

**ENGLISH AS A SECOND LANGUAGE
LANGUAGE ARTS LITERACY
STANDARDS LISTENING
GRADES K-5
1999**

3.1.1 Use speaking, writing, reading and viewing to assist with listening.

Goal 1

Standard 1: To use English to communicate in social settings: Students will use English to participate I social interactions.

- a) engage listener's attention verbally or non-verbally.
- b) elicit information and ask clarification questions.
- c) clarify and restate information as needed.
- d) offer and respond to greetings, compliments, invitation, introductions, and farewells.
- e) negotiate solutions to problems, interpersonal misunderstandings and disputes.

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.

- a) listen to, read, watch, and respond to plays, films, stories, books, songs, poems, computer programs, and magazines.
- b) recount events of interest.

Standard 3: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.

- a) test appropriate use of new vocabulary, phrases, and structures.
- b) ask someone the meaning of a word.
- c) tell someone in the native language that a direction given in English was not understood.
- d) imitate a classmates's response to a teacher's questions or directions.
- e) practice recently learned language by teaching a peer.

Goal 2

Standard 1: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.

- a) ask a teacher to restate or simplify directions.
- b) ask for assistance with a task.

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.

- a) define, compare, and classify objects (e.g., according to numbers, shape, color, size, function, physical characteristics.)
- b) explain change (e.g., growth in plants and animals, in seasons, in self, in characters in literature.)
- c) record observations.
- d) generate and ask questions.
- e) gather and ask questions of outside experts (e.g., about their jobs, experiences, interests, qualifications.)
- f) gather and organize the appropriate materials needed to complete a task.

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.

- a) express humor through verbal and non-verbal means.
- b) interact with an adult in a formal and informal setting.
- c) role play a telephone conversation with an adult.
- d) write a letter or e-mail message to an adult or peer using appropriate language forms.

Standard 3: To use English in socially and culturally appropriate ways: Student will use appropriate learning strategies to extend their sociolinguistic and sociocultural competence.

- a) observe language use and behaviors of peers in different settings.
- b) rehearse different ways of speaking according to the formality of the setting.
- c) test appropriate use of newly acquired gestures and language.

**Language Arts Literacy
Composite Standards
Grades K-5**

3.2.2 Demonstrate comprehension of a story, interview, and oral report of an event or incident.

- a) elicit information and ask clarification questions.
- b) describe feelings and emotions after watching a movie.
- c) describe feelings and emotions after watching a movie.
- d) listen to, read, watch, and respond to plays, films, stories, books, songs, poems, computer programs, and magazines.
- e) test appropriate use of new vocabulary, phrases and structures.
- f) ask someone the meaning of a word.
- g) record observations.
- h) construct a chart or other graphic showing data.
- I) read a story and represent the sequence of events (through picture, words, music, or drama.)
- j) gather and organize the appropriate materials needed to complete a task.
- k) demonstrate an understanding of ways to give and receive compliments, show gratitude, apologize, express anger or impatience.

3.2.3 Listen for a variety of purposes, such as enjoyment and obtaining information.

- a) engage listener's attention verbally or non-verbally.
- b) elicit information and ask clarification questions.
- c) listen to, read, watch, and respond to plays, films, stories, books, songs, poems, computer programs, and magazines.
- d) express enjoyment while playing a game.
- e) talk about a favorite food.
- f) understand verbal directions by comparing them with non-verbal ones.
- g) associate diagrams with written labels to learn vocabulary or construct meaning..
- h) observe language use and behavior of peers in different settings.

3.2.4 Interpret meaning through sound, such as how speaking style reveals character in an oral interpretation.

- a) engage listener's attention verbally or non-verbally.
- b) express enjoyment while playing a game.
- c) express humor through verbal and non-verbal means.
- d) imitate a classmate's response to a teacher's questions or directions.
- e) listen to and incorporate a peers feedback regarding classroom behavior.
- f) demonstrate an understanding of ways to give and receive compliments. Show gratitude, apologize, express anger or impatience.
- g) observe language use and behavior of peers in different settings.

**ENGLISH AS A SECOND LANGUAGE
LANGUAGE ARTS LITERACY
STANDARDS SPEAKING
GRADES K-5**

3.1.1 Use listening, writing, reading and viewing to assist with speaking.

Goal 1

Standard 1: To use English to communicate in social settings: Students will use English to participate in social interactions.

- a) engage listener's attention verbally or non-verbally.
- b) describe feelings and emotions after watching a movie.
- c) indicate interests, opinions, or preferences related to class projects.

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.

- a) listen to, read, watch and respond to plays, films, stories, books, songs, poems, computer programs and magazines.

Goal 1

Standard 2: Adjust oral communications for different purposes and audiences.

- a) ask informative questions for personal reasons.
- b) make requests for personal reasons.
- c) express humor through verbal and non-verbal means.
- d) express enjoyment while playing a game.
- e) offer and respond to greetings, compliments, invitations, introductions and farewells.

Goal 3

Standard Use oral communication to influence the behavior of others such as:

- a) negotiate solutions to problems, interpersonal misunderstandings, and disputes.
- b) recommend a game, book, or computer program.

- c) ask a teacher to restate or simplify directions.
- d) make polite requests.

3.1.4 Modify oral communication in response to the reactions of others.

Goal 1

Standard 1: To use English to communicate in social settings: Students will use English to participate in social interactions.

- a) engage listener's attention verbally or non-verbally.
- b) give and ask permission
- c) offer and respond to greetings, compliments, invitations, introductions, and farewells.

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.

- a) demonstrate an understanding of how to give and receive compliments, show gratitude, apologize, express anger or impatience.

3.1.5 Participate in collaborative speaking activities, such as choral reading, plays, and reciting poems.

- a) join in a group response at the appropriate time.
- b) role play a telephone conversation with an adult.

3.1.6 Participate in discussion by alternating the roles of speaker and listener, e.g,

- a) offer and respond to greetings, compliments, invitations, introductions and farewells
- b) join in a group response at the appropriate time.
- c) use English and native languages appropriately in a multilingual social situation.

3.1.7 Talk with others to identify, explore and solve problems.

Goal 1

Standard 1: To use English to communicate in social settings: Students will use English to participate in social interactions.

- a) negotiate solutions to problems, interpersonal misunderstandings, and disputes.

Goal 1

Standard 2: To use English to communicate in social settings: Students will interact in, through, and with spoken written English for personal expression and enjoyment.

- a) listen to, read, watch and respond to plays, films, stories, books, songs, poems, computer programs and magazines.

Goal 2

Standard 1: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.

- a) share classroom materials and work successfully with a partner.

3.1.8 Speak before a group to express thoughts and ideas, convey an opinion, present information, and tell a story.

- a) recommend a game, book, or computer program.
- b) talk about a favorite food or a celebration.

3.1.9 Use the conventions of spoken English, such as grammar and appropriate forms of address...

- a) greet a teacher when entering class.
- b) interact with an adult in a formal and informal setting.
- c) greet and take leave appropriately in a variety of settings.

3.1.9A Use correct word pronunciation, stress and intonation.

- a) practice pronunciation through role playing, rhymes, games, songs, and hands-on projects.

3.1.10 Read aloud with meaning.

- a) advanced students take turns reading passages or pairs of passages aloud.

3.1.11 Give directions and/or instructions..

- a) help a newcomer understand procedures in classroom, playground, cafeteria, etc.

3.1.12 Tell, retell, summarize and paraphrase ideas..

- a) clarify and restate ideas.
- b) recount events of interest

3.1.13 Use visual aids and non verbal behaviors to support spoken messages.

Goal 1

Standard 1: To use English to communicate in social settings: Students will use English to participate in social interactions.

- a) engage listener's attention verbally or non-verbally.
- b) use hand gestures and or drawings to convey ideas.

**ENGLISH AS A SECOND LANGUAGE
LANGUAGE ARTS LITERACY
COMPOSITE STANDARDS
GRADES 4-8**

3.1.14 Use clear, concise, organized language in speaking situations.

- a) ask peers for their opinions, preferences, and desires.
- b) make plans for social engagements.
- c) clarify and restate information as needed.
- d) indicate interests, opinions or preferences related to class projects.
- e) offer and respond to greetings, compliments, invitations, and farewells.
- f) negotiate solutions to problems, inter-personal misunderstandings, and disputes.
- g) recommend a film, videotape, game, book or computer program to a friend.
- h) describe, read, or write about a personal hero or storybook character.

- I) discuss issues of personal importance or value.
- j) ask informative questions for personal reasons.
- k) recount events of interest.
- l) make requests for personal reasons.
- m) talk about a favorite food or a celebration.
- n) request supplies to complete on assignment.
- o) follow directions to form groups.
- p) negotiate cooperative roles and task assignments.
- q) paraphrase a teacher's directions orally or in writing
- r) respond to a teacher's general school-related small talk.

Continuation 3.1.14

- s) explain the reasons for being absent or late to a teacher.
- t) negotiate verbally to identify roles in preparation for a group/class preparation.
- u) ask a teacher to restate or simplify directions.
- v) share classroom materials and work successfully with a partner.
- w) ask for assistance with a task.
- x) advise peers on appropriate language use.
- y) initiate and carry on appropriate small talk.
- z) use idiomatic speech appropriately.

3.1.15 Speak before a group to defend an opinion and present an oral interpretation.

- a) clarify and restate information as needed.
- b) indicate interests, opinions, or preferences related to class projects.
- c) persuade peers to join in a favorite activity, game or hobby.

- d) negotiate cooperative roles and task assignments.
- e) negotiate verbally to identify roles in preparation for a group/class presentation.
- f) prepare and deliver a short persuasive presentation to different audiences.

3.1.16 Recognize when audiences do not understand the message and make appropriate adjustments.

Goal 1

Standard 1: To use English to communicate in social settings: Students will use English to participate in social interactions.

- a) elicit information and ask clarification questions.
- b) clarify and restate information as needed.

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.

Goal 2

Standard 1: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.

3.1.17 Conduct an informational interview.

- a) elicit information and clarification questions.
- b) clarify and restate information as needed.

3.1.18 Receive and use constructive feedback to improve speaking ability..

- a) listen to and incorporate a peer's feedback regarding classroom behavior.
- b) listen to and incorporate a teacher's feedback regarding classroom performance or speaking ability.

3.1.18A Use correct word pronunciation, stress, and intonation.

- a) practice pronunciation through role playing, skits, games and structured and free conversation.

**ENGLISH AS A SECOND LANGUAGE
LANGUAGE ARTS LITERACY
STANDARDS SPEAKING
GRADES 9-12**

3.1.19 Identify the elements of a debate

Goal 3

Standard 1: To use English to socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose and setting.

- a) recognize and apply the style of speech used in a job interview a debate, or a formal meeting.

3.1.20 Prepare for and participate in structured debates and panel discussions.

- a) defend and argue a position.
- b) clarify and restate information as needed.
- c) negotiate solutions to problems, interpersonal misunderstandings, and disputes.
- d) discuss issues of personal importance or value.
- e) listen to, read, watch and respond to plays, films, stories, books, songs and poems, computer programs, and magazines.
- f) recount events of interest.
- g) use polite forms to negotiate and reach consensus.
- h) modify a statement made by a peer.
- I) negotiate verbally to identify role in preparation for a group/class presentations.
- j) recognize and apply the style of speech used in a job interview, or a debate, or a formal meeting.
- k) prepare and deliver a short persuasive presentation to different audiences.

3.1.21 Present an extemporaneous speech

- a) express feelings through drama, poetry, or song.
- b) engage listener's attention verbally or non-verbally.
- c) describe, read, or write about a personal hero.
- d) persuade peers to join favorite activity, game, or hobby.
- e) recount events of interest.
- f) talk about a favorite food or celebration.
- g) use idiomatic speech correctly.

3.1.22 Demonstrate interview skills in real-life situations, such as college admissions or employment.

Goal 1

Standard 1: To use English to communicate in social settings: Students will use English to participate in social interactions.

- a) make an appointment.
- b) engage listener's attention verbally or non-verbally.
- c) volunteer information and respond to questions about self and family.
- d) elicit information and ask clarification questions.
- e) use the telephone

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.

- a) discuss issues of personal importance or value.
- b) recount events of interest.
- c) ask informative questions for personal reasons.

Goal 2

Standard 1: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.

Goal 3

Standard 1: To use English in socially and culturally appropriate ways: Students will use the

- a) select topics appropriate to discuss in a job interview.
- b) use the appropriate register for business and friendly transactions.
- c) interact with and adult in a formal and informal setting.
- d) make polite requests
- e) greet and take leave appropriate in a variety of settings.

3.1.22A Use correct word pronunciation, stress, and intonation.

- a) practice pronunciation through role playing, games, skits, and structured and free conversation.

ENGLISH AS A SECOND LANGUAGE LANGUAGE ARTS LITERACY STANDARDS LISTENING GRADES 5-8

3.2.8 Demonstrate comprehension of, and appropriate listener response (e.g., listening attentively) to an oral report, discussions and interviews..

Goal 1

Standard 1: To use English to communicate in social settings: Students will use English to participate in social interactions.

- a) indicate interests, opinions or preferences related to class projects.

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.

- a) listen to, read, watch and respond to plays, films, stories, books, poems,

computer programs and magazines.

Standard 3: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.

- a) understand verbal directions by comparing them with non-verbal ones (e.g., folding paper into eighths, lining up).

Goal 2

Standard 1: To use English to achieve academically in all content areas: Students will use English to interact in the classroom.

- a) follow directions to form groups.
- b) take turns when speaking in a group.
- c) join in a group response at the appropriate time.
- d) listen to and incorporate a peer's feedback regarding classroom behavior.

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.

- a) take notes as a teacher presents information or during a film in order to summarize key concepts.
- b) synthesize, analyze, and evaluate information.

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.

- a) determine when it is appropriate to tell a joke.

Standard 3: To use English in socially and culturally appropriate ways: Students will use appropriate learning strategies to extend their sociolinguistic and sociocultural competence.

- a) observe language use and behaviors of peers in different settings.

3.2.9 Give appropriate feedback to a variety of speakers.

Goal 1

Standard 1: To use English to communicate in social settings: Students will use English to participate in social interactions.

- a) elicit information and ask clarification questions.
- b) clarify and restate information as needed
- c) offer and respond to greetings, compliments, invitations, introductions, and farewells.
- d) negotiate solutions to problems, interpersonal misunderstandings, and disputes.

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.

- a) discuss issues of personal importance or value.
- b) recommend a game, book, or computer program.
- c) ask information questions for personal reasons.

Standard 3: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.

- a) understand verbal directions by comparing them with nonverbal cues (e.g., folding paper into eighths, lining up)
- b) tell someone in their native language that a direction given in English was not understood.

Goal 2

Standard 1: To use English to achieve academically in all content areas. Students will use

E

- a) use polite forms to negotiate and reach consensus.
- b) negotiate cooperative roles and task assignments.
- c) modify a statement made by a peer.
- d) paraphrase a teacher's directions orally or in writing.

- e) respond to a teacher's general school-related small talk.
- f) negotiate verbally to identify roles in preparation for a group/class presentation.
- g) join in a group response at the appropriate time.

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.

- a) generate and ask questions of outside experts (e.g., about their jobs, experiences, interests, qualifications)

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.

- a) advise peers on appropriate language use.
- b) initiate and carry on appropriate small talk, (e.g., while visiting a classmate's home, on a bus, at a party).
- c) interact with an adult in a formal or informal setting.
- d) demonstrate an understanding of ways to give and receive compliments, show gratitude, apologize, express anger or impatience.

Standard 3: To use English in socially and culturally appropriate ways: students will use appropriate learning strategies to extend their sociolinguistic and sociocultural competence.

3.2.10 Recognize persuasive techniques and credibility in oral communication.

Goal 1

Standard 1: To use English to communicate in social settings: Students will use English to participate in social interactions.

- a) negotiate solutions to problems, interpersonal misunderstandings, and disputes.

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.

- a) discuss issues of personal importance or value

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.

- a) synthesize, analyze, and evaluate information.

Goal 3

Standard 3: To use English in socially and culturally appropriate ways: Students will use appropriate learning strategies to extend their sociolinguistic and sociocultural competence.

- a) evaluate behaviors in different settings.

**LANGUAGE ARTS LITERACY
STANDARDS LISTENING
GRADES 9-12**

3.2.11: Demonstrate comprehension of, and appropriate listener response to, ideas in a persuasive speech, an oral interpretation of a literary selection, interviews in a variety of real-life situations, and educational and scientific presentations.

Goal 1

Standard 1: To use English to communicate in social settings: Students will use English to participate in social interactions.

- a) elicit information and ask clarification questions.
- b) clarify and restate information as needed.

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.

- a) listen to, read, watch, and respond to plays, films, stories, books, songs, poems, computer programs, and magazines.

Standard 3: To use English to communicate in social settings: Students will use learning

strategies to extend their communicative competence.

- a) understand verbal directions by comparing them with nonverbal cues.

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.

- a) take notes as a teacher presents information or during a film in order to summarize key concepts.
- b) synthesize, analyze, and evaluate information.
- c) write a summary of a movie or lecture.

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.

- a) recognize irony, sarcasm, and humor in a variety of contexts.
- b) interact with an adult in a formal and informal setting

Standard 3: To use English in socially and culturally appropriate ways: Students will use appropriate learning strategies to extend their sociolinguistic and sociocultural competence.

- a) evaluate different types of communication for effectiveness in making one's point.
- b) interpret meaning through knowledge of cultural factors that affect meaning (e.g., word choice, intonation, setting)
- c) model behavior and language use of others in different situations and settings.

3.2.12: Evaluate the credibility of the speaker

Goal 1

Standard 1: To use English to communicate in social settings: Students will use English to

participate in social interactions.

- a) elicit information and ask clarification questions.

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.

- a) ask information for personal reasons.

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.

- a) synthesize, analyze, and evaluate information.
- b) generate and ask questions of outside experts (e.g., about their jobs, experiences, interests, qualification).

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.

- a) recognize irony, sarcasm, and humor in a variety of contexts.

Standard 3: To use English in socially and culturally appropriate ways: Students will use appropriate learning strategies to extend their sociolinguistic and sociocultural competence.

- a) evaluate different types of communication for effectiveness in making one's point.
- b) evaluate behaviors in different situations.
- c) observe language use and behaviors of peers in different settings.

3.2.13: Evaluate media techniques and messages.

Goal 1

Standard 1: To use English to communicate in social settings: Students will use English to participate in social interactions.

- a) describe feelings and emotions after watching a movie.

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.

- a) discuss preferences for types of music, book genres, and computer programs.
- b) recommend a film or videotape to a friend.
- c) listen to, read, watch, and respond to plays, films, stories, books, songs, poems, computer programs, and magazines.

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.

- a) write a summary of a movie or lecture.
- b) synthesize, analyze, and evaluate information.
- c) consult print and nonprint resources in the native language when needed

**LANGUAGE ARTS LITERACY STANDARDS
GRADES K-4**

3.3.1: Use speaking, listening, reading, and viewing to assist with writing.

Goal 1

Standard 1: To use English to communicate in social settings: Students will use English to participate in social interactions.

- a) elicit information and ask clarification questions.
- b) clarify and restate information as needed.
- c) describe feelings and emotions after watching a movie.
- d) indicate interests, opinions, or preferences related to class projects.
- e) read and write invitations and thank you letters.

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.

- a) describe favorite storybook characters.
- b) listen to, read, watch, and respond to plays, films, stories, books songs,

poems, computer programs, and magazines.

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.

- a) identify and associate written symbols with words (e.g., written numerals with spoken numbers, the compass rose with directional words)
- b) define, compare, and classify objects (e.g., according to number, shape, color, size, function, physical characteristics)
- c) explain change (e.g., growth in plants and animals in seasons, in self, in characters in literature)
- d) record observations.
- e) construct a chart or other graphic showing data
- f) read a story and represent the sequence of events (through pictures, words, music, or drama)
- g) locate reference material
- h) generate and ask questions of outside experts (e.g., about their jobs, experiences, interests, qualifications)
- I) gather and organize the appropriate materials needed to complete a task.
- j) edit and revise own written assignments
- k) use contextual clues
- l) consult print and nonprint resources in the native language when needed.

Standard 3: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.

- a) scan an entry in a book to locate information for an assignment.
- b) select materials from school resource collections to complete a project.
- c) take risks with language
- d) seek out print and nonprint resources in the native language when needed.

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.

- a) write a letter or e-mail message to an adult or peer using appropriate language forms.