



K-12 ESL Program Narrative Description

STANDARDS-BASED ESL INSTRUCTION

The K-12 English as a Second Language (ESL) program of the Allegheny Intermediate Unit provides students with the language skills they need to participate successfully in content area classes. To meet this goal, ESL instruction addresses the ESL and Pennsylvania Academic Standards in Reading, Writing, Speaking, and Listening to enable full participation. The emphasis placed on various benchmarks is adjusted to the needs of the individual student.

An underlying objective is to provide a source of support as the student seeks to understand and adapt to his or her new cultural and academic setting. ESL teachers work to develop an appreciation of their students' strengths within the school setting and to ensure full access to the range of educational opportunities available in the schools.

ASSESSMENT

The first contact between the Allegheny Intermediate Unit and any student is a request from the school district for an English as a Second Language evaluation. An evaluation is requested based upon responses to the Home Language Survey that each district administers to all students upon enrollment as explained in the BEC- Educating Students with Limited English Proficiency and English Language Learners (July 2001). The purpose of the evaluation is to assess the student's English proficiency and then recommend appropriate ESL instruction to the school district.

1. Initial Evaluation

The first step in the assessment process is the Student Background Questionnaire being completed by the student's parent/guardian. The responses to questions relating to experience with English and school history generally indicate whether the student is a beginner and will need ESL as part of his or her instructional program. In this case, the ESL teacher can begin instruction and, through informal assessment, verify that the student is a beginner (Questionnaire and Informal Assessment report samples are attached).

The K-12 ESL Program conducts an evaluation when results of the Background Questionnaire indicate that the student is not a beginner. If the child is literate in English, reading and writing proficiency in English are assessed. The evaluation consists of a detailed assessment using the Idea Proficiency Test (reading, writing, and oral). The evaluator writes a report on the student's level in English, including analyzed Diagnostic Profile and then proposes instructional goals in ESL and possible materials. Results are returned to the district, and instruction begins when the district approves the recommendations.

2. On-going Assessment

The initial assessment and recommendations guide initial ESL instruction. The student's ESL teacher continues the assessment process by submitting narrative reports evaluating progress in each of the areas described above at mid-year and end-of-year. At the end of each school year, each mainstream teacher working with a given student is asked to fill out the attached Student Observation Form (adapted from sample in the PDE guidelines). The Idea Proficiency Test is used as an end-of-year measure for all language proficiency levels. The ESL report card insert for elementary students is now used in all districts according to their report schedule (sample attached).

3. Exit and Monitoring

As a student begins to achieve close to grade-level expectations, program exit is considered. While procedures vary somewhat from district to district, recommendations from the IU staff are based on the following information:

- ◆ Level of skills and abilities demonstrated in the ESL setting
- ◆ Achievement in content area classes (assessed by using the enclosed Student Observation Form and content area grades whenever exiting a student is being considered).
- ◆ Results on the Idea Proficiency Test administered by the ESL teacher.
- ◆ Scores on standardized tests administered within the district, including the PSSA.

Districts are required to monitor the progress of each student who leaves the program for at least one year (BEC, 2001) to ensure that they are successful in achieving academic standards. Reinstatement of ESL instruction can be considered if a concern exists.

INSTRUCTIONAL PROGRAM

The model that the Allegheny Intermediate Unit has elected for delivery of instruction is ESL rather than bilingual education, in view of the diverse linguistic backgrounds (over 40 languages) of our students. ESL instruction is provided by teachers who hold Instructional I or II certificates in elementary education, English, or foreign language. Some staff members are certified reading specialists, some hold dual certification, and several are bilingual with a personal understanding of the second language acquisition process.

Students are grouped when age and ability permit. The total number of hours of ESL instruction varies according to the students' needs. Recommended amounts of ESL instruction have been in the following ranges, and will be aligned with the recommendations in the LEP/ELL BEC by next fall.

	Kindergarten	1	2	3-6	7-12
Non-English Speaking	7	8	9	10	12
Beginner	5	7	8	9	10
Intermediate	4.5	5	5	5.5	6.5
Advanced	2.5	2.5	3	3	4.25
Advanced Support					2.75

ESL teachers focus on specialized vocabulary, learning strategies, and literacy as they consider the Pennsylvania Academic Standards in Reading, Writing, Speaking, and Listening. Instructional materials used in the Allegheny Intermediate Unit's ESL programs include a combination of the following materials, chosen according to the student's ability and needs:

Success (Addison-Wesley)
New Interchange (Cambridge University Press)
Foundations (Prentice Hall Regents)
Building Bridges (Heinle and Heinle)
English, Yes (Jamestown Press)
ESL (Addison-Wesley)
Hooray for English (Scott Foresman)
Oxford Picture Dictionary of American English monolingual and bilingual editions;
Elementary and Intermediate Vocabulary Workbooks (Oxford University Press)
Addison Wesley Picture Dictionary and Skillsbook
Phonics (Steck-Vaughn)
Skill Sharpeners (Addison-Wesley)
Structural Readers (Longman)
Teen Stories, Teen Scene and Our Lives (Linmore)
Vocabulary Connections (Steck-Vaughn)
A wide variety of reproducible materials and pictures

PROFESSIONAL DEVELOPMENT

Our professional development efforts this year will focus on standards-based instruction and assessment, effective lesson planning, and integrating technology into the curriculum. Three inservice days are scheduled for the current school year.

Induction/orientation for newly hired ESL teachers is underway. Mentoring is an important part of this process, with new staff members paired with teachers who have been in the field for several years.

We will continue to focus on effective practices with English language learners through our professional development offerings and regular classroom visits. A new position focusing on Program and Staff Development was created in April 2001 to increase our efforts in this area. We are expanding our services to offer professional development for content area teachers who are working to improve academic achievement for English language learners.

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August 2002

Elementary Materials Continuum

	Acclimating	Beginning	Intermediate	Advanced
Basic Text (Structure)	<p><i>Hooray for English (Level 1)</i></p> <p><i>Addison Wesley ESL (Level A)</i></p>	<p><i>Hooray for English (Levels 2-3)</i></p> <p><i>Addison Wesley ESL (Levels B-C)</i></p>	<p><i>Hooray For English (Levels 4 - 5)</i></p> <p><i>Addison Wesley ESL (Level D)</i></p>	<p>Addison Wesley ESL (Level E)</p>
Vocabulary/ Reading	<p><i>Concept Units</i></p> <p><i>Addison/Wesley Picture Dictionary</i></p> <p><i>Photo Cards</i></p>	<p><i>Concept Units</i></p> <p><i>Oxford Picture Dictionary Addison-Wesley Picture</i></p> <p><i>Dictionary & Skillsbook (grades 2+)</i></p> <p><i>Quick-Word Handbook for Beginning Writers</i></p> <p><i>Who's Listening?</i></p>	<p><i>Oxford Picture</i></p> <p><i>Dictionary/ Beginner's Workbook</i></p> <p><i>Addison-Wesley Picture Dictionary and Skillsbook</i></p> <p><i>Quick-Word Handbook for Everyday Writers</i></p>	<p><i>Oxford Picture</i></p> <p><i>Dictionary Intermediate Workbook</i></p> <p><i>Quick-Word Handbook for Everyday Writers</i></p> <p><i>Vocabulary Workshop Orange Level (5th grade)</i></p>
Language Skills	<p><i>Survival Kit</i></p> <p><i>Newcomer Book A (grades 1-2)</i></p> <p><i>Newcomer Book B (grades 3-5)</i></p>	<p><i>Steck-Vaughn Phonics A - B</i></p> <p><i>Laubach Way to Cursive Writing</i></p>	<p><i>Steck-Vaughn Phonics B - D</i></p> <p><i>Language Exercises A - B</i></p> <p><i>Skill Sharpeners 1</i></p>	<p><i>Steck-Vaughn Phonics E - F</i></p> <p><i>Language Exercises C - D</i></p> <p><i>Skill Sharpeners 2-3</i></p>
Reading In The Content Areas			<p><i>Vocabulary Connections A - B (for a good reader)</i></p>	<p><i>Vocabulary Connections C - D</i></p>
Early Reading			<p><i>Steck-Vaughn Series (Wags and Tags, Bones and Stones, etc.)</i></p>	

MATERIALS CONTINUUM – MIDDLE SCHOOL

	Literacy	Pre-Beginning	Beginning	Intermediate	Advanced
Basic Text (Structure)	Access Foundations	Success - Basic Beginning Foundations	Success 1	Success 2	Success 3- 4
Literature			Teen Stories – (easiest) Teen Scene Our Lives (more difficult)	English Yes Beg. (high beginners) English Yes, Intermediate Level 1 (high intermediates – low advanced)	English Yes, Intermediate Level 2 (advanced level)
Content/ Language Skills/ Strategies	Steck-Vaughn Phonics A or B	Steck-Vaughn Phonics B	Skill Sharpeners 1 Building Bridges 1 (mid-high beginner)	Skill Sharpeners 2 Building Bridges 2	Skill Sharpeners 3-4 Classroom Content Support Content Area ESL Social Studies
Supplemental					
Extra Structure	Language Ex. A	Language Ex. B (later in the year)	Language Exercises B / C	Language Exercises. D / E	Language Exercises F / and review
Vocabulary/ Reading	Survival Kit, Introduction to Literacy (reinforcement)	Oxford Picture Dictionary and Beginning Workbook	Oxford Picture Dictionary and Beginning Workbook	Vocabulary Connections B/C	Vocabulary Workshop Orange and Blue Levels Vocabulary Connections D/ E/ F
	Oxford Picture Dictionary	Laubach Way to Cursive Writing	Laubach Way to Cursive Writing	Laubach Way to Cursive Writing	

MATERIALS CONTINUUM – HIGH SCHOOL

	Literacy	Pre-Beginning	Beginning	Intermediate	Advanced
Basic Text (Structure)	Access Foundations	Success *Basic Beginning	*Success 1 **New Interchange 1	*Success 2-3 **New Interchange 1 or 2	*Success 3-4 ** New Interchange 2 or 3
Literature			*Teen Scene *Teen Stories (easier) *Our Lives **English, Yes Beg. Level –(high Beginner)	*English Yes Beg. Level **English, Yes, Intermediate Level 1	*English Yes Int. Level 2 Transitional **20th Century American Short Stories
Content/ Language Skills/ Strategies	Steck-Vaughn Phonics A (looks Elementary, but useful)	Steck Vaughn Phonics B	*Skill Sharpeners 1 **Building Bridges 1	Skill Sharpeners 2 or 3 Building Bridges 2	Classroom Content - Area Support
Supplemental					
Extra Structure					
Extra Vocabulary/ Reading	Survival Kit Introduction to Literacy Oxford Picture Dictionary	Oxford Picture Dictionary and Beginning Workbook	Oxford Picture Dictionary & Beg./Inter. Workbook *Vocabulary Connections B	*Vocabulary Connection C or D Vocabulary Workshop Orange and Blue Levels	*Vocabulary Connections E/F/G Vocabulary Workshop Blue and C Levels
		Laubach Way to Cursive Writing	Laubach Way to Cursive Writing		TOEFL Materials

*For less Academically-oriented students

**For well prepared, academically oriented students

WRITING GOALS

Process	Pre-emergent Writer	Emergent Writer	Fluent Writer
Interest/attitude	<ul style="list-style-type: none"> • Shows an interest in writing • Draws and scribbles • Understands that writing represents speech 	<ul style="list-style-type: none"> • Shows an interest • Chooses to write • Takes pride in writing 	<ul style="list-style-type: none"> • Writes independently • Initiates writing as learning strategy • Initiates writing to communicate to others
Process	<ul style="list-style-type: none"> • Produces writing-like scribble • Holds pencil properly • Distinguishes letter detail • Copies first and last name • Copies or attempts to copy words/phrases/sentences • Copies stories she/he has dictated • Writes using random letters • Uses letters and spaces to represent words • Reads back what she/he has written 	<ul style="list-style-type: none"> • Uses lists, story maps and other pre-writing skills • Beginning to write for personal purposes • Generates topics/ideas • Becoming aware of a variety of formats for/approaches to writing • Is beginning to revise • Has begun to proofread and to edit for mechanics • Share writings with others 	<ul style="list-style-type: none"> • Uses reference skills to enhance writing • Uses the writing process (prewrite/write/revise/edit/proofread/share)
Focus/purpose	<ul style="list-style-type: none"> • Can produce simple shares • Prints first and last name • Prints upper and lowercase letters of the alphabet • Writes numerals 0-9 • Labels illustrations 	<ul style="list-style-type: none"> • Is aware of audience • Can write for specific purposes (often teacher guided) 	<ul style="list-style-type: none"> • Writes for own use (note taking, learning information) • Can write to a broader audience • Can write for various academic purposes
Content		<ul style="list-style-type: none"> • Related to personal interest/experiences 	<ul style="list-style-type: none"> • Develops attributes, feelings and attitudes of characters • Develops characters
Organization		<ul style="list-style-type: none"> • Includes one or two ideas • Adds supporting detail when prompted • Beginning to develop story line with beginning, middle and ending • Able to write events in sequential order • Uses word indicators to sequence events 	<ul style="list-style-type: none"> • Information and details are relevant to topic and focus • Develops a series of ideas in an organized manner • Story line is well developed with unity of thoughts • Develops paragraphs • Presents ideas in logical sequence • Provides transition between ideas
Style		<ul style="list-style-type: none"> • Learning to consider matching genre/forms to purpose and audience • Can adjust tone of writing according to purpose and audience • Word choice is limited but developing 	<ul style="list-style-type: none"> • Can adjust tone of writing according to form, purpose, and audience. • Description is more precise • Attempts to use dialogue, humor, figurative language, etc., responding to examples in literature

	Pre-emergent Writer	Emergent writer	Fluent Writer
Conventions Sentence structure		<ul style="list-style-type: none"> • Developing awareness of similar functions of words (nouns, verbs, pronouns) • Incorporating basic, learned sentence structures • Aware of various basic sentence types – statement, question, exclamation 	<ul style="list-style-type: none"> • Uses appropriate grammar • Uses compound and some complex sentence patterns • Generally uses convention syntax
Handwriting	<ul style="list-style-type: none"> • Orients letters properly • Learning top to bottom; left to right progression • Copies alphabet using a manuscript model 	<ul style="list-style-type: none"> • Printing/cursive writing is legible and appropriate for age 	<ul style="list-style-type: none"> • Printing/cursive writing is legible and appropriate for age
Spelling	<ul style="list-style-type: none"> • Uses letters to represent sounds • Writes using invented spelling 	<ul style="list-style-type: none"> • Moving from invented to conventional spelling 	<ul style="list-style-type: none"> • Uses a dictionary to check spelling • Conventional spelling is used in final draft
Punctuation		<ul style="list-style-type: none"> • Uses appropriate end punctuation (. ? !) • Beginning to be aware of other punctuation <ul style="list-style-type: none"> ‘ for contraction . for abbreviations , in a series “” for dialogue 	<ul style="list-style-type: none"> • Uses periods and commas consistently • Uses quotation marks • Hyphenates words when needed • Underlines book titles
Capitalization		<ul style="list-style-type: none"> • Capitalizes I, names • Beginning of sentence • Becoming aware of other capitalization – proper nouns (days of week, months, holidays) 	<ul style="list-style-type: none"> • Capitalization appropriate to age and grade level

Form		<ul style="list-style-type: none">• Lists (vocabulary, reading log, categories) labels• Graphic organizers (charts, semantic mapping, diagrams time lines)• Notes, messages, memos• Friendly letter, post card, greeting card, thank you note• Addresses (envelopes)• Personal dictionary• Calendar• Journal• Filling in forms• Comic bubble• Simple stories	<ul style="list-style-type: none">• Uses graphic organizers for a variety of purposes• With a model, is able to write in various literary genres• Can correspond in a variety of formats
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READING GOALS

	Emergent Reader	Fluent Reader
<ul style="list-style-type: none"> • Recognizes first/last name • Discriminates between sounds of words/letters • Determines if symbols are the same or different • Discriminates between beginning consonant sounds • Recognizes and manipulates word families • Identifies and visually discriminates among letters • Recites the alphabet • Identifies letters of the alphabet • Has correct directional habits • Looks at books from front to back • Looks at books from left page to right page • Turns pages at the appropriate time when a story is being read aloud • Follows a line of print • Shows an interest in books • Listens and responds to stories read orally • Asks questions about stories • Finds favorite books on a shelf • Chooses to look at books during free time • “Rereads” favorite books • Repeats nursery rhymes, songs, chants and other predictable text • Pretends to read relying on memory • Dictates words/phrases/sentences/stories • Retells or “reads” back things he/she has dictated • Uses picture and contextual clues to recognize vocabulary in printed form • Relies on environmental clues to recognize common words and symbols • Uses picture and beginning sound clues to determine meaning 	<ul style="list-style-type: none"> • Uses experiential background to assist in reading • Learns and utilizes basic sight word vocabulary (Dolch 220)\ • Learns and uses high interest vocabulary • Recalls details • Determines main idea by selecting an appropriate title • Describes the setting of a story • Follows basic story line (plot) • Predicts outcomes • Distinguishes between real and make-believe stories • Follows two part printed directions • Retells events in sequence • Uses a variety of reading strategies (picture, context, structural analysis and phonics clues) • Recognizes different story forms • Uses reference tools <i>Table of Contents, Glossary, Beginning dictionary</i> • Compares and contrasts stories, characters and events within stories • Enjoys and responds to literature • Reads orally with developing fluency and expression • Uses common phonetic patterns to assist in decoding unfamiliar words 	<ul style="list-style-type: none"> • Less dependent on experiential background to assist reading • Learns and utilizes vocabulary approaching grade level • Determines main idea • Understands specialized terms to discuss literature <i>Setting, Characters, Plot</i> • Identifies and sees relationships among story characters • Able to use context when encountering unfamiliar vocabulary • Follows three-four part printed directions • Verifies a statement by referring to text • Draws conclusions from facts contained in a story • Formulates questions from material read • Recognizes different literary forms • Reads orally with fluency • Reads with correct phrasing • Attends to simple punctuation • Self-corrects • Varies rate and style of reading depending on purpose • Uses reference tools <i>Dictionary, Thesaurus, Index, Encyclopedia</i> • Reads a variety of materials • Determines cause and effect • Beginning to react/respond/analyze and evaluate reading material • Reads independently • Uses reading as a tool • Compares and contrasts literary works, thematic treatments and characterization • Reads for information (in the content areas) as appropriate for grade level

ESL PLANNED INSTRUCTION
GRADE CLUSTER: MIDDLE (6th, 7th & 8th)

*Goal 1 Standard 1: To use English to communicate in social settings:
 Students will use English to participate in social interactions.
 (ESL Standards for Pre-K-12 Students, p. 71)*

ESL Standards	PA Standards	
301. Sharing and requesting information	1.6.8E Participate in small and large group discussions and presentations. <ul style="list-style-type: none"> • Initiate everyday conversation 1.8.8B Locate information using appropriate sources and strategies. <ul style="list-style-type: none"> • Select essential sources (e.g., dictionaries, encyclopedias, other reference materials, interviews, observations, computer databases). 	Success 3, Units1-10 SkSh 3 Identifying Library resources and doing research: pp. 78,95,30, 65, 77, 87, 97, 109,119
302. Expressing needs, feelings, and ideas	1.3.8F Read and respond to nonfiction and fiction, including poetry and drama. 1.6.8C Speak using skills appropriate to formal speech situations. <ul style="list-style-type: none"> • Add stress (emphasis) and inflection to enhance meaning. 1.6.8D Contribute to discussions. <ul style="list-style-type: none"> • Respond with relevant information, ideas or give reasons in support of opinions expressed. • Clarify, illustrate or expand on a response when asked. • Present support for opinions. 	English, Yes Skill Sharpeners 3, Answering Questions Pp. 35, 36, 47, 53, 70, 84 Explaining opinions, personal decisions pp. 61, 64, 69, 117
303. Using nonverbal communication in social interactions		

<p>306. Conducting transactions</p>	<p>1.6.8 D Contribute to discussions.</p> <ul style="list-style-type: none"> • Ask relevant, probing questions. • Respond with relevant information, ideas or give reasons in support of opinions expressed. • Listen to and acknowledge the contributions of others. • Adjust tone and involvement to encourage equitable participation. • Clarify, illustrate or expand on a response when asked. • Present support for opinions. • Paraphrase and summarize, when prompted. <p>1.6.8E Participate in small and large group discussions and presentations.</p> <ul style="list-style-type: none"> • Conduct interviews as part of the research process. 	<p>Skill Sharpener 3 p.12 Interviewing</p>
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*Goal 1 Standard 2: To use English to communicate in social settings:
 Students will interact in, through, and with spoken and written English for personal expression and enjoyment.
 (ibid., p. 75)*

ESL Standards	PA Standards	
307. Describing, reading about or participating in a favorite activity.	1.4.8D Maintain a written record of activities, course work, experience, honors, and interests. 1.8.8A Select and refine a topic for research.	Skill Sharpener 3 p.116 Descriptive paragraphs SS3 pp.86,87 researching
308. Sharing social and cultural traditions and values	1.7.8 A Describe the origins and meanings of common, learned and foreign words used frequently in English language (e.g., carte blanche, faux pas). 1.7.8 B Analyze the role and place of standard American English in speech, writing, and literature.	SS 3 p.76 interpreting idiomatic expressions SS 3 pp. 19,29, 57, 99 recognizing antonyms, synonyms, and homonyms
309. Expressing personal needs, feelings, and ideas	1.6.8A Listen to others. • Ask probing questions. 1.6.8E Participate in small and large group discussions and presentations. • Initiate everyday conversation.	Success 3 Unit 2, Unit 4, Expressing preferences, likes and dislikes SS 3 p.41 Writing Thank you letters
310. Participating in popular culture	1.2.8B Use and understand a variety of media and evaluate the quality of material produced. • Compare and analyze how different media offer a unique perspective on the information presented. 1.6.8F Use media for learning purposes. • Analyze the role of advertising in the media.	Success 3 Units 1-10 Reading electronic messages

*Goal 1, Standard 3: To use English to communicate in social settings:
Students will use learning strategies to extend their communicative competence.
(ibid., p. 79)*

ESL Standards	PA Standards	
311. Testing hypotheses about language	1.1.8C Use knowledge of root words as well as context clues and glossaries to understand specialized vocabulary in the content areas during reading. Use these words accurately in speaking and writing.	SS3 PP. 14,17,19,20, 26,27,32,38,39,42,48-49,52,54-55,61,68,69,70,71,76-77,80,86-87,91,96,97,104-105,108,109,110,118-119,120 Understanding Words through Context
312. Listening to and imitating how others use English	1.6.8C Speak using skills appropriate to formal speech situations. <ul style="list-style-type: none"> • Pronounce words correctly. • Adjust volume to purpose and audience. 	Success 3 Units 1-10 Listening for Information, Listening for Verb endings
313. Exploring alternative ways of saying things	1.6.8F Use media for learning purposes. <ul style="list-style-type: none"> • Describe how the media provides (<i>sic</i>) information that is sometimes accurate, sometimes biased based on a point of view or by the opinion or beliefs of the presenter. • Create a multi-media (e.g., film, music, computer-graphic) presentation for display or transmission. 	SS3. P.113, Fact vs. Opinion
314. Focusing attention selectively	1.1.8A Locate appropriate texts (literature, information, documents) for an assigned purpose before reading. 1.5.8A Write with a sharp, focus. <ul style="list-style-type: none"> • Establish a single point of view. 1.6.8D Contribute to discussions. <ul style="list-style-type: none"> • Listen to and acknowledge the contributions of others. 	Success Units –10 Read and Find Out SS3 p. 25 reading a menu p.46 Reading A Subway map p.59 Reading a TV schedule
315. Seeking support and feedback from others	1.6.8D Contribute to discussions. <ul style="list-style-type: none"> • Clarify, illustrate or expand on a response when asked. 	Success 3 Units 1,2,3,6,7,8 Describing
316. Comparing nonverbal and verbal cues		
317. Self-monitoring and self-evaluating language development	1.1.8H Demonstrate fluency and comprehension in reading. <ul style="list-style-type: none"> • Self-correct mistakes. 	Use of bilingual dictionary

318. Using the primary language to ask for clarification		
319. Learning and using language "chunks"		
320. Selecting different media to help understand language	<p>1.2.8B Use and understand a variety of media and evaluate the quality of material produced.</p> <ul style="list-style-type: none"> • Compare and analyze how different media offer a unique perspective on the information presented. • Analyze the techniques of particular media messages and their effect on a targeted audience. • Use, design and develop a media project that expands understanding (e.g., authors and works from a particular historical period). <p>1.6.8F Use media for learning purposes.</p> <ul style="list-style-type: none"> • Describe how the media provide information that is sometimes accurate, sometimes biased based on a point of view or by the opinion or beliefs of the presenter. • Analyze the role of advertising in the media. • Create a multi-media (e.g., film, music, computer-graphic) presentation for display or transmission. 	Same as 310
321. Practicing new language	<p>1.4.8A Write short stories, poems and plays.</p> <ul style="list-style-type: none"> • Apply varying organizational methods. • Utilize dialogue. <p>1.6.8C Speak using skills appropriate to formal speech situations.</p> <ul style="list-style-type: none"> • Use complete sentences. • Pronounce words correctly. <p>1.6.8D Contribute to discussions.</p> <ul style="list-style-type: none"> • Ask relevant, probing questions. • Respond with relevant information, ideas or give reasons in support. 	<p>SS3p.40,50,79,121,122 Using words in Creative Sentences</p> <p>Success Units 1-10 Asking for and Giving Information</p>
322. Using context to construct meaning	1.1.8C Use knowledge of root words as well as context clues and glossaries to understand specialized vocabulary in the content areas during reading. Use these words accurately in speaking and writing.	Same as 311

Goal 2, Standard 1: To use English to achieve academically in all content areas:
 Students will use English to interact in the classroom.
 (ibid., p. 83)

ESL Standards	PA Standards	
323. Following oral and written directions, implicit and explicit		SS3 p. 31,46,106 Following Directions
324. Requesting and providing clarification	1.6.8D Contribute to discussions. <ul style="list-style-type: none"> • Respond with relevant information, ideas or give reasons in support of opinions expressed. • Clarify, illustrate or expand on a response when asked. • Listen to and acknowledge the contributions of others. • Present support for opinions. 	Success 3 Units 1-10 Asking for and Giving Information
325. Participating in full-class, group, and pair discussions	1.6.8D Contribute to discussions. <ul style="list-style-type: none"> • Respond with relevant information, ideas or give reasons in support of opinions expressed. • Listen to and acknowledge the contributions of others. 	SS3 p.33 Discussing “Help Wanted Ads” Success Units 1-10 Listening for Information
326. Asking and answering questions	1.6.8.D Contribute to discussions. <ul style="list-style-type: none"> • Ask relevant, probing questions. • Respond with relevant information, ideas or give reasons in support of opinions expressed. • Clarify, illustrate or expand on a response when asked. 	Success 3 Units 1-10 Asking for and Giving Information SS3 p.15, 23,-24,84,88,107 Questions
327. Requesting information and assistance	1.6.8A Listen to others. <ul style="list-style-type: none"> • Ask probing questions. 	Success Units 1-10 Asking for and Giving Information
328. Negotiating and managing interaction to accomplish tasks	1.6.8.D Contribute to discussions. <ul style="list-style-type: none"> • Ask relevant, probing questions. • Respond with relevant information, ideas or give reasons in support of opinions expressed. • Listen to and acknowledge the contributions of others. • Clarify, illustrate or expand on a response when asked. • Present support for opinions. 1.6.8E Participate in small and large group discussions and presentations. <ul style="list-style-type: none"> • Organize & participate in informal debates. 	Success 3 Unit 2 Compromising

329. Explaining actions	1.6.8.D Contribute to discussions. <ul style="list-style-type: none"> Respond with relevant information, ideas or give reasons in support of opinions expressed. Clarify, illustrate or expand on a response when asked. Present support for opinions. 	Success Unit 1 Explaining Travel Plans SS3 pp. 61,62,69,117 Explaining decisions
330. Elaborating and extending other people's ideas and words	1.1.8G Demonstrate after reading understanding and interpretation of both fiction and nonfiction text, including public documents. <ul style="list-style-type: none"> Make, and support with evidence, assertions about texts. Make extensions to related ideas, topics or information. 1.6.8.D Contribute to discussions. <ul style="list-style-type: none"> Respond with relevant information, ideas or give reasons in support of opinions expressed. Clarify, illustrate or expand on a response when asked. Present support for opinions. Paraphrase and summarize, when prompted. 	SS3. P.32,54,69,77,97,105 Making inferences
331. Expressing likes, dislikes, and needs	1.6.8.D Contribute to discussions. <ul style="list-style-type: none"> Respond with relevant information, ideas or give reasons in support of opinions expressed. Present support for opinions. 1.6.8E Participate in small and large group discussions and presentations. <ul style="list-style-type: none"> Initiate everyday conversation. 	Success 3, Unit 3 Expressing Likes and Dislikes

Goal 2, Standard 2: To use English to achieve academically in all content areas:

Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.

(*ibid.*, p. 87)

ESL Standards	PA Standards	
332. Comparing and contrasting information	<p>1.1.8G Demonstrate after reading understanding and interpretation of both fiction and nonfiction text, including public documents.</p> <ul style="list-style-type: none"> • Compare and contrast texts using themes, settings, characters and ideas. <p>1.2.8B Use and understand a variety of media and evaluate the quality of material produced.</p> <ul style="list-style-type: none"> • Compare and analyze how different media offer a unique perspective on the information presented. <p>1.5.8C Write with controlled and/or subtle organization.</p> <ul style="list-style-type: none"> • Sustain a logical order within sentences and between paragraphs using meaningful transitions. • Establish topic and purpose in the introduction. • Reiterate the topic and purpose in the conclusion. 	<p>Success 3 Unit 4, 10 Comparing objects and people SS3 p. 11,33,69,118,119 Comparing and Contrasting Eng., Yes Transitional, “The Teacher” Comparing and Contrasting, “The Stove”, using Connectives, “An Occurrence at Owl Creek”, Combining Sentences</p>
333. Persuading, arguing, negotiating, evaluating, and justifying	<p>1.1.8G Demonstrate after reading understanding and interpretation of both fiction and nonfiction text, including public documents.</p> <ul style="list-style-type: none"> • Make, and support with evidence, assertions about texts. • Analyze the positions, arguments and evidence in public documents. <p>1.4.8C Write persuasive pieces.</p> <ul style="list-style-type: none"> • Include a clearly stated position or opinion. • Included convincing, elaborated and properly cited evidence. • Develop reader interest. • Anticipate and counter reader concerns and arguments. <p>1.6.8D Contribute to discussions.</p> <ul style="list-style-type: none"> • Respond with relevant information, ideas or give reasons in support of opinions expressed. 	<p>SS3 pp.61,69,117 Explaining Opinions and personal decisions. Engl, Yes, Trans. Units 1-9 “Sharing with Others”</p>

	<p>1.6.8E Participate in small and large group discussions and presentations.</p> <ul style="list-style-type: none"> Organize and participate in informal debates 	
<p>334. Listening to, speaking, reading, and writing about subject matter information</p>	<p>1.1.8E Expand a reading vocabulary by identifying and correctly using idioms and words with literal and figurative meanings. Use a dictionary or related reference.</p> <p>1.4.8B Write multi-paragraph informational pieces (e.g., letters, descriptions, reports, instructions, essays, articles, interviews).</p> <ul style="list-style-type: none"> Include cause and effect. Develop a problem and solution when appropriate to the topic. Use relevant graphics (e.g., maps, charts, graphs, tables, illustrations, photographs). Use primary and secondary sources. <p>1.5.8B Write using well-developed content appropriate for the topic.</p> <ul style="list-style-type: none"> Gather, determine validity and reliability of, and organize information. Write paragraphs that have details and information specific to the topic and relevant to the focus. <p>1.6.8A Listen to others.</p> <ul style="list-style-type: none"> Ask probing questions. Analyze information, ideas and opinions to determine relevancy. Take notes when needed. <p>1.6.8E Contribute to discussions.</p> <ul style="list-style-type: none"> Select a topic and present an oral reading. Conduct interviews as part of the research process. Organize and participate in informal debates. 	<p>Eng., Yes Trans. Units 1-9 SS3 pp. 10,28,55,56,60,86-87,93,94,101 Cause and Effect pp.21,22,45,109 Describing data from charts and graphs pp.52,70,114,116,120 Descriptive paragraphs pp.64,87 Taking Notes</p>

<p>335. Gathering information orally and in writing</p>	<p>1.3.8A Read and understand works of literature.</p> <p>1.5.8B Write using well-developed content for the topic.</p> <ul style="list-style-type: none"> • Gather, determine validity and reliability of and organize information. <p>1.6.8A Listen to others.</p> <ul style="list-style-type: none"> • Ask probing questions. • Analyze information, ideas and opinions to determine relevancy. • Take notes when needed. <p>1.6.8E Participate in small and large group discussions and presentations.</p> <ul style="list-style-type: none"> • Conduct interviews as part of the research process. <p>1.8.8B Locate information using appropriate sources and strategies.</p> <ul style="list-style-type: none"> • Determine valid resources for researching the topic, including primary and secondary sources. • Evaluate the importance and quality of the sources. • Select essential sources (e.g., dictionaries, encyclopedias, other reference materials, interviews, observations, computer databases). • Use tables of contents, indices, key words, cross-references and appendices. • Use traditional and electronic search tools. <p>1.8.8C Organize, summarize and present the main ideas from the research.</p> <ul style="list-style-type: none"> • Take relevant notes from sources. 	<p>Eng., Yes Trans. Units 1-9 “Sharing with Others”</p> <p>SS3 p12 Interviewing pp.78,95 Identifying Library resources pp 30,65,78,87,95,97,109,119 Doing Research</p>
<p>336. Retelling information</p>	<p>1.1.8G Demonstrate after reading understanding and interpretation of both fiction and nonfiction text, including public documents.</p> <ul style="list-style-type: none"> • Describe the context of a document. <p>1.5.8B Write using well-developed content appropriate for the topic.</p> <ul style="list-style-type: none"> • Employ the most effective format for purpose and audience. <p>1.6.8B Listen to selections of literature (fiction and/or nonfiction).</p> <ul style="list-style-type: none"> • Summarize events and identify the 	<p>Eng., Yes Units 1-9</p> <p>SS3 p.118 Restating Information</p>

	<p>significant points.</p> <p>1.6.8D Contribute to discussions.</p> <ul style="list-style-type: none"> • Respond with relevant information, ideas or give reasons in support of opinions expressed. • Clarify, illustrate or expand on a response when asked. • Paraphrase and summarize, when prompted. 	
<p>337. Selecting, connecting, and explaining information</p>	<p>1.1.8A Locate appropriate texts (literature, information, documents) for an assigned purpose before reading.</p> <p>1.2.8A Read and understand essential content of informational texts and documents in all academic areas.</p> <ul style="list-style-type: none"> • Differentiate fact from opinion utilizing resources that go beyond traditional text (e.g., newspapers, magazines and periodicals) to electronic media. <p>1.4.8B Write multi-paragraph informational pieces (e.g., letters, descriptions, reports, instructions essays, articles, interviews).</p> <ul style="list-style-type: none"> • Include cause and effect. • Develop a problem and solution when appropriate to the topic. • Use relevant graphics (e.g., maps, charts, graphs, tables illustrations and photographs). • Use primary and secondary sources. <p>1.6.8B Listen to selections of literature (fiction and /or nonfiction).</p> <ul style="list-style-type: none"> • Predict content/events. • Summarize events and identify the significant points. • Identify and define new words and concepts. <p>1.8.8C Organize, summarize and present the main ideas from the research.</p> <ul style="list-style-type: none"> • Identify the steps necessary to carry out a research project. • Develop a thesis statement based on the research. 	<p>Eng. Yes Trans. Units 1-9 SS3 pp.61,64,69,117 Explaining Opinions pp. 20,32,42,48,52,61,70,80,91,101,110,120 Making judgements p.113 Fact vs. Opinion p. 118 Restating Information</p>

	<p>1.1.8G Demonstrate after reading understanding and interpretation of both fiction and nonfiction text, including public documents.</p> <ul style="list-style-type: none"> Analyze the positions, arguments and evidence in public documents. <p>1.2.8A Read and understand essential content of informational texts and documents in all academic areas.</p> <ul style="list-style-type: none"> Draw inferences based on a variety of information sources. <p>1.3.8B Analyze the use of literary elements by an author including characterization, setting, plot, theme, point of view, tone, and style.</p> <p>1.3.8C Analyze the effect of various literary devices.</p> <ul style="list-style-type: none"> Sound techniques (e.g., rhyme, rhythm, meter, alliteration) Figurative language (e.g., personification simile, metaphor, hyperbole, illusion) <p>1.3.8E Analyze drama to determine the reasons for a character's actions, taking into account the situation and basic motivation of the character.</p> <p>1.6.8B Listen to selections of literature (fiction and/or nonfiction).</p> <ul style="list-style-type: none"> Analyze the selections. 	<p>Eng, Yes Trans. Units 1-9 Unit 3 "After 20 Years" Making inferences Unit 9 "A Boy's Best Friend" Understanding setting Unit 5 Poetry of Langston Hughes Unit 4 "The Stove" Characterization Unit 1 "The Teacher" characterization SS3 p.96 Inferring character traits pp. 32,59,69,77,78,93,105 making inferences</p>
<p>339. Responding to the work of peers and others</p>	<p>1.2.8A Read and understand essential content of informational texts and documents in all academic areas.</p> <ul style="list-style-type: none"> Evaluate text organization and content to determine the author's purpose and effectiveness according to the author's theses, accuracy and thoroughness. <p>1.3.8F Read and respond to nonfiction and fiction, including poetry and drama.</p> <p>1.6.8D Contribute to discussions.</p> <ul style="list-style-type: none"> Listen to and acknowledge the contributions of others. 	<p>SS3 Reading for Details (See Skills Index for listings) Esng.,Yes Trans Units 1-9</p>

<p>340. Representing information visually and interpreting information presented visually</p>	<p>1.4.8B Write multi-paragraph informational pieces (e.g., letters, essays, articles, interviews).</p> <ul style="list-style-type: none"> • Use relevant graphics (e.g., maps, charts, graphs, tables illustrations and photographs). <p>1.8.8C Organize, summarize and present the main ideas from research.</p> <ul style="list-style-type: none"> • Use formatting techniques to create an understandable presentation for a designated audience. 	<p>Eng, Yes, Trans T.M. pp.x-xii Graphic organizers for use with all stories SS3 pp.14,64 Plotting information, Pp. 10,14,27,45,47,64,100,114 bar, line, pie graph, charts Success 3 Units 1-10</p>
<p>341. Hypothesizing and predicting</p>	<p>1.6.8B Listen to selections of literature (fiction and/or nonfiction).</p> <ul style="list-style-type: none"> • Predict content/events. <p>1.6.8C Speak using skills appropriate to formal speech situations.</p> <ul style="list-style-type: none"> • Adjust pace to convey meaning. 	<p>SS3 Reading in the Content Areas: Math, Schence, Social Studies (See Skills Index for Page listings)</p>
<p>342. Formulating and asking questions</p>	<p>1.6.8D Contribute to discussions.</p> <ul style="list-style-type: none"> • Ask relevant, probing questions. 	
<p>343. Understanding and producing technical vocabulary and text features according to content area</p>	<p>1.1.8C Use knowledge of root words as well as context clues and glossaries to understand specialized vocabulary in the content areas during reading. Use these words accurately in speaking and writing.</p> <p>1.1.8F Understand the meaning of and apply key vocabulary across the various subject areas.</p> <p>1.3.8D Identify poetic forms (e.g., ballad, sonnet, couplet).</p>	<p>SS 3 p.76 interpreting idiomatic expressions SS 3 pp. 19,29, 57, 99 recognizing antonyms, synonyms, and homonyms</p>

<p>344. Demonstrating knowledge through application in a variety of contexts</p>	<p>1.1.8H Demonstrate fluency and comprehension in reading.</p> <ul style="list-style-type: none"> • Read familiar materials aloud with accuracy. • Read a variety of genres and types of text. • Demonstrate comprehension (Standard 1.1.8G). <p>1.2.8C Produce work in at least one literary genre that follows the conventions of the genre.</p> <p>1.4.8A Write short stories, poems and plays.</p> <ul style="list-style-type: none"> • Apply varying organizational methods. • Use relevant illustrations. • Utilize dialogue. • Apply literary conflict. • Include literary elements (Standard 1.3.8B). • Use literary devices (Standard 1.3.8C). <p>1.6.8E Participate in small and large group discussions and presentations.</p> <ul style="list-style-type: none"> • Select a topic and present an oral reading. • Conduct interviews as part of the research process. • Organize and participate in informal debates. 	
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*Goal 2, Standard 3: To use English to achieve academically in all content areas:
 Students will use appropriate learning strategies to construct and apply academic knowledge.
 (ibid., p. 91)*

ESL Standards	PA Standards	
345. Focusing attention selectively	1.6.8D Contribute to discussions. <ul style="list-style-type: none"> • Listen to and acknowledge the contributions of others. • Clarify, illustrate or expand on a response when asked. • Paraphrase and summarize, when prompted. 	
346. Applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text.	1.1.8D Identify basic facts and ideas in text using specific strategies (e.g., recall genre characteristics, set a purpose for reading, generate essential questions as aids to comprehension and clarify understanding through rereading and discussion. 1.8.8B Locate information using appropriate sources and strategies. <ul style="list-style-type: none"> • Use tables of contents, indices, key words, cross-references and appendices. 	
347. Using context to construct meaning	1.1.8B Identify and use common organizational structures and graphic features to comprehend information. 1.1.8C Use knowledge of root words as well as context clues and glossaries to understand specialized vocabulary in the content areas during reading. Use these words accurately in speaking and writing. 1.8.8C Organize, summarize and present the main ideas from research. <ul style="list-style-type: none"> • Develop a thesis statement based on research. 	
348. Taking notes to record important information and aid one's own learning	1.8.8C Organize, summarize and present the main ideas from research. <ul style="list-style-type: none"> • Take relevant notes from sources. 	

<p>349. Applying self-monitoring and self-corrective strategies to build and expand a knowledge base</p>	<p>1.1.8H Demonstrate fluency and comprehension in reading.</p> <ul style="list-style-type: none"> • Self-correct mistakes. <p>1.5.8E Revise writing after rethinking logic of organization and rechecking central idea, content, paragraph development, level of detail, style, tone and word choice.</p> <p>1.5.8F Edit writing using the conventions of language.</p> <ul style="list-style-type: none"> • Spell common, frequently used words correctly. • Use capital letters correctly. • Punctuate correctly (periods, exclamation points, question marks, commas, quotation marks, apostrophes, colons, semicolons, parentheses). • Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions and interjections properly. • Use complete sentences (simple, compound, complex, declarative, interrogative, exclamatory and imperative). 	
<p>350. Determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study)</p>	<p>1.2.8A Read and understand essential content of informational texts and documents in all academic areas.</p> <ul style="list-style-type: none"> • Distinguish between essential and nonessential information across texts and going beyond texts to a variety of media; identify bias and propaganda where present. 	
<p>351. Planning how and when to use cognitive strategies and applying them appropriately to a learning task</p>	<p>1.1.8D Identify basic facts and ideas in text using specific strategies (e.g., recall genre characteristics, set a purpose for reading, generate essential questions as aids to comprehension and clarify understanding through rereading and discussion).</p>	
<p>352. Actively connecting new information to information previously learned</p>	<p>1.6.8B Listen to selections of literature (fiction and/or nonfiction).</p> <ul style="list-style-type: none"> • Relate them to previous knowledge. <p>1.7.8C Identify new words that have been added to the English language over time.</p>	

<p>353. Evaluating one's own success in a completed learning task</p>	<p>1.1.8H Demonstrate fluency and comprehension in reading.</p> <ul style="list-style-type: none"> • Self-correct mistakes. <p>1.5.8F Edit writing using the conventions of language.</p> <ul style="list-style-type: none"> • Spell common, frequently used words correctly. • Use capital letters correctly. • Punctuate correctly (periods, exclamation points, question marks, commas, quotation marks, apostrophes, colons, semicolons, parentheses). • Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions and interjections properly. • Use complete sentences (simple, compound, complex, declarative, interrogative, exclamatory and imperative). <p>1.5.8G Present and/or defend written work for publication when appropriate.</p>	
<p>354. Recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members)</p>	<p>1.6.8D Contribute to discussions.</p> <ul style="list-style-type: none"> • Ask relevant, probing questions. • Respond with relevant information, ideas or give reasons in support of opinions expressed. • Listen to and acknowledge the contributions of others. <p>1.8.8B Locate information using appropriate sources and strategies.</p> <ul style="list-style-type: none"> • Determine valid resources for researching the topic, including primary and secondary sources. • Evaluate the importance and quality of the sources. • Select essential sources (e.g., dictionaries, encyclopedias, other reference materials, interview, observations, computer databases). • Use traditional and electronic search tools. 	

<p>355. Imitating the behaviors of native English speakers to complete tasks successfully</p>	<p>1.6.8C Speak using skills appropriate to formal speech situations.</p> <ul style="list-style-type: none"> • Use complete sentences. • Pronounce words correctly. • Adjust volume to purpose and audience. • Adjust pace to convey meaning. • Add stress (emphasis) and inflection to enhance meaning. <p>1.6.8D Contribute to discussions.</p> <ul style="list-style-type: none"> • Ask relevant, probing questions. • Respond with relevant information, ideas or give reasons in support of opinions expressed. • Listen to and acknowledge the contributions of others. • Adjust tone and involvement to encourage equitable participation. • Paraphrase and summarize, when prompted. <p>1.6.8E Participate in small and large group discussions and presentations.</p> <ul style="list-style-type: none"> • Initiate everyday conversation. 	
<p>356. Knowing when to use native language resources (human and material) to promote understanding</p>	<p>1.2.8B Use and understand a variety of media and evaluate the quality of material produced.</p> <ul style="list-style-type: none"> • Use, design and develop a media project that expands understanding (e.g., authors and works from a particular historical period). <p>1.7.8A Describe the origins and meanings of common, learned and foreign words used frequently in English language (e.g., carte blanche, faux pas).</p> <p>1.8.8B Locate information using appropriate sources and strategies.</p> <ul style="list-style-type: none"> • Determine valid resources for researching the topic, including primary and secondary sources. • Evaluate the importance and quality of the sources. • Select essential sources (e.g., dictionaries, encyclopedias, other reference materials, interviews, observations, computer databases). • Use traditional and electronic search tools. 	

*Goal 3, Standard 1: To use English in socially and culturally appropriate ways:
 Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.
 (ibid., p. 95)*

ESL Standards	PA Standards	
<p>357. Using the appropriate degrees of formality with different audiences and settings</p>	<p>1.5.8A Write with a sharp, distinct focus.</p> <ul style="list-style-type: none"> • Identify topic, task and audience. • Establish a single point of view. <p>1.5.8D Write with an understanding of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> • Use different types and lengths of sentences. • Use tone and voice through the use of precise language. <p>1.6.8C Speak using skills appropriate to formal speech situations.</p> <ul style="list-style-type: none"> • Use complete sentences. • Pronounce words correctly. <p>1.7.8B Analyze the role and place of standard American English in speech, writing, and literature.</p>	
<p>358. Recognizing and using standard English and vernacular dialects appropriately</p>	<p>1.7.8B Analyze the role and place of standard American English in speech, writing, and literature.</p> <p>1.8.8C Organize, summarize and present the main ideas from research.</p> <ul style="list-style-type: none"> • Give precise, formal credit for others' ideas, images or information using a standard method of documentation. • Use formatting techniques to create an understandable presentation for a designated audience. 	
<p>359. Using a variety of writing styles appropriate for different audiences, purposes, and settings</p>	<p>1.4.8A Write short stories, poems and plays.</p> <ul style="list-style-type: none"> • Apply varying organizational methods. • Use relevant illustrations. • Utilize dialogue. • Apply literary conflict. • Include literary elements (Standard 1.3.8B). • Use literary devices (Standard 1.3.8C). <p>1.4.8B Write multi-paragraph informational pieces (e.g., letters, descriptions, reports, instructions, essays, articles, interviews).</p> <ul style="list-style-type: none"> • Include cause and effect. • Develop a problem and solution when 	

	<p>appropriate to the topic.</p> <ul style="list-style-type: none"> • Use relevant graphics (e.g., maps, charts, graphs, tables, illustrations, and photographs). • Use primary and secondary sources. <p>1.4.8C Write persuasive pieces.</p> <ul style="list-style-type: none"> • Include a clearly stated position or opinion. • Include convincing, elaborated and properly cited evidence. • Develop reader interest. • Anticipate and counter reader concerns and arguments. <p>1.4.8D Maintain a written record of activities, course work, experience, honors, and interests.</p> <p>1.5.8B Write using well-developed content appropriate for the topic.</p> <ul style="list-style-type: none"> • Employ the most effective format for purpose and audience. 	
360. Responding to and using slang appropriately	1.3.8B Analyze the use of literary elements by an author including characterization, setting, plot, theme, point of view, tone, and style.	
361. Responding to and using idioms appropriately	1.1.8E Expand a reading vocabulary by identifying and correctly using idioms and words with literal and figurative meanings. Use a dictionary or related reference.	
362. Responding to and using humor appropriately	1.3.8B Analyze the use of literary elements by an author including characterization, setting, plot, theme, point of view, tone, and style.	
363. Determining when it is appropriate to use a language other than English		
364. Determining appropriate topics for interaction	<p>1.6.8E Participate in small and large group discussions and presentations.</p> <ul style="list-style-type: none"> • Initiate everyday conversation. <p>1.8.8A Select and refine a topic for research.</p>	

*Goal 3, Standard 2: To use English in socially and culturally appropriate ways:
 Students will use nonverbal communication appropriate to audience, purpose, and setting.
 (ibid., p. 99)*

ESL Standards	PA Standards	
365. Interpreting and responding appropriately to nonverbal cues and body language		
366. Demonstrating knowledge of acceptable nonverbal classroom behaviors		
367. Using acceptable tone, volume, stress, and intonation in various social settings	1.1.8H Demonstrate fluency and comprehension in reading. <ul style="list-style-type: none"> • Use appropriate rhythm, flow, meter and pronunciation. 1.6.8C Speak using skills appropriate to formal speech situations. <ul style="list-style-type: none"> • Adjust volume to purpose and audience. • Adjust pace to convey meaning. • Add stress (emphasis) and inflection to enhance meaning. 	
368. Recognizing and adjusting behavior in response to nonverbal cues		

*Goal 3, Standard 3: To use English in socially and culturally appropriate ways:
 Students will use appropriate learning strategies to extend their communicative competence.
 E(ibid., p. 103)*

ESL Standards	PA Standards	
369. Observing and modeling how others speak and behave in a particular situation or setting		
370. Experimenting with variations of language in social and academic settings		
371. Seeking information about appropriate language use and behavior	1.1.8E Expand a reading vocabulary by identifying and correctly using idioms and words with literal and figurative meanings. Use a dictionary or related reference.	
372. Self-monitoring and self-evaluating language use according to setting and audience	1.5.8E Revise writing after rethinking logic of organization and rechecking central idea, content, paragraph development, level of detail, style, tone and word choice.	
373. Analyzing the social context to determine appropriate language use	1.7.8B Analyze the role and place of standard American English in speech, writing, and literature.	
374. Rehearsing variations of language use in different social and academic settings		
375. Deciding when use of slang is appropriate		