of prior knowledge. (Harris, T.L. and R.E. Hodges, 1995)

Second Language Acquisition: The process of acquiring a second language, emphasizing its informal development. "Acquisition" occurs subconsciously as a result of participating in natural communication in which the focus is on meaning. (Krashen, S.D., 1981)

Second Language Learning: The formal process of acquiring a second language, emphasizing its formal development. "Learning" occurs as a result of conscious study of the formal properties of language. (Krashen, S.D., 1981)

Silent Period: Also known as **Nonverbal Period**. An interval of time, usually from one to five months, in which the learner of a second language concentrates on comprehension of the new language and opts for one-way or partial two-way communication. Second language learners naturally begin by listening, then they respond nonverbally or in their own language, and finally they start producing the new language. (Burt, M.K., and H.C. Dulay, 1981)

Social Language: See **BICS: Basic Interpersonal Communicative Skills.**

Standardized Test: 1. A test with specified tasks and procedures so that comparable measurements may be made by testers working in different geographical areas. **2.** A test for which norms on a reference group, ordinarily drawn from many schools or communities, are provided. (Harris, T.L. and R.E. Hodges, 1995)

Story Structure: Also known as **Story Grammar; Story Schema.** The pattern of organization in narration that characterizes a particular type of story, usually in simplified terms such as problem, action, goal, setting, and outcome. (Harris, T.L. and R.E. Hodges, 1995) *Compare to* **Text Structure.**

Strategy Instruction: A systematic plan of instruction, consciously adapted and monitored, to improve a student's performance in learning. (Harris, T.L. and R.E. Hodges, 1995)

Study Skills: A general term used for those techniques and strategies that help a person read or listen for specific purposes with the intent to remember; commonly, following directions, locating, selecting, organizing and retaining information, interpreting typographic and graphic aids, and reading flexibly. (Harris, T.L. and R.E. Hodges, 1995)

Syntax: 1. The study of how sentences are formed and of the grammatical rules that govern their formation. **2.** The pattern or structure of word order in sentences, clauses, and phrases. (Harris, T.L. and R.E. Hodges, 1995)

T

Target Language: A second or foreign language being learned or taught. (Baker, C. and S.P. Jones, 1998)

TESOL: Teachers of English to Speakers of Other Languages.

Test-Taking Skills: A general term used for specific skills students need in order to demonstrate ability and knowledge on tests and assessments. *Compare to* **Study Skills.** (Harris, T.L. and R.E. Hodges, 1995)

Text Structure: The various patterns of ideas that are embedded in the organization of text. Common patterns of text structure are expository, cause-effect, compare-contrast, problem-solution, description, and sequence. (Harris, T.L. and R.E. Hodges, 1995) *Compare to* **Story Structure.**

Threshold Hypothesis: Asserts that first language literacy transfers to a second language only when a person has reached a critical level of language competence in the native language in order to gain cognitive benefits from owning two languages. (Baker, C. and S.P. Jones, 1998)

Transfer of Language Skills: See **Language Transfer.**

Transitional: Level of English proficiency that refers to that stage of English language development in which ELLs have acquired the highest levels of English language skills before reaching the 40th percentile, which is the cutoff score on a standardized test of English reading. Students at the transitional level are close to moving into an English mainstream instructional program. (*Guidelines for Programs under Part 154 of the Commissioner's Regulations for Pupils with Limited English Proficiency*, 1990)

Twelve Action Steps: A strategic plan developed by the New York State Education Department for implementing ways to enable English language learners to attain the NYS learning standards and complete the requirements for graduation. (Report to the Board of Regents from the New York State Education Department Office for Elementary, Middle, Secondary and Continuing Education, 1998)

U-Z

Universal Aspects of Literacy: Those characteristics of literacy that are similar for all languages and once learned in the first language, can be transferred to learning a second language. (Harris, T.L. and R.E. Hodges, 1995)

Whole Language: A professional movement and theoretical perspective that embodies a set of applied beliefs governing learning and teaching, language development, curriculum, and the social community. This instructional approach makes use of the implications drawn from language research, including studies of the writing process, sociolinguistics, psycholinguistics, and emergent literacy. (Strickland, D., in Harris, T.L. and R.E. Hodges, 1995)

Word Attack: See **Decoding.**

Writing Process: The many aspects of the complex act of producing a written communication; specifically, planning or prewriting, drafting, revising, editing, and publishing. (Harris, T.L. and R.E. Hodges, 1995)

The following appendices provide additional information and resources for teachers.

Appendix A.

English Language Arts Standards, Levels and Performance Indicators

Appendix B.

Essential Elements of Effective Programs for Limited English Proficient/English Language Learners

Appendix C.

Twelve Action Steps to Assist Limited English Proficient/English Language Learners in Meeting the ELA Standards

Appendix D.

New York State Education Department: Selected Documents

Appendix E.

Samples of Informal Assessments in English and the Native Language:

LITERACY SCALES K-12

- Reading Scale 1, Grades K-3
- Reading Scale 2, Grades 4-8
- Reading Scale 3, Grades 9-12
- Writing Scale 1, Grades K-3
- Writing Scale 2, Grades 4-8
- Writing Scale 3, Grades 9-12

Appendix A — English Language Arts Standards, Levels and Performance Indicators

ELA Standard 1

Students will listen, speak, read, and write for information and understanding. As listeners and readers, students will collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts. As speakers and writers, they will use oral and written language that follows the accepted conventions of the English language to acquire, interpret, apply, and transmit information.

READING & LISTENING

ELEMENTARY

- gather and interpret information from children’s reference books, magazines, textbooks, media . . .
- select information appropriate to the purpose of their investigation and relate ideas from one text to another
- select and use strategies for note taking, organizing, and categorizing information
- ask specific questions to clarify and extend meaning
- use strategies such as prior knowledge, structural and context clues, and an understanding of letter-sound relationships to get meaning from print
- support inferences about information and ideas with reference to text features, such as vocabulary and organizational patterns

INTERMEDIATE

- interpret and analyze information from textbooks and nonfiction books for young adults, as well as reference materials intended for a general audience
- compare and synthesize information from different sources
- use a wide variety of strategies for selecting, organizing, and categorizing information
- distinguish between relevant and irrelevant information and between fact and opinion
- relate new information to prior knowledge and experience
- understand and use the text features that make information accessible and usable, such as format, sequence, level of diction, relevance of details

COMMENCEMENT

- interpret and analyze complex informational texts and presentations, including technical manuals, professional journals, newspaper and broadcast editorials. . .
- synthesize information from diverse sources and identify complexities and discrepancies in the information
- use a combination of techniques to extract salient information from texts
- make distinctions about the relative value and significance of specific data, facts, and ideas
- make perceptive and well-developed connections to prior knowledge
- evaluate writing strategies and presentational features that affect interpretation of the information

WRITING & SPEAKING

ELEMENTARY

- present information clearly in a variety of oral and written forms such as summaries, paraphrases, brief reports
- select a focus, organization, and point of view. . .
- use a few traditional structures for conveying information such as chronological order, cause and effect, and similarity and difference
- use details, examples, anecdotes, or personal experiences to explain or clarify information
- include relevant information and exclude extraneous material
- use the process of prewriting, drafting, revising, and proofreading
- observe basic writing conventions, such as correct spelling, punctuation, and capitalization, as well as sentence and paragraph structures appropriate to written forms.

INTERMEDIATE

- produce oral and written reports on topics related to all school subjects
- establish an authoritative stance on the subject and provide references to establish the validity and verifiability of the information presented
- organize information according to an identifiable structure, such as compare/contrast or general to specific
- develop information with appropriate supporting material, such as facts, details, illustrative examples or anecdotes; and exclude extraneous material
- use the process of prewriting, drafting, revising, and proofreading
- use standard English for formal presentation of information, selecting appropriate grammatical constructions and vocabulary, using a variety of sentence structures, and observing the rules of punctuation, capitalization, and spelling.

COMMENCEMENT

- write and present research reports, feature articles, and thesis/support papers on a variety of topics related to all school subjects
- present a controlling idea that conveys an individual perspective and insight into the topic
- use a wide range of organizational patterns such as chronological, logical (both deductive and inductive), cause and effect, and compare and contrast
- support interpretations and decisions about relative significance of information with explicit statement, evidence, and appropriate argument
- revise and improve early drafts by restructuring, correcting errors, and revising for clarity and effect
- use standard English skillfully, applying established rules and conventions for presenting information and making use of a wide range of grammatical constructions and vocabulary to achieve an individual style that communicates effectively.

ELA Standard 2

Students will listen, speak, read and write for literary response and expression. Students will read and listen to oral, written, and electronically produced texts and performances from American and world literature; relate texts and performances to their own lives; and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent. As speakers and writers, students will use oral and written language that follows the accepted conventions of the English language for self-expression and artistic creation.

READING & LISTENING

ELEMENTARY

- read a variety of literature of different genres: 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
- recognize some features that distinguish the genres and use those features to aid comprehension
- understand the literary elements of setting, character, plot, theme and point of view and compare those features to other works and to their own lives
- use inference and deduction to understand the text
- read aloud accurately and fluently, using phonics and context cues to determine pronunciation and meaning
- evaluate literary merit

INTERMEDIATE

- read and view texts and performances from a wide range of authors, subjects, and genres
- understand and identify the distinguishing features of the major genres and use them to aid their interpretation and discussion of literature
- identify significant literary elements, (including metaphor, symbolism, foreshadowing, dialect, rhyme, meter, irony, climax) and use those elements to interpret the work
- recognize different levels of meaning
- read aloud with expression, conveying the meaning and mood of a work
- evaluate literary merit based on an understanding of the genres and the literary elements

COMMENCEMENT

- read and view independently and fluently across many genres of literature from many cultures and historical periods
- identify the distinguishing features of different literary genres, periods and traditions and use those features to interpret the work
- recognize and understand the significance of a wide range of literary elements and techniques (including figurative language, imagery, allegory, irony, blank verse, symbolism, stream of consciousness) and use those elements to interpret the work
- understand how multiple levels of meaning are conveyed in a text
- read aloud expressively to convey a clear interpretation of the work
- evaluate literary merit based on an understanding of the genre, the literary elements, and the literary period and tradition

WRITING & SPEAKING

ELEMENTARY

- present personal responses to literature that make reference to the plot, characters, ideas, vocabulary, and text structure
- explain the meaning of literary works with some attention to meanings beyond the literal level
- create their own stories, poems, and songs, using the elements of the literature they have read and appropriate vocabulary
- observe the conventions of grammar and usage, spelling, and punctuation.

INTERMEDIATE

- present responses to and interpretations of literature, making reference to the literary elements found in the text and connections with their personal knowledge and experience
- produce interpretations of literary works that identify different levels of meaning and comment on their significance and effect
- write stories, poems, literary essays, and plays that observe the conventions of the genre and contain interesting and effective language and voice
- use standard English effectively.

COMMENCEMENT

- present responses to and interpretations of works of recognized literary merit with references to the principal features of the genre, the period, and literary tradition, and drawing on their personal experiences and knowledge
- produce literary interpretations that explicate the multiple layers of meaning
- write original pieces in a variety of literary forms, correctly using the conventions of the genre and using structure and vocabulary to achieve an effect
- use standard English skillfully and with an individual style.

ELA Standard 3

Students will listen, speak, read, and write for critical analysis and evaluation. As listeners and readers, students will analyze experiences, ideas, information, and issues presented by others, using a variety of established criteria. As speakers and writers, they will use oral and written language that follows the accepted conventions of the English language to present, from a variety of perspectives, their opinions and judgments on experiences, ideas, information and issues.

READING & LISTENING

ELEMENTARY

- read and form opinions about a variety of texts and presentations, including persuasive texts, such as advertisements, commercials, and letters to the editor
- make decisions about the quality and dependability of texts and experiences based on some criteria, such as the logic and believability of the claims made in an advertisement
- recognize that the criteria that one uses to analyze and evaluate anything depend on one's point of view and purpose for the analysis
- evaluate their own strategies for reading and listening critically (such as recognizing bias or false claims, and understanding the difference between fact and opinion) and adjust those strategies to understand the experience more fully

INTERMEDIATE

- analyze, interpret, and evaluate information, ideas, organization, and language from academic and nonacademic text, such as textbooks, public documents, book and movie reviews, and editorials
- assess the quality of texts and presentations, using criteria related to the genre, the subject area, and purpose (e.g., using the criteria of accuracy, objectivity, and comprehensiveness to evaluate a sports editorial)
- understand that different points of view depend on the particular interests and values of the individual, and recognize those differences in perspective in texts and presentations
- evaluate their own and others' work based on a variety of criteria (e.g., logic, clarity, comprehensiveness, conciseness, originality, conventionality) and recognize the varying effectiveness of different approaches

COMMENCEMENT

- analyze, interpret, and evaluate ideas, information, organization, and language of a wide range of general and technical texts and presentations across subject areas, including technical manuals, professional journals, political speeches, and literary criticism
- evaluate the quality of texts and presentations from a variety of critical perspectives within the field of study
- make precise determinations about the perspective of a particular writer or speaker by recognizing the relative weight they place on particular arguments and criteria
- evaluate and compare their own and others' work with regard to different criteria and recognize the change in evaluations when different criteria are considered to be more important

WRITING & SPEAKING

ELEMENTARY

- produce oral and written reviews, letters to the editor, essays, or persuasive speeches about events, books, issues, and experiences, supporting their opinions with some evidence
- present arguments for certain views or actions with reference to specific criteria that support the argument
- monitor and adjust their own oral and written presentations to meet criteria for competent performance (e.g., organization, appropriate vocabulary, correct usage)
- use effective vocabulary and follow the rules of grammar and usage, spelling, and punctuation in persuasive writing.

INTERMEDIATE

- present (in essays, position papers, speeches, and debates) clear analysis of issues, ideas, texts, and experiences, supporting their positions with well-developed arguments
- develop arguments with effective use of details and evidence that reflect a coherent set of criteria (e.g., reporting results of lab experiments to support a hypothesis)
- monitor and adjust their own oral and written presentations according to the standards for a particular genre (e.g., defining key terms used in a formal debate)
- use standard English, precise vocabulary, and presentational strategies effectively to influence an audience.

COMMENCEMENT

- present orally and in writing well-developed analysis of issues, ideas, and texts, explaining the rationale for their positions in such forms as formal speeches, debates, and critiques
- make effective use of details, evidence, and arguments and of presentational strategies to influence an audience to adopt their position
- monitor and adjust their own oral and written presentations to have the greatest influence on a particular audience
- use standard English, a broad and precise vocabulary, and the conventions of formal oratory and debate.

ELA Standard 4

Students will listen, speak, read, and write for social interaction. Students will use oral and written language that follows the accepted conventions of the English language for effective social communication with a wide variety of people. As readers and listeners, they will use the social communications of others to enrich their understanding of people and their views.

READING & LISTENING

ELEMENTARY

- listen attentively and recognize when it is appropriate for them to speak
- take turns speaking and respond to others' ideas in conversations on familiar topics
- recognize the kind of interaction appropriate for different circumstances, such as story hour, group discussions, and one-on-one conversations

INTERMEDIATE

- listen attentively to others and build on others' ideas in conversations with peers and adults
- express ideas and concerns clearly and respectfully in conversations and group discussions
- learn some words and expressions in another language to communicate with a peer or adult who speaks that language
- use verbal and nonverbal skills to improve communication with others

COMMENCEMENT

- engage in conversations and discussions on academic, technical, and community subjects, anticipating listeners' needs and skillfully addressing them
- express their thoughts and views clearly with attention to the perspectives and voiced concerns of the others in the conversation
- use appropriately the language conventions for a wide variety of social situations, such as informal conversations, first meetings with peers or adults, and more formal situations, such as job interviews or customer service

WRITING & SPEAKING

ELEMENTARY

- exchange friendly notes, cards, and letters with friends, relatives, and pen pals to keep in touch and to commemorate special occasions
- adjust their vocabulary and style to take into account the nature of the relationship and the knowledge and interests of the person receiving the message
- read and discuss published letters, diaries, and journals to learn the conventions of social writing.

INTERMEDIATE

- write social letters, cards, and electronic messages to friends, relatives, community acquaintances and other electronic network users
- use appropriate language and style for the situation and the audience and take into account the ideas and interests expressed by the person receiving the message
- read and discuss social communications and electronic communications of other writers and use some of the techniques of those writers in their own writing.

COMMENCEMENT

- use a variety of print and electronic forms for social communication with peers and adults
- make effective use of language and style to connect the message with the audience and context
- study the social conventions and language conventions of writers from other groups and cultures and use those conventions to communicate with members of those groups.

Essential Elements of Effective Programs for Limited English Proficient/English Language Learners

- 1. High standards for LEP/ELLs.** LEP/ELLs are held to the same high standards and expectations as all students. Curriculum, instruction, and assessment in all classrooms serving LEP/ELLs students are aligned with New York State standards in the seven core areas.
- 2. Strong Literacy Development for LEP/ELLs.** Literacy is developed through native language arts (NLA), English as a second language (ESL) and English language arts (ELA) curricula aligned with the ELA standards. The value of learning to read first in the native language is recognized. Instructional strategies promote the transfer of literacy skills learned in the native language to acquisition of literacy in English.
- 3. Qualified and Well-Trained Educators of LEP/ELLs.** There are sufficient numbers of well-prepared, competent, and appropriately certified teachers, administrators, and staff working with LEP/ELLs. The staff participate in ongoing, long-term staff development with strong emphasis on the State learning standards. The single most critical element for successful learning by LEP/ELLs is the quality and preparation of the teachers.
- 4. District/School-Based Leadership Committed to Educational Excellence and Equity for LEP/ELLs.** The superintendent promotes educational excellence for LEP/ELLs. Principals are highly articulate regarding curriculum and instructional classroom strategies for LEP/ELLs. They are highly supportive of their bilingual/ESL instructional staff. The school leadership encourages alternative approaches to teaching LEP/ELLs, such as creating open-ended learning opportunities that lead to critical thinking, student-directed activities, and collaboration with peers. Flexibility and expansion of instructional time, such as after school programs, extended school year, and Saturday schools for LEP/ELLs are supported.
- 5. Positive School Climate for LEP/ELLs.** The languages and cultures of LEP/ELLs are respected and valued throughout the school. Parents of LEP/ELLs are made to feel important members of the school community. Bilingual and ESL teachers are an integral part of the instructional staff and they are provided with the support, materials, and resources needed to be successful.
- 6. Parent/Family and Community Involvement in the Education of LEP/ELLs.** Parents of LEP/ELLs are meaningfully involved in the education of their children and are informed about the State standards and assessments. Parents are provided with strategies to increase their ability to help with their children's homework. Parents of LEP/ELLs are encouraged to become more active and involved members of the school community and to participate in decision-making activities.
- 7. Assessment and Accountability.** LEP/ELLs performance and services are assessed on an ongoing basis at all levels using multiple, fair, and equitable measures. Assessment is conducted in the native language and in English as appropriate. The information obtained is used to determine student academic progress, the level of English language acquisition, and to refine services to LEP/ELLs and report outcomes.


Twelve Action Steps to Assist Limited English Proficient/English Language Learners in Meeting the English Language Arts Standards

- 1. Setting clear goals and providing curriculum** using the ELA core curriculum as its base in both NLA and ESL classes to ensure that all LEP/ELLs successfully complete the Comprehensive Regents Examination in English.
- 2. Providing intensive English language instruction** to LEP/ELLs by increasing the daily instructional time requirement through revision of the Commissioner's Regulations.
- 3. Supporting an extended school day and year** through after-school instruction, Saturday instruction, and/or summer English language academies.
- 4. Initiating *Project Jump Start*** through intensive English language instruction to newly enrolled students during the two weeks of August prior to the opening of school in September.
- 5. Providing professional development** through training sessions statewide on the ELA standards and assessments and how to teach English language arts to LEP/ELLs.
- 6. Ensuring that certified teachers teach LEP/ELLs** through the strengthening of teacher preparation programs and by helping uncertified bilingual and ESL teachers become certified.
- 7. Communicating effectively with parents** through the implementation of a two-hour orientation on the standards within the first semester of the enrollment of their child(ren) in a New York State school.
- 8. Ensuring equity in technology and instructional resources** by providing equal access to computers, instructional technology, and materials that support native language and English language literacy development.
- 9. Improving identification and assessment** by ensuring that English language achievement will be measured uniformly throughout New York State.
- 10. Requiring specifications for improving local accountability** by requiring that districts implement the Regents recommendations to assist LEP/ELLs in meeting the ELA standards.
- 11. Supporting the development of model programs** by identifying those programs which incorporate the Essential Elements of Effective Programs for LEP/ELLs, and by disseminating information about them.
- 12. Improving reporting and collection of LEP/ELLs achievement data** by working with the State Education Department, school districts, and BOCES.

Appendix D

NEW YORK STATE EDUCATION DEPARTMENT: SELECTED DOCUMENTS

The following list of selected New York State Education Department documents may be useful for any educator working with limited English proficient/ English language learners. To access any of these documents, contact the New York State Education Department Publication Sales Desk at the following address or Web sites:



New York State Education Department
Publications Sales Desk
Education Building
Room 309
Albany, NY 12234
Tel: 518-474-3806
<http://www.nysed.gov>

- New York State Education Department.** (1989). *Listening and Speaking in the English Language Arts Curriculum*. Albany, NY.
- (1990). *Guidelines for Services to Students with Limited English Proficiency and Special Education Needs in New York State*. Albany, NY.
- (1990). *Regents Policy Paper on the Congruence Between Instructional Support Services and Core Classroom Programs*. Albany, NY.
- (1991). *Directory of Languages Spoken by Students of Limited English Proficiency in New York State Programs*. Albany, NY.
- (1991). *Guidelines for Programs under Part 154 of Commissioner's Regulations for Pupils with Limited English Proficiency*. Albany, NY.
- (1992). *A Parent's Guide to Special Education for Children Ages 5-21*. (Also available in eight other languages: Arabic, Chinese, Greek, Haitian Creole, Italian, Japanese, Korean, and Spanish). Albany, NY.
- (1994). *Preliminary Draft Framework for English Language Arts*. Albany, NY.
- (1996). *Learning Standards for English Language Arts*. Revised edition. Albany, NY.
- (1997). *Building Capacity: Addressing the Needs of Limited English Proficient Students*. In memo dated April 14, 1997 to The Honorable Members of the Board of Regents Committee on Elementary, Middle, Secondary and Continuing Education from James A. Kadamus, Deputy Commissioner. Albany, NY.
- (1997). *Directory of Bilingual School Psychologists, Bilingual Social Workers and Bilingual Special Education Teachers*. Albany, NY.
- (1997). *English Language Arts Resource Guide*. Albany, NY.
- (1997). *Guidelines for Services for Culturally and Linguistically Diverse Preschool Students with Disabilities Ages 3-5*. Albany, NY.

- (1997). *Pilot English Language Arts Regents Questions*. Albany, NY.
- (1997). *Proceedings of the New York State Symposium on the Education of Over-Age Limited English Proficient Students with Interrupted Formal Schooling*. Albany, NY.
- (1997). *Proposal for Revising Graduation Requirements*. Memo from Commissioner Richard Mills to the Board of Regents, September 12, 1997. Albany, NY.
- (1997). *Technology Applications for Bilingual Education and English as a Second Language*. Albany, NY.
- (1998). *English Language Arts Resource Guide with Core Curriculum*. Albany, NY.
- (1998). *Draft Glossary for Sequential Mathematics Courses I, II and III, Math A Regents Examination or Math B Regents Examination in English and Eight Languages Other Than English*. Albany, NY.
- (1998). *New York State Testing Program, English Language Arts, Test Sampler Drafts, Grades 4, 8, and Regents*. Albany, NY.
- (1998). *Strategies to Provide Intensive English Language Instruction to Limited English Proficient (LEP) Students*. In memo dated June 30, 1998 to The Honorable Members of the Board of Regents Committee on Elementary, Middle, Secondary and Continuing Education from James A. Kadamus, Deputy Commissioner. Albany, NY.
- (1998). *Strategies to Provide Intensive English Language Instruction to Limited English Proficient Students/Implementation*. In memo dated September 4, 1998 to The Honorable Members of the Board of Regents Committee on Elementary, Middle, Secondary and Continuing Education from James A. Kadamus, Deputy Commissioner. Albany, NY.
- (1998). *Teaching to High Standards: New York's Commitment*. Albany, NY.
- (1999). *Accommodations for Late Arriving Students with Limited English Proficiency at the Secondary Level*. In memo dated June 25, 1999 to The Honorable Members of the Board of Regents Committee on Elementary, Middle, Secondary and Continuing Education from James A. Kadamus, Deputy Commissioner. Albany, NY.
- (1999). *Board of Regents Approved Amendments to Commissioner's Regulations Part 117 and Part 154*. Albany, NY.
- (1999). *Early Literacy Profile: An Assessment Instrument*. Albany, NY.
- (1999). *Performance of Limited English Students Who Are English Language Learners on the Regents Comprehensive Examination in English Taken in June 1999*. In memo dated October 8, 1999 to The Honorable Members of the Board of Regents Committee on Elementary, Middle, Secondary and Continuing Education from James A. Kadamus, Deputy Commissioner. Albany, NY.
- (1999). *Report on the Comments and Recommendations on the Proposed Amendments to Part 154 of the Regulations of the Commissioner of Education*. In memo dated February 24, 1999 to The Honorable Members of the Board of Regents Committee on Elementary, Middle, Secondary and Continuing Education from James A. Kadamus, Deputy Commissioner. Albany, NY.

WEB SITES:

<http://www.nysed.gov>

or

<http://www.nysben.org>

LITERACY SCALES

The literacy scales presented in the following pages, published as a component of the Learning Record Assessment System (Barr and Syverson, 1998), are samples of informal assessments for reading and writing in English and in the native language for grades K-12.

These reading and writing scales have been designed to describe the stages students typically go through as they become literate. Each stage is described across a five-point scale for each of the three grade spans: K-3, 4-8, 9-12. At K-3, the assessment focuses on how well students are learning to read and write; at 4-8, on how experienced they are becoming as readers and writers in all their courses; and at 9-12, on how deep or accomplished are their literacies.

Reading/Writing Scales 1, Grades K-3

These scales will assist the teacher in describing reading development as students move from dependence to independence. The characteristics at each level on the scale describe what students are progressively able to do in the process of becoming fluent readers and writers.

Reading/Writing Scales 2, Grades 4-8

These scales evaluate experience in reading and writing abilities. They focus on the student's involvement with a wide variety of reading materials. The teacher documents the student's journey from a limited experience with text through a broad range of involvement as a reader across the curriculum. Specific evidence demonstrating the extent to which students can understand a wide variety of both grade-level texts and self-selected books and magazines will need to be included in student portfolios, reading logs, and written responses to their reading and documented observations of oral discussions of their reading.

Reading/Writing Scales 3, Grades 9-12

These scales are used to evaluate traits commonly associated with the accomplished reader and writer. They describe the ways students are learning to read in depth and to write persuasively.

Please note that in using these scales, a student may be at one point on the scale in the native language and at another point on the scale in English.

Informal Assessment Literacy Scale

READING SCALE 1, GRADES K-3: BECOMING A READER

Dependence

Independence

Native Language:



English:



R1
Stage 1
Beginning
Reader

R1
Stage 2
Not-Yet-Fluent
Reader

R1
Stage 3
Moderately
Fluent Reader

R1
Stage 4
Fluent
Reader

R1
Stage 5
Exceptionally
Fluent Reader

Uses just a few successful strategies for tackling print independently. Relies on having another person to read the text aloud. May still be unaware that text carries meaning.

Tackling known and predictable text with growing confidence but still needing support with new and unfamiliar ones. Growing ability to predict meanings and developing strategies to check predictions against other cues such as the illustrations and the print itself.

Well launched on reading but still needs to return to a familiar range of reader text. At the same time beginning to explore new kinds of texts independently. Beginning to read silently.

A capable reader who now approaches familiar texts with confidence but still needs support with unfamiliar materials. Beginning to draw inferences from books and stories. Reads independently. Chooses to read silently.

An avid and independent reader who is making choices from a wider range of material. Able to appreciate nuances and subtlety in text.

Published as a component of The Learning Record Assessment System TM. For further information, call or write the Center for Language in Learning at 10610 Quail Canyon Road, El Cajon, CA 92021; (619) 443-6320. Adapted with permission from the Primary Language Record (PLR), developed and copyrighted by the Centre for Language in Primary Education, Webber Row Teachers Centre, Webber Row, London SE1 8QW, in 1988 and distributed in the United States by Heinemann. ISBN 0-435-08516-6.

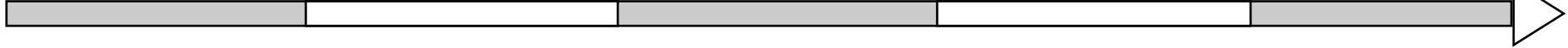
Informal Assessment Literacy Scale

READING SCALE 2, GRADES 4-8: BECOMING EXPERIENCED IN READING

Inexperienced

Experienced

Native Language:



English:



**R2
Stage 1
Inexperienced**

**R2
Stage 2
Less Experienced**

**R2
Stage 3
Moderately Experienced**

**R2
Stage 4
Experienced**

**R2
Stage 5
Exceptionally Experienced**

Experience as a reader has been limited. Generally chooses to read a very easy and familiar text where illustrations play an important part. Has difficulty with any unfamiliar materials and yet may be able to read own dictated texts confidently. Needs a great deal of support with the reading demands of the classroom. Overdependent on one strategy when reading aloud; often reads word by word. Rarely chooses to read for pleasure.

Developing fluency as a reader and reading certain kinds of material with confidence. Usually chooses short books with simple narrative shapes and with illustrations. May read these silently; often re-reads favorite books. Reading for pleasure often includes comics and magazines. Needs help with the reading demands of the classroom and especially with using reference and information books.

A confident reader who feels at home with books. Generally reads silently and is developing stamina as a reader. Is able to read for longer periods and cope with more demanding texts, including novels. Willing to reflect on reading and often uses reading in own learning. Selects books independently and can use information books and materials for straightforward reference purposes, but still needs help with unfamiliar material, particularly nonnarrative prose.

A self-motivated, confident, and experienced reader who may be pursuing particular interests through reading. Capable of tackling some demanding texts and can cope well with the reading of the curriculum. Reads thoughtfully and appreciates shades of meaning. Capable of locating and drawing on a variety of sources in order to research a topic independently.

An enthusiastic and reflective reader who has strong established tastes in fiction and non-fiction. Enjoys pursuing own reading interests independently. Can handle a wide range and variety of texts, including some adult material. Recognizes that different kinds of text require different styles of reading. Able to evaluate evidence drawn from a variety of information sources. Is developing critical awareness as a reader.

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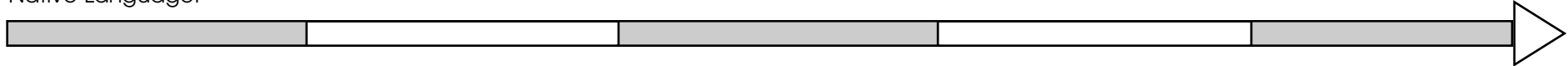
Informal Assessment Literacy Scale

READING SCALE 3, GRADES 9-12: BECOMING ACCOMPLISHED IN READING

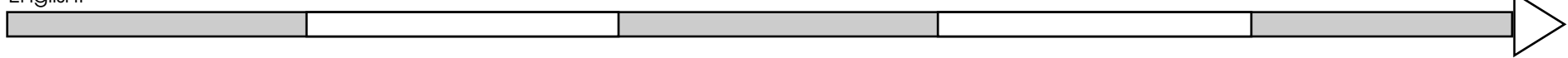
Not Yet Accomplished

Accomplished

Native Language:



English:



**R3
Stage 1
Ready for
Accomplishment**

**R3
Stage 2
Somewhat
Accomplished**

**R3
Stage 3
Moderately
Accomplished**

**R3
Stage 4
Accomplished**

**R3
Stage 5
Exceptionally
Accomplished**

Able to derive meaning from a variety of texts. Usually inexperienced in (a) challenging the writer's claims, evidence, or ideas; or (b) critiquing a text for style, logic, organization, etc. Expects texts to yield single interpretations. Sees most text as unrelated to life outside of school. May express frustration with density of course texts. Frequently abandons the reading of books, even those he or she has ostensibly chosen. Strategies include the use of nonprint media to collect information and a reliance on others for interpretations of text. Lacks familiarity with common text organizers (e.g., headings, index). May define him- or herself as one who does not read.

Can read assigned course texts with preparation and support of visual, kinesthetic, and/or auditory supplement (e.g., graphics, enactment, listening to oral readings). Usually reads to fulfill assignments or for purposes outside of school rather than for pleasure. Strategies for getting course information include media other than text (e.g., collaborative groups and film or tapes); collaboration with peers to construct meaning in text; unconscious use of advance organizers and genre schemas. Can apply prior experience to some aspects of stories, biographies, and/or current events but may be unable to relate his or her own experience to more abstract ideas in course texts.

Has some favorite kinds of reading. With preparation and support, can read aloud expressively from course texts. Knows the characteristics of a few genres. May rely on only a few strategies to construct meaning but shows a willingness to persist with some difficult texts. Makes associations between textual and personal experience. Can explain the way some texts are organized to help the reader derive meaning. Becoming aware, in interpreting texts, of the influence of their contexts (e.g., time period, subject matter, gender/status of author). Learning to share text interpretations with others. Developing skill in using course texts and outside reading as resources in class discussions and assignments.

Acknowledges the potential of texts to provoke multiple valid interpretations. Uses print conventions (punctuation, headings, index) to construct meaning in text. Assesses him- or herself as an effective reader of particular genres and can provide convincing evidence of same. Has strategies for unlocking difficult text. Able to evaluate information from multiple sources (e.g., texts and personal experiences). Able to acknowledge contradictory interpretations of text and previously held misconceptions about issues raised in class. Brings outside reading to bear on course work. Selects books for pleasure reading and for use in problem solving. Can manage the reading of long texts outside of class.

Reads avidly. Travels back and forth easily across the continuum of reading purposes: from reading for information to reading in order to enhance personal experience. Can discuss text interpretations tentatively, ready to modify and/or deepen initial impressions. Can elaborate on connections he or she is making with text and present convincing reasons as to what the connections add to personal understanding. Is able to weigh and compare relative strength and weakness, style, structure, credibility, or aesthetics of given and self-selected texts. Can explain, orally and/or in writing, the significance of the social, cultural, or political history of a text. Reads aloud fluently, with appropriate expression.

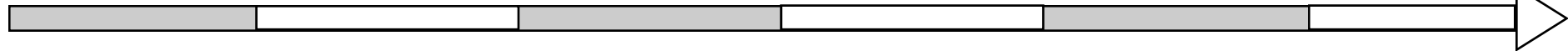
Informal Assessment Literacy Scale

WRITING SCALE 1, GRADES K-3: BECOMING A WRITER

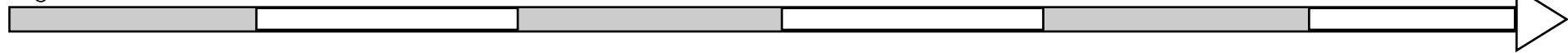
Dependence

Independence

Native Language:



English:



**W1
Stage 1
Beginning
Writer**

**W1
Stage 2
Early
Writer**

**W1
Stage 3
Developing
Writer**

**W1
Stage 4
Moderately
Fluent Writer**

**W1
Stage 5
Fluent
Writer**

**W1
Stage 6
Exceptionally
Fluent Writer**

May be composing by dictating own texts, and may have some strategies for writing independently (e.g., drawing, writing, copying, inventing own code), but still at an early state of understanding how language is written down, and needing support with transcription.

Gaining confidence in using writing for a range of personal purposes (e.g., messages, notices). Drawing on experiences of seeing language written down (e.g., in shared writing), and demonstrating more understanding of the alphabetic nature of the English writing system. Ready to try writing independently, using a few early strategies for spelling (e.g., use of initial letters, some known words, using letter strings and “placeholders” so that writing can be read back more consistently).

Using a small range of writing (e.g., letters, lists, brief narratives) independently, but still needing help with extending and developing texts. May be drawing on models from reading in structuring own texts. Reading back own texts consistently, experimenting with punctuation, and developing strategies for spelling (e.g., known words, phonetically based spellings), which enable texts to be read by others.

Writing more confidently and developing ideas at greater length in a few familiar forms. Growing ability to structure these texts; willing to experiment with a wider range of writing. Beginning to use punctuation to support meaning (e.g., periods, explanation marks). Drawing on a wider range of strategies in spelling (e.g., common letter strings), awareness of visual patterns as well as phonetically based spellings.

Growing independence in using writing for a wide range of purposes (e.g., expressive, informational, imaginative). Aware of different audiences and beginning to shape texts for a reader. Often chooses to write over longer periods. Punctuating texts for meaning more consistently. Writing shows increasing attention to the visual patterns in spelling.

A confident and independent writer who enjoys writing in different genres and is developing a personal voice. Writing may show marked influences of texts that have been read. Drawing on a range of effective strategies for spelling and using standard forms more consistently. Using written language in more deliberate ways and making meanings explicit. Still needs support in sustaining long pieces of writing or expressing complex meanings.

Informal Assessment Literacy Scale

WRITING SCALE 2, GRADES 4-8: BECOMING EXPERIENCED IN WRITING

Inexperienced

Experienced

Native Language:



English:



**W2
Stage 1
Inexperienced**

**W2
Stage 2
Less
Experienced**

**W2
Stage 3
Moderately
Experienced**

**W2
Stage 4
Experienced**

**W2
Stage 5
Exceptionally
Experienced**

Experience as a writer may be limited: may compose orally with confidence but be reluctant to write or take risks with transcription. Needs a great deal of help with developing own texts (which are often brief and formulaic) and the writing demands of the classroom. Relies mainly on phonetic spelling strategies and memorized words, with few strategies for self-help. Seldom uses punctuation to mark meaning.

More willing to take risks with both composition and transcription. Writes confidently in certain genres (e.g., simple narratives), often willing to try out different forms of writing, drawing on experience of the models available. May find it difficult to sustain initial efforts over longer pieces of writing. Mainly uses language and sentence structures that are close to speech. Spellings of familiar words are generally correct and attempts at unfamiliar words reveal a widening range of spelling strategies. Uses sentence punctuation more consistently.

Shaping writing in familiar genres confidently, drawing on experience of reading. Widening range of writing and taking on different forms more successfully. Aware of audience and beginning to consider appropriateness of language and style. Learning to revise own texts with support and to link and develop ideas coherently. Spellings of words with regular patterns are mainly correct and attempts at unfamiliar words show a growing knowledge of visual patterns and word structures. Uses sentence punctuation appropriately.

A self-motivated writer who can write at length and is beginning to use writing to refine own ideas. Developing own style and range as a writer but needs support with the structuring of more complex narrative and nonnarrative forms. Likely to reflect on writing and to revise texts for a reader, choosing language for effect or to clarify meanings. Using standard spelling more consistently and drawing on effective self-help strategies. Increasingly able to use punctuation, including paragraphing, to organize texts.

An enthusiastic writer who has recognizable voice and who uses writing as a tool for thinking. Making conscious decisions about appropriate forms and styles of writing, drawing on wide experience of reading. May show marked preferences for particular genres. Able to craft texts with the reader in mind and reflect critically on own writing. Using mostly standard spelling. Managing extended texts, using organizational structures such as paragraphing and headings.

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Informal Assessment Literacy Scale

WRITING SCALE 3, GRADES 9-12: BECOMING ACCOMPLISHED IN WRITING

Not Yet Accomplished

Accomplished

Native Language:



English:



W3 Stage 1 Ready for Accomplishment	W3 Stage 2 Somewhat Accomplished	W3 Stage 3 Moderately Accomplished	W3 Stage 4 Accomplished	W3 Stage 5 Exceptionally Accomplished
<p>Able to express thoughts in short personal narratives and brief reports in response to class assignments but is inexperienced in (a) providing evidence for claims; (b) organizing text to persuade or engage the reader; and/or (c) sharing writing with unknown readers. Expects to write without revision. Probably sees writing in school as unrelated to life outside of school. Strategies include oral composition and a reliance on teacher for direction about topics and formats without collaboration of peers and/or mentors. Lacks familiarity with genre varieties and their characteristics, such as writing to inform, entertain, review, persuade, and reflect. May define him or herself as one who does not or cannot write; probably shy about reading aloud own writing.</p>	<p>Can use visual, kinesthetic, and/or auditory strategies to develop ideas for writing (e.g., graphic organizers, enactment, oral discussions). Can compose simple script for nonprint media (e.g., oral performance film or tape, computer graphics). Able to collaborate with peers to develop, shape and edit ideas for writing on self-chosen and assigned topics. May use retellings and formulas to write assigned essays. Beginning to understand what is needed in writing for unknown or absent readers. Uses text models, perhaps unconsciously (e.g., in word choice, standard usage, spelling, point of view, organization, punctuation, and style). May be able to apply experience in writing narrative to the use of narrative in other genres.</p>	<p>Can write with a personally authoritative voice about course content, especially in informal situations. Reads own writing aloud as part of the revision process. Demonstrates a few composing strategies in fulfilling course assignments. Increasingly aware of the need to revise and willing to do it. Punctuation and organization in own text assists readers' understanding. Shows evidence of the influence that such elements as audience, genre, writer's purpose, standard usage, and text appearance have on written products. Developing skill in writing in several genres, elaborating claims or generalizations with a range of devices. Sometimes consults references while composing.</p>	<p>Can write to learn course content as well as demonstrate understanding of it. Organizes texts to support intended effects. Can use course content and prior knowledge as sources for written opinions, interpretations and investigations. In final drafts, consistently uses text conventions (e.g., reader-friendly punctuation, accepted spellings, standard usage.) Makes thoughtful word choices. Is in control of own composing process, from the generating of topics through the collection of data and the drafting of text to the editing for readability by specific audiences. Can integrate information from multiple sources (reference texts as well as firsthand experiences) into own papers. Can use criteria to evaluate both transcription and composition elements in own work.</p>	<p>Demonstrates authority over course content by (a) incorporating and acknowledging information from multiple trustworthy sources in own writing; and (b) providing text-based support for specified viewpoints about issues raised in class. Can write to be read across a range of audiences, including those requiring standard usage. Persists in revising own writing until explicit criteria have been met. Can discuss initial drafts openly, often enlisting comments of friendly but critical and informed readers. Is able to weigh and compare relative strengths and weaknesses in own papers, collected over time, as to such elements as substantive content, structure, credibility, usage, rhetorical effectiveness, and transcription features.</p>