

**Grade: 6**Strand: ESOL Emergent Literacy/Limited Formal Schooling (LFS)

- 1** **Topic:** Reading/Writing
Standard: Recognizes environmental print (public signs and commercial logos).
- 2** **Topic:** Reading/Writing
Standard: Follows left-to-right and top-to-bottom orientation in print.
- 3** **Topic:** Reading/Writing
Standard: Recognizes alphabet and numbers.
- 4** **Topic:** Reading/Writing
Standard: Identifies alphabet letters and numbers in sequential and random order.
- 5** **Topic:** Reading/Writing
Standard: Understands sound/letter association of single consonants, consonant clusters, and consonant digraphs.
- 6** **Topic:** Reading/Writing
Standard: Understands sound/letter association of single vowels (short and long) and diphthongs.
- 7** **Topic:** Reading/Writing
Standard: Understands sound/letter association of consonants in initial, medial, and final positions.
- 8** **Topic:** Reading/Writing
Standard: Matches familiar words and names to pictures.
- 9** **Topic:** Reading/Writing
Standard: Recognizes the association of sounds to certain vowel-consonant patterns.
- 10** **Topic:** Reading/Writing
Standard: Recognizes rhyming words.
- 11** **Topic:** Reading/Writing
Standard: Recognizes aural divisions of words (syllables).
- 12** **Topic:** Reading/Writing
Standard: Discriminates between singular and plural nouns.
- 13** **Topic:** Reading/Writing
Standard: Demonstrates understanding of specific vocabulary by producing ordered sets (e.g. days of the week, ordinal and cardinal numbers).
- 14** **Topic:** Reading/Writing
Standard: Identifies high frequency words from familiar patterned stories.
- 15** **Topic:** Reading/Writing
Standard: Recognizes simple antonyms and synonyms.

- 16** **Topic:** Reading/Writing
Standard: Distinguishes between written letters, words and sentences.
- 17** **Topic:** Reading/Writing
Standard: Writes personal identification information.
- 18** **Topic:** Reading/Writing
Standard: Writes capital and lowercase letters, numbers and high frequency words from dictation.
- 19** **Topic:** Reading/Writing
Standard: Uses basic conventions of English handwriting.
- 20** **Topic:** Reading/Writing
Standard: Writes categorized groups of words.
- 21** **Topic:** Reading/Writing
Standard: Writes simple affirmative and negative sentences following basic sentence patterns.
- 22** **Topic:** Reading/Writing
Standard: Follows basic rules of capitalization and punctuation.
- 23** **Topic:** Reading/Writing
Standard: Maintains a personal spelling and vocabulary dictionary.

Strand: ESOL Advanced

- 1** **Topic:** Listening/Speaking
Standard: Comprehends detailed information with fewer contextual clues on unfamiliar topics. a. Identifies main ideas and details in oral presentations; differentiates between facts and opinions; recalls sequence of events and reaches conclusions. b. Infers and interprets meaning of utterances. c. Identifies multiple word meanings and idiomatic expressions; uses them in discourse. d. Takes notes during a lecture on an unfamiliar topic. e. Makes various types of oral presentations such as informational, persuasive, humorous. f. Analyzes and describes cause and effect in a given situation. g. Presents reports using information gathered from research. h. Engages in extended conversation with peers and adults using language appropriate to the situation, participants, and topic. i. Debates pros and cons of specific current events. j. Participates in academic discussions using appropriate vocabulary. k. Provides constructive/positive criticism. l. Answers questions with supporting details. m. Orally critiques movies, books and articles.
- 2** **Topic:** Listening/Speaking
Standard: Comprehends concrete and abstract topics and recognizes language subtleties in a variety of communicative settings. a. Recognizes literal and implied meanings in formal and informal presentations. b. Identifies intended messages and persuasive techniques heard in advertisements, entertainment programs, and news programs. c. Identifies and explains references to popular culture.
- 3** **Topic:** Listening/Speaking
Standard: Understands and comprehends a variety of connected discourses of extended length; reacts to and discusses issues and predicts outcomes from information presented. Refer to concepts in standard 2.
- 4** **Topic:** Listening/Speaking
Standard: Uses appropriate intonation, stress and pronunciation at the word, phrase, and extended discourse levels.
- 5** **Topic:** Listening/Speaking
Standard: Produces, initiates and sustains extended interactions tailored to specific purposes and audiences. Refer to standards 1 and 2.
- 6** **Topic:** Listening/Speaking
Standard: Recognizes, understands and appropriately uses idioms and figurative language in oral expression.
- 7** **Topic:** Reading/Writing
Standard: Interacts with increasingly complex written material while relying on context and prior knowledge to obtain meaning from print. a. Uses context clues, re-reading and reading with others to derive meaning from text. b. Reflects on his or her own progress and effectiveness as a reader by keeping a reader response journal. c. Expands vocabulary by using the dictionary to identify parts of speech. d. Identifies plot, setting, character, conflict, point of view, mood, and theme in various genres. e. Relates themes in literature to contemporary situations.

- 8** **Topic:** Reading/Writing
Standard: Reads, with a limited number of comprehension difficulties, grade-level material. a. Uses technology to research topics and select books. b. Identifies literary devices.
- 9** **Topic:** Reading/Writing
Standard: Reads and discusses different genres of literature. Reads and discusses literature such as fiction and non-fiction novels and short stories, plays, poetry, and news articles.
- 10** **Topic:** Reading/Writing
Standard: Identifies and discusses literary terms.
- 11** **Topic:** Reading/Writing
Standard: Identifies meanings of words in context to extend vocabulary.
- 12** **Topic:** Reading/Writing
Standard: Writes to meet most social needs and academic demands for specific purposes and audiences through learned vocabulary and structures. a. Writes persuasively showing an understanding of ideas, issues, and varying points of view. b. Writes a research report using a variety of reference materials. c. Writes reflective essays on his or her development as a communicator in English. d. Consistently applies appropriate writing conventions, grammar, syntax, and spelling.
- 13** **Topic:** Reading/Writing
Standard: Uses mechanics of writing and revision techniques appropriate for proficiency level. a. Insures superficial cohesion and internal coherence of writing assignments. b. Follows task-appropriate American English rhetorical patterns.
- 14** **Topic:** Reading/Writing
Standard: Builds on spelling skills through structured classroom activities. Uses English dictionary to verify spelling attempts.
- 15** **Topic:** Reading/Writing
Standard: Combines short sentences to properly present complex and longer thoughts.
- 16** **Topic:** American Culture
Standard: Uses English in socially and culturally a. Discusses American folklore, literature, holiday traditions, political history and significant events.
- 17** **Topic:** American Culture
Standard: Explores the art, music, dance and drama of the United States.
- 18** **Topic:** American Culture
Standard: Develops awareness of the popular culture of the United States. a. Discusses the meanings of popular song lyrics. b. Discusses the themes, plots and characters of television show past and present.
- 19** **Topic:** American Culture
Standard: Researches, outlines and summarizes information from various sources to learn about issues important to American culture. a. Chooses articles from newspaper, magazine, or books. b. Listens to and discusses news broadcasts and their impact on lives of American citizens.
- 20** **Topic:** American Culture
Standard: Learns about factors and issues that impact social, political or economic decisions in the United States. a. Describes the election process of local, state, and federal officials. b. Explains citizenship and residency issues. c. Describes duties of local officials e.g. mayor, county commissioner, etc. d. Identifies the processes by which citizens affect change e.g. voting, political campaign participation, petitions, and running for office.
- 21** **Topic:** Beyond the Classroom
Standard: Selects and reads books appropriate for own reading level and in areas of personal interest.
- 22** **Topic:** Beyond the Classroom
Standard: Participates actively in non-academic settings requiring English. a. Role plays job interview. b. Composes a resume. c. Discusses community issues described in local newspapers. d. Talks with community members during a forum. e. Uses acceptable tone, volume, stress, and intonation in various social settings. f. Observes appropriate spatial distance and maintenance of eye contact during social and business encounters. g. Writes formal letters to agencies, institutions, and businesses on topics of personal interest.

- 23** **Topic:** Links with Content Areas
Standard: Participates actively in all content areas at grade level. a. Contributes to a class or school newspaper. b. Composes and dramatizes scripts about a historical event.
- 24** **Topic:** Links with Content Areas
Standard: Uses functional literacy skills in all content areas. a. Demonstrates basic reading comprehension skills such as skimming, scanning, previewing, and reviewing texts. b. Adjusts reading rate to match purpose.

Strand: ESOL Beginning

- 1** **Topic:** Listening/Speaking
Standard: Comprehends high-frequency words and basic phrases in physical surroundings; produces learned words and phrases, and uses appropriate gestures to communicate basic needs. a. Responds appropriately to simple commands, questions and warnings verbally and non-verbally. b. Responds to oral directions to follow school procedures. c. Recognizes and responds appropriately to common nonverbal clues such as body language and facial expressions. d. Asks yes/no questions and wh- questions. e. Describes persons, objects, pictures and personal experiences. f. Engages in basic conversation and is understood when speaking English. g. Produces sentences and questions orally that follow basic sentence patterns in English. h. Asks appropriate questions for clarification. i. Names principle locations in the school environment. j. Names familiar school-related objects. k. Answers basic questions about himself or herself. l. Uses simple phrases to clarify meaning. m. Uses common social greetings and courtesies appropriately. n. Expresses needs, feelings and ideas. o. Asks for and gives permission.
- 2** **Topic:** Reading/Writing
Standard: Interacts with frequently used English print in a limited fashion, and demonstrates initial English print awareness; writes familiar words and phrases. a. Understands and uses sound/letter associations and the concepts of the letters, words and sentences. b. Recognizes frequently used words on sight. c. Matches familiar words and names to pictures. d. Uses simple charts and graphs. e. Categorizes and sequence pictures. f. Recognizes common signs and labels. g. Completes sentences by selecting appropriate vocabulary from familiar text. h. Writes using familiar vocabulary. i. Creates simple sentences from a visual prompt. j. Uses basic conventions of writing such as capital letters and punctuation. k. Arranges sentences in paragraph form using appropriate format. l. Reads and comprehends books and stories at appropriate reading levels. m. Demonstrates comprehension by responding to oral or written questions about reading selections. n. Uses appropriate and legible handwriting skills. o. Writes sentences that follow basic sentence patterns. p. Writes simple stories. q. Writes words from own personal vocabulary. r. Derives main ideas and some supporting details from appropriate texts in the target language.
- 3** **Topic:** American Culture
Standard: Uses English in socially and culturally appropriate ways. a. Uses the appropriate degree of formality with different audiences and settings. b. Recognizes and uses standard English appropriately. c. Recognizes common idioms. d. Interprets and responds to nonverbal cues and body language. e. Demonstrates knowledge of acceptable nonverbal classroom behaviors. f. Recognizes and adjusts behavior in response to nonverbal cues. g. Observes and models how others speak and behave in a particular situation and setting. h. Seeks information about appropriate language use and behavior.
- 4** **Topic:** American Culture
Standard: Acquires basic knowledge and understanding of United States culture, including traditions, customs, and beliefs. a. Explores traditional American games, poems, songs, dances, fables, fairy tales, nursery rhymes. c. Recognizes symbols of America: flag, eagle, Statue of Liberty, etc. d. Understands the basic significance of American holidays. e. Understands American currency and how to use it.
- 5** **Topic:** American Culture
Standard: Exchanges basic information about own home, community life, entertainment and extra-curricular activities. a. Compares and contrasts home culture behavior to American school and community values. b. Begins to function appropriately within school and community settings (e.g. follows school procedures). c. Talks about favorite foods, celebrations and activities of American culture. d. Recognizes oral and written cultural conventions.
- 6** **Topic:** Beyond the classroom
Standard: Participates actively in non-academic settings requiring English, including functioning in social settings, the community and world of work, accessing community services and becoming an active member of the community. a. Draws pictures of common sights in the community and labels same. b. Pays and makes correct change with money. c. Demonstrates appropriate social etiquette. d. Knows how to use the telephone. e. Understands clock and calendar time. f. Follows one and two-step oral directions; gives one and two-step oral directions. g. Begins to make use of a number of important services and begins to help others use them (e.g. buying stamps, asking a price). h. Able to complete basic forms (with assistance if necessary). i. Exchanges basic social greetings.
- 7** **Topic:** Beyond the classroom
Standard: Expresses and satisfies personal and safety needs in a wide variety of settings. a. Identifies the meaning of common traffic signs such as "Stop". b. On a community map, labels public resources and safety services. c. Role plays school safety procedures such as fire and tornado drills. d. Requests emergency assistance. e. Names parts of the body.

8

Topic: Links with Content Areas

Standard: Uses English to interact in content-area classrooms. a. Follows oral and written directions, both implicit and explicit. b. Asks questions and requests clarification. c. Explains actions. d. Expresses likes, dislikes and needs. e. Asks teacher or peer(s) to confirm understanding of directions to complete an assignment. f. Requests supplies to complete assignments. g. Takes turns when speaking in a group. h. Explains the reason(s) for being absent. i. Asks teacher to restate or simplify directions. j. Greets teacher when entering class. k. Shares classroom materials and works cooperatively with a partner and/or a group. l. Asks for assistance with a task.

9

Topic: Links with Content Areas

Standard: Uses appropriate learning strategies to construct and apply academic knowledge. a. Follows oral and written directions, both implicit and explicit. b. Copies notes to record important information and to aid one's own learning. c. Begins to focus attention selectively. d. Demonstrates basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text. e. Begins to use context to construct meaning. f. Imitates the behavior of native English speakers to complete tasks. g. Becomes familiar with basic technology, its usage and related vocabulary. h. Uses computers and related technology for basic word processing, report writing and research.

10

Topic: Links with Content Areas

Standard: Uses English to obtain, process, construct and provide subject matter information in spoken and written form. a. Compares and contrasts information. b. Listens to, speaks, reads and writes about subject matter information. c. Gathers information orally and in writing with assistance. d. Begins to retell information. e. Responds to the work of peers and others. f. Represents information visually and interprets information presented visually (e.g. chart, graph, pictures). g. Locates information appropriate to an assignment in text or reference materials. h. Identifies and associates written symbols with words (e.g. written numerals with spoken numbers, the compass rose with directional words). i. Defines, compares, and classifies objects (e.g. according to number, shape, color, size, function, physical characteristics). j. Records observations. k. Responds to and demonstrates understanding of text, activities, or events by presenting the sequence of events (e.g. through pictures, words, music or drama).

Strand: ESOL Intermediate

1

Topic: Listening/Speaking

Standard: Comprehends a sequence of information on familiar topics as presented through stories, face-to-face conversations and in contextualized settings. a. Role plays to communicate concepts. b. Distinguishes between similar sounds. c. Responds appropriately to multiple-step directions. d. Identifies the main topic and some details from stories. e. Uses listening skills to participate appropriately in group discussions. f. Listens to and participates in face-to-face conversations. g. Formulates questions based on understanding of classroom lectures. h. Listens attentively to construct mind maps about familiar topics. i. Describes events contained in a telephone conversation.

2

Topic: Listening/Speaking

Standard: Produces statements and asks questions on familiar and routine subjects. a. Uses appropriate intonation, stress and pronunciation. b. Asks appropriate questions to gain relevant information. c. Expands sentences that follow basic patterns using appropriate tenses. d. Answers questions orally, giving specific information from a selection read by the teacher or presented in other media. e. Uses proper speech register to address peers and adults. f. Responds appropriately to why questions. g. Listens to and restates brief oral messages.

3

Topic: Listening/Speaking

Standard: Produces sustained conversation with others on a variety of general topics. a. Participates in situational dialogues. b. Presents a 3-5 minute oral report with props. c. Organizes and participates in group presentations. d. Participates in conversations with peers about topics of shared interest. e. Retells a story using supporting details. f. Uses a variety of verbal and non-verbal strategies when communication difficulties arise. g. Interviews guests invited to classroom or school activities.

4

Topic: Reading/Writing

Standard: Interacts with a variety of printed material as part of a group or at an independent level and recognizes words/phrases from previously learned materials. a. Follows simple written directions to complete a project. b. Reads a Language Experience Story written by the class. c. Sequences written information. d. Categorizes familiar words by theme. e. Summarizes reading selections. f. Locates simple, specific information in text. g. Identifies story elements. h. Responds in complete answers to wh- questions after reading a text. i. Uses context, syntactic and structural clues. j. Participates in free and voluntary reading activities. k. Reads and interprets maps legends, charts, graphs and diagrams. l. Consults monolingual English dictionary to find definitions of words from text. m. Uses thesaurus to expand vocabulary. n. Summarizes reading selections. o. Obtains meaning from text using illustrations and prior experiences. o. Reads familiar words and phrases aloud. p. Responds to oral or written questions about reading selections.

- 5** **Topic:** Reading/Writing
Standard: Writes basic general and personal information and expanded responses moving from structured to unstructured contexts. a. Contributes to group stories on familiar topics. b. Organizes ideas for writing with visual organizers, maps and outlines. c. Composes simple paragraphs and stories based on teacher-created structures such as frames and outlines. d. Records information from maps, legends, graphs and diagrams. e. Writes original paragraphs about personal experiences. f. Takes notes based on oral and written information. g. Consistently uses appropriate writing conventions such as spelling, grammar and punctuation. h. Responds to open-ended prompts. i. Takes dictation about familiar topics using known words. j. Works in collaborative groups to revise paragraphs as part of the writing process .
- 6** **Topic:** Reading/Writing
Standard: Writes for specific purposes (letters, journals, etc.) using mechanics of writing appropriate for proficiency level . a. Uses correct format to write friendly letters, business letters, invitations, thank you notes and greeting cards. b. Writes simple dialogues between two characters. c. Writes descriptive paragraphs about familiar objects and pictures. d. Writes narrative paragraphs. e. Writes compositions that have a beginning, a middle and an end. f. Builds spelling skills through structured classroom activities.
- 7** **Topic:** American Culture
Standard: Shares information about own home, community life, entertainment and extra-curricular activities. a. Compares and contrasts social conventions of U.S. culture and home culture. b. Shares stories in written and oral form about life and community. c. Discusses and writes about favorite foods, celebrations and activities in U.S. culture. d. Discusses and writes about likes and dislikes .
- 8** **Topic:** American Culture
Standard: Demonstrates knowledge and understanding of United States culture, including traditions, customs and beliefs. a. Discusses the importance of symbols of the United States, such as the flag and the Statue of Liberty. b. Discusses the symbols of Georgia, such as the state bird, tree, and flower. c. Understands American government, its functions, leaders, laws and courts. d. Understands the significance of historical events. e. Discusses the significance of American holidays. f. Discusses American ideals, such as American democracy, liberty, freedom and equality. g. Becomes familiar with American art, literature, music, dance and folklore . h. Responds to and uses humor, idioms and slang appropriately. i. Determines when it is appropriate to use a language other than English. j. Discusses appropriate TV programs, films and videos about American culture . k. Describes in simple terms information about contemporary political figures. l. Discusses popular culture, including persons, media, music. m. Becomes familiar with American holidays. n. Is familiar with U.S. perceptions of "personal space", i.e. appropriate distance for interaction with others, as well as the custom of looking others "in the eye".
- 9** **Topic:** Beyond the Classroom
Standard: Initiates conversations with peers and other English speakers outside the school. a. Uses acceptable tone, volume, stress and intonation in various social settings. b. Experiments with variations of language in social and academic settings. c. Self-monitors and self-evaluates language use according to setting and audience.
- 10** **Topic:** Beyond the Classroom
Standard: Deals with various aspects of personal needs, health, safety and welfare. a. Reads and interprets food labels, signs and advertising. b. Expresses basic personal needs. c. Describes the steps to take in various emergency situations. d. Writes telephone messages. e. Completes information on common forms and applications. f. Asks for and gives simple directions. g. Role plays conflict resolution with peers. h. Reads and uses schedules for public transportation. i. Uses the telephone directory for various tasks. j. Expresses time in different ways using the clock and the calendar. k. Orders from menus in restaurant settings.
- 11** **Topic:** Beyond the Classroom
Standard: Uses appropriate language for making purchases and daily transactions; develops an awareness of community resources. a. Begins to understand with American economic systems, such as banking and credit. b. Becomes familiar with available community social services. c. Role plays requesting services from different public agencies. d. Discusses civic duties and social responsibilities e. Interprets for family members.
- 12** **Topic:** Links with Content Areas
Standard: Uses high-frequency vocabulary drawn from other content areas. a. Gives oral presentations. b. Uses appropriate vocabulary in oral and written work. c. Describes topics related to content areas.
- 13** **Topic:** Links with Content Areas
Standard: Comprehends main ideas and basic concepts in content areas. a. Identifies basic concepts of content areas. b. Organizes and sequences material from content areas. c. Participates in class discussions. d. Writes reports using reference sources. e. Asks questions for clarification.
- 14** **Topic:** Links with Content Areas
Standard: Uses appropriate reference materials and technology. a. Uses maps, charts, atlases, encyclopedias, dictionaries and periodicals. b. Uses technology to locate research materials, e.g. card catalog, Internet, CD-ROM resources. c. Uses computers in word processing and generation of presentations.

**Grade: 7**Strand: ESOL Emergent Literacy/Limited Formal Schooling (LFS)

- 1** **Topic:** Reading/Writing
Standard: Recognizes environmental print (public signs and commercial logos).
- 2** **Topic:** Reading/Writing
Standard: Follows left-to-right and top-to-bottom orientation in print.
- 3** **Topic:** Reading/Writing
Standard: Recognizes alphabet and numbers.
- 4** **Topic:** Reading/Writing
Standard: Identifies alphabet letters and numbers in sequential and random order.
- 5** **Topic:** Reading/Writing
Standard: Understands sound/letter association of single consonants, consonant clusters, and consonant digraphs.
- 6** **Topic:** Reading/Writing
Standard: Understands sound/letter association of single vowels (short and long) and diphthongs.
- 7** **Topic:** Reading/Writing
Standard: Understands sound/letter association of consonants in initial, medial, and final positions.
- 8** **Topic:** Reading/Writing
Standard: Matches familiar words and names to pictures.
- 9** **Topic:** Reading/Writing
Standard: Recognizes the association of sounds to certain vowel-consonant patterns.
- 10** **Topic:** Reading/Writing
Standard: Recognizes rhyming words.
- 11** **Topic:** Reading/Writing
Standard: Recognizes aural divisions of words (syllables).
- 12** **Topic:** Reading/Writing
Standard: Discriminates between singular and plural nouns.
- 13** **Topic:** Reading/Writing
Standard: Demonstrates understanding of specific vocabulary by producing ordered sets (e.g. days of the week, ordinal and cardinal numbers).
- 14** **Topic:** Reading/Writing
Standard: Identifies high frequency words from familiar patterned stories.
- 15** **Topic:** Reading/Writing
Standard: Recognizes simple antonyms and synonyms.

- 16** **Topic:** Reading/Writing
Standard: Distinguishes between written letters, words and sentences.
- 17** **Topic:** Reading/Writing
Standard: Writes personal identification information.
- 18** **Topic:** Reading/Writing
Standard: Writes capital and lowercase letters, numbers and high frequency words from dictation.
- 19** **Topic:** Reading/Writing
Standard: Uses basic conventions of English handwriting.
- 20** **Topic:** Reading/Writing
Standard: Writes categorized groups of words.
- 21** **Topic:** Reading/Writing
Standard: Writes simple affirmative and negative sentences following basic sentence patterns.
- 22** **Topic:** Reading/Writing
Standard: Follows basic rules of capitalization and punctuation.
- 23** **Topic:** Reading/Writing
Standard: Maintains a personal spelling and vocabulary dictionary.

Strand: ESOL Advanced

- 1** **Topic:** Listening/Speaking
Standard: Comprehends detailed information with fewer contextual clues on unfamiliar topics. a. Identifies main ideas and details in oral presentations; differentiates between facts and opinions; recalls sequence of events and reaches conclusions. b. Infers and interprets meaning of utterances. c. Identifies multiple word meanings and idiomatic expressions; uses them in discourse. d. Takes notes during a lecture on an unfamiliar topic. e. Makes various types of oral presentations such as informational, persuasive, humorous. f. Analyzes and describes cause and effect in a given situation. g. Presents reports using information gathered from research. h. Engages in extended conversation with peers and adults using language appropriate to the situation, participants, and topic. i. Debates pros and cons of specific current events. j. Participates in academic discussions using appropriate vocabulary. k. Provides constructive/positive criticism. l. Answers questions with supporting details. m. Orally critiques movies, books and articles.
- 2** **Topic:** Listening/Speaking
Standard: Comprehends concrete and abstract topics and recognizes language subtleties in a variety of communicative settings. a. Recognizes literal and implied meanings in formal and informal presentations. b. Identifies intended messages and persuasive techniques heard in advertisements, entertainment programs, and news programs. c. Identifies and explains references to popular culture.
- 3** **Topic:** Listening/Speaking
Standard: Understands and comprehends a variety of connected discourses of extended length; reacts to and discusses issues and predicts outcomes from information presented. Refer to concepts in standard 2.
- 4** **Topic:** Listening/Speaking
Standard: Uses appropriate intonation, stress and pronunciation at the word, phrase, and extended discourse levels.
- 5** **Topic:** Listening/Speaking
Standard: Produces, initiates and sustains extended interactions tailored to specific purposes and audiences. Refer to standards 1 and 2.
- 6** **Topic:** Listening/Speaking
Standard: Recognizes, understands and appropriately uses idioms and figurative language in oral expression.

- 7** **Topic:** Reading/Writing
Standard: Interacts with increasingly complex written material while relying on context and prior knowledge to obtain meaning from print. a. Uses context clues, re-reading and reading with others to derive meaning from text. b. Reflects on his or her own progress and effectiveness as a reader by keeping a reader response journal. c. Expands vocabulary by using the dictionary to identify parts of speech. d. Identifies plot, setting, character, conflict, point of view, mood, and theme in various genres. e. Relates themes in literature to contemporary situations.
- 8** **Topic:** Reading/Writing
Standard: Reads, with a limited number of comprehension difficulties, grade-level material. a. Uses technology to research topics and select books. b. Identifies literary devices.
- 9** **Topic:** Reading/Writing
Standard: Reads and discusses different genres of literature. Reads and discusses literature such as fiction and non-fiction novels and short stories, plays, poetry, and news articles.
- 10** **Topic:** Reading/Writing
Standard: Identifies and discusses literary terms.
- 11** **Topic:** Reading/Writing
Standard: Identifies meanings of words in context to extend vocabulary.
- 12** **Topic:** Reading/Writing
Standard: Writes to meet most social needs and academic demands for specific purposes and audiences through learned vocabulary and structures. a. Writes persuasively showing an understanding of ideas, issues, and varying points of view. b. Writes a research report using a variety of reference materials. c. Writes reflective essays on his or her development as a communicator in English. d. Consistently applies appropriate writing conventions, grammar, syntax, and spelling.
- 13** **Topic:** Reading/Writing
Standard: Uses mechanics of writing and revision techniques appropriate for proficiency level. a. Insures superficial cohesion and internal coherence of writing assignments. b. Follows task-appropriate American English rhetorical patterns.
- 14** **Topic:** Reading/Writing
Standard: Builds on spelling skills through structured classroom activities. Uses English dictionary to verify spelling attempts.
- 15** **Topic:** Reading/Writing
Standard: Combines short sentences to properly present complex and longer thoughts.
- 16** **Topic:** American Culture
Standard: Uses English in socially and culturally a. Discusses American folklore, literature, holiday traditions, political history and significant events.
- 17** **Topic:** American Culture
Standard: Explores the art, music, dance and drama of the United States.
- 18** **Topic:** American Culture
Standard: Develops awareness of the popular culture of the United States. a. Discusses the meanings of popular song lyrics. b. Discusses the themes, plots and characters of television show past and present.
- 19** **Topic:** American Culture
Standard: Researches, outlines and summarizes information from various sources to learn about issues important to American culture. a. Chooses articles from newspaper, magazine, or books. b. Listens to and discusses news broadcasts and their impact on lives of American citizens.
- 20** **Topic:** American Culture
Standard: Learns about factors and issues that impact social, political or economic decisions in the United States. a. Describes the election process of local, state, and federal officials. b. Explains citizenship and residency issues. c. Describes duties of local officials e.g. mayor, county commissioner, etc. d. Identifies the processes by which citizens affect change e.g. voting, political campaign participation, petitions, and running for office.
- 21** **Topic:** Beyond the Classroom
Standard: Selects and reads books appropriate for own reading level and in areas of personal interest.

- 22** **Topic:** Beyond the Classroom
Standard: Participates actively in non-academic settings requiring English. a. Role plays job interview. b. Composes a resume. c. Discusses community issues described in local newspapers. d. Talks with community members during a forum. e. Uses acceptable tone, volume, stress, and intonation in various social settings. f. Observes appropriate spatial distance and maintenance of eye contact during social and business encounters. g. Writes formal letters to agencies, institutions, and businesses on topics of personal interest.
- 23** **Topic:** Links with Content Areas
Standard: Participates actively in all content areas at grade level. a. Contributes to a class or school newspaper. b. Composes and dramatizes scripts about a historical event.
- 24** **Topic:** Links with Content Areas
Standard: Uses functional literacy skills in all content areas. a. Demonstrates basic reading comprehension skills such as skimming, scanning, previewing, and reviewing texts. b. Adjusts reading rate to match purpose.

Strand: ESOL Beginning

- 1** **Topic:** Listening/Speaking
Standard: Comprehends high-frequency words and basic phrases in physical surroundings; produces learned words and phrases, and uses appropriate gestures to communicate basic needs. a. Responds appropriately to simple commands, questions and warnings verbally and non-verbally. b. Responds to oral directions to follow school procedures. c. Recognizes and responds appropriately to common nonverbal clues such as body language and facial expressions. d. Asks yes/no questions and wh- questions. e. Describes persons, objects, pictures and personal experiences. f. Engages in basic conversation and is understood when speaking English. g. Produces sentences and questions orally that follow basic sentence patterns in English. h. Asks appropriate questions for clarification. i. Names principle locations in the school environment. j. Names familiar school-related objects. k. Answers basic questions about himself or herself. l. Uses simple phrases to clarify meaning. m. Uses common social greetings and courtesies appropriately. n. Expresses needs, feelings and ideas. o. Asks for and gives permission.
- 2** **Topic:** Reading/Writing
Standard: Interacts with frequently used English print in a limited fashion, and demonstrates initial English print awareness; writes familiar words and phrases. a. Understands and uses sound/letter associations and the concepts of the letters, words and sentences. b. Recognizes frequently used words on sight. c. Matches familiar words and names to pictures. d. Uses simple charts and graphs. e. Categorizes and sequence pictures. f. Recognizes common signs and labels. g. Completes sentences by selecting appropriate vocabulary from familiar text. h. Writes using familiar vocabulary. i. Creates simple sentences from a visual prompt. j. Uses basic conventions of writing such as capital letters and punctuation. k. Arranges sentences in paragraph form using appropriate format. l. Reads and comprehends books and stories at appropriate reading levels. m. Demonstrates comprehension by responding to oral or written questions about reading selections. n. Uses appropriate and legible handwriting skills. o. Writes sentences that follow basic sentence patterns. p. Writes simple stories. q. Writes words from own personal vocabulary. r. Derives main ideas and some supporting details from appropriate texts in the target language.
- 3** **Topic:** American Culture
Standard: Uses English in socially and culturally appropriate ways. a. Uses the appropriate degree of formality with different audiences and settings. b. Recognizes and uses standard English appropriately. c. Recognizes common idioms. d. Interprets and responds to nonverbal cues and body language. e. Demonstrates knowledge of acceptable nonverbal classroom behaviors. f. Recognizes and adjusts behavior in response to nonverbal cues. g. Observes and models how others speak and behave in a particular situation and setting. h. Seeks information about appropriate language use and behavior.
- 4** **Topic:** American Culture
Standard: Acquires basic knowledge and understanding of United States culture, including traditions, customs, and beliefs. a. Explores traditional American games, poems, songs, dances, fables, fairy tales, nursery rhymes. c. Recognizes symbols of America: flag, eagle, Statue of Liberty, etc. d. Understands the basic significance of American holidays. e. Understands American currency and how to use it.
- 5** **Topic:** American Culture
Standard: Exchanges basic information about own home, community life, entertainment and extra-curricular activities. a. Compares and contrasts home culture behavior to American school and community values. b. Begins to function appropriately within school and community settings (e.g. follows school procedures). c. Talks about favorite foods, celebrations and activities of American culture. d. Recognizes oral and written cultural conventions.

- 6** **Topic:** Beyond the classroom
Standard: Participates actively in non-academic settings requiring English, including functioning in social settings, the community and world of work, accessing community services and becoming an active member of the community. a. Draws pictures of common sights in the community and labels same. b. Pays and makes correct change with money. c. Demonstrates appropriate social etiquette. d. Knows how to use the telephone. e. Understands clock and calendar time. f. Follows one and two-step oral directions; gives one and two-step oral directions. g. Begins to make use of a number of important services and begins to help others use them (e.g. buying stamps, asking a price). h. Able to complete basic forms (with assistance if necessary). i. Exchanges basic social greetings.
- 7** **Topic:** Beyond the classroom
Standard: Expresses and satisfies personal and safety needs in a wide variety of settings. a. Identifies the meaning of common traffic signs such as "Stop". b. On a community map, labels public resources and safety services. c. Role plays school safety procedures such as fire and tornado drills. d. Requests emergency assistance. e. Names parts of the body.
- 8** **Topic:** Links with Content Areas
Standard: Uses English to interact in content-area classrooms. a. Follows oral and written directions, both implicit and explicit. b. Asks questions and requests clarification. c. Explains actions. d. Expresses likes, dislikes and needs. e. Asks teacher or peer(s) to confirm understanding of directions to complete an assignment. f. Requests supplies to complete assignments. g. Takes turns when speaking in a group. h. Explains the reason(s) for being absent. i. Asks teacher to restate or simplify directions. j. Greets teacher when entering class. k. Shares classroom materials and works cooperatively with a partner and/or a group. l. Asks for assistance with a task.
- 9** **Topic:** Links with Content Areas
Standard: Uses appropriate learning strategies to construct and apply academic knowledge. a. Follows oral and written directions, both implicit and explicit. b. Copies notes to record important information and to aid one's own learning. c. Begins to focus attention selectively. d. Demonstrates basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text. e. Begins to use context to construct meaning. f. Imitates the behavior of native English speakers to complete tasks. g. Becomes familiar with basic technology, its usage and related vocabulary. h. Uses computers and related technology for basic word processing, report writing and research.
- 10** **Topic:** Links with Content Areas
Standard: Uses English to obtain, process, construct and provide subject matter information in spoken and written form. a. Compares and contrasts information. b. Listens to, speaks, reads and writes about subject matter information. c. Gathers information orally and in writing with assistance. d. Begins to retell information. e. Responds to the work of peers and others. f. Represents information visually and interprets information presented visually (e.g. chart, graph, pictures). g. Locates information appropriate to an assignment in text or reference materials. h. Identifies and associates written symbols with words (e.g. written numerals with spoken numbers, the compass rose with directional words). i. Defines, compares, and classifies objects (e.g. according to number, shape, color, size, function, physical characteristics). j. Records observations. k. Responds to and demonstrates understanding of text, activities, or events by presenting the sequence of events (e.g. through pictures, words, music or drama).

Strand: ESOL Intermediate

- 1** **Topic:** Listening/Speaking
Standard: Comprehends a sequence of information on familiar topics as presented through stories, face-to-face conversations and in contextualized settings. a. Role plays to communicate concepts. b. Distinguishes between similar sounds. c. Responds appropriately to multiple-step directions. d. Identifies the main topic and some details from stories. e. Uses listening skills to participate appropriately in group discussions. f. Listens to and participates in face-to-face conversations. g. Formulates questions based on understanding of classroom lectures. h. Listens attentively to construct mind maps about familiar topics. i. Describes events contained in a telephone conversation.
- 2** **Topic:** Listening/Speaking
Standard: Produces statements and asks questions on familiar and routine subjects. a. Uses appropriate intonation, stress and pronunciation. b. Asks appropriate questions to gain relevant information. c. Expands sentences that follow basic patterns using appropriate tenses. d. Answers questions orally, giving specific information from a selection read by the teacher or presented in other media. e. Uses proper speech register to address peers and adults. f. Responds appropriately to why questions. g. Listens to and restates brief oral messages.
- 3** **Topic:** Listening/Speaking
Standard: Produces sustained conversation with others on a variety of general topics. a. Participates in situational dialogues. b. Presents a 3-5 minute oral report with props. c. Organizes and participates in group presentations. d. Participates in conversations with peers about topics of shared interest. e. Retells a story using supporting details. f. Uses a variety of verbal and non-verbal strategies when communication difficulties arise. g. Interviews guests invited to classroom or school activities.

- 4** **Topic:** Reading/Writing
Standard: Interacts with a variety of printed material as part of a group or at an independent level and recognizes words/phrases from previously learned materials. a. Follows simple written directions to complete a project. b. Reads a Language Experience Story written by the class. c. Sequences written information. d. Categorizes familiar words by theme. e. Summarizes reading selections. f. Locates simple, specific information in text g. Identifies story elements. h. Responds in complete answers to wh- questions after reading a text. i. Uses context, syntactic and structural clues. j. Participates in free and voluntary reading activities. k. Reads and interprets maps legends, charts, graphs and diagrams. l. Consults monolingual English dictionary to find definitions of words from text. m. Uses thesaurus to expand vocabulary. n. Summarizes reading selections. o. Obtains meaning from text using illustrations and prior experiences. p. Reads familiar words and phrases aloud. p. Responds to oral or written questions about reading selections.
- 5** **Topic:** Reading/Writing
Standard: Writes basic general and personal information and expanded responses moving from structured to unstructured contexts. a. Contributes to group stories on familiar topics. b. Organizes ideas for writing with visual organizers, maps and outlines. c. Composes simple paragraphs and stories based on teacher-created structures such as frames and outlines. d. Records information from maps, legends, graphs and diagrams. e. Writes original paragraphs about personal experiences. f. Takes notes based on oral and written information. g. Consistently uses appropriate writing conventions such as spelling, grammar and punctuation. h. Responds to open-ended prompts. i. Takes dictation about familiar topics using known words. j. Works in collaborative groups to revise paragraphs as part of the writing process .
- 6** **Topic:** Reading/Writing
Standard: Writes for specific purposes (letters, journals, etc.) using mechanics of writing appropriate for proficiency level . a. Uses correct format to write friendly letters, business letters, invitations, thank you notes and greeting cards. b. Writes simple dialogues between two characters. c. Writes descriptive paragraphs about familiar objects and pictures. d. Writes narrative paragraphs. e. Writes compositions that have a beginning, a middle and an end. f. Builds spelling skills through structured classroom activities.
- 7** **Topic:** American Culture
Standard: Shares information about own home, community life, entertainment and extra-curricular activities. a. Compares and contrasts social conventions of U.S. culture and home culture. b. Shares stories in written and oral form about life and community. c. Discusses and writes about favorite foods, celebrations and activities in U.S. culture. d. Discusses and writes about likes and dislikes .
- 8** **Topic:** American Culture
Standard: Demonstrates knowledge and understanding of United States culture, including traditions, customs and beliefs. a. Discusses the importance of symbols of the United States, such as the flag and the Statue of Liberty. b. Discusses the symbols of Georgia, such as the state bird, tree, and flower. c. Understands American government, its functions, leaders, laws and courts. d. Understands the significance of historical events. e. Discusses the significance of American holidays. f. Discusses American ideals, such as American democracy, liberty, freedom and equality. g. Becomes familiar with American art, literature, music, dance and folklore . h. Responds to and uses humor, idioms and slang appropriately. i. Determines when it is appropriate to use a language other than English. j. Discusses appropriate TV programs, films and videos about American culture . k. Describes in simple terms information about contemporary political figures. l. Discusses popular culture, including persons, media, music. m. Becomes familiar with American holidays. n. Is familiar with U.S. perceptions of "personal space", i.e. appropriate distance for interaction with others, as well as the custom of looking others "in the eye".
- 9** **Topic:** Beyond the Classroom
Standard: Initiates conversations with peers and other English speakers outside the school. a. Uses acceptable tone, volume, stress and intonation in various social settings. b. Experiments with variations of language in social and academic settings. c. Self-monitors and self-evaluates language use according to setting and audience.
- 10** **Topic:** Beyond the Classroom
Standard: Deals with various aspects of personal needs, health, safety and welfare. a. Reads and interprets food labels, signs and advertising. b. Expresses basic personal needs. c. Describes the steps to take in various emergency situations. d. Writes telephone messages. e. Completes information on common forms and applications. f. Asks for and gives simple directions. g. Role plays conflict resolution with peers. h. Reads and uses schedules for public transportation. i. Uses the telephone directory for various tasks. j. Expresses time in different ways using the clock and the calendar. k. Orders from menus in restaurant settings.
- 11** **Topic:** Beyond the Classroom
Standard: Uses appropriate language for making purchases and daily transactions; develops an awareness of community resources. a. Begins to understand with American economic systems, such as banking and credit. b. Becomes familiar with available community social services. c. Role plays requesting services from different public agencies. d. Discusses civic duties and social responsibilities e. Interprets for family members.
- 12** **Topic:** Links with Content Areas
Standard: Uses high-frequency vocabulary drawn from other content areas. a. Gives oral presentations. b. Uses appropriate vocabulary in oral and written work. c. Describes topics related to content areas.

13

Topic: Links with Content Areas

Standard: Comprehends main ideas and basic concepts in content areas. a. Identifies basic concepts of content areas. b. Organizes and sequences material from content areas. c. Participates in class discussions. d. Writes reports using reference sources. e. Asks questions for clarification.

14

Topic: Links with Content Areas

Standard: Uses appropriate reference materials and technology. a. Uses maps, charts, atlases, encyclopedias, dictionaries and periodicals. b. Uses technology to locate research materials, e.g. card catalog, Internet, CD-ROM resources. c. Uses computers in word processing and generation of presentations.

**Grade: 8**Strand: ESOL Emergent Literacy/Limited Formal Schooling (LFS)

- 1** **Topic:** Reading/Writing
Standard: Recognizes environmental print (public signs and commercial logos).
- 2** **Topic:** Reading/Writing
Standard: Follows left-to-right and top-to-bottom orientation in print.
- 3** **Topic:** Reading/Writing
Standard: Recognizes alphabet and numbers.
- 4** **Topic:** Reading/Writing
Standard: Identifies alphabet letters and numbers in sequential and random order.
- 5** **Topic:** Reading/Writing
Standard: Understands sound/letter association of single consonants, consonant clusters, and consonant digraphs.
- 6** **Topic:** Reading/Writing
Standard: Understands sound/letter association of single vowels (short and long) and diphthongs.
- 7** **Topic:** Reading/Writing
Standard: Understands sound/letter association of consonants in initial, medial, and final positions.
- 8** **Topic:** Reading/Writing
Standard: Matches familiar words and names to pictures.
- 9** **Topic:** Reading/Writing
Standard: Recognizes the association of sounds to certain vowel-consonant patterns.
- 10** **Topic:** Reading/Writing
Standard: Recognizes rhyming words.
- 11** **Topic:** Reading/Writing
Standard: Recognizes aural divisions of words (syllables).
- 12** **Topic:** Reading/Writing
Standard: Discriminates between singular and plural nouns.
- 13** **Topic:** Reading/Writing
Standard: Demonstrates understanding of specific vocabulary by producing ordered sets (e.g. days of the week, ordinal and cardinal numbers).
- 14** **Topic:** Reading/Writing
Standard: Identifies high frequency words from familiar patterned stories.
- 15** **Topic:** Reading/Writing
Standard: Recognizes simple antonyms and synonyms.

- 16** **Topic:** Reading/Writing
Standard: Distinguishes between written letters, words and sentences.
- 17** **Topic:** Reading/Writing
Standard: Writes personal identification information.
- 18** **Topic:** Reading/Writing
Standard: Writes capital and lowercase letters, numbers and high frequency words from dictation.
- 19** **Topic:** Reading/Writing
Standard: Uses basic conventions of English handwriting.
- 20** **Topic:** Reading/Writing
Standard: Writes categorized groups of words.
- 21** **Topic:** Reading/Writing
Standard: Writes simple affirmative and negative sentences following basic sentence patterns.
- 22** **Topic:** Reading/Writing
Standard: Follows basic rules of capitalization and punctuation.
- 23** **Topic:** Reading/Writing
Standard: Maintains a personal spelling and vocabulary dictionary.

Strand: ESOL Advanced

- 1** **Topic:** Listening/Speaking
Standard: Comprehends detailed information with fewer contextual clues on unfamiliar topics. a. Identifies main ideas and details in oral presentations; differentiates between facts and opinions; recalls sequence of events and reaches conclusions. b. Infers and interprets meaning of utterances. c. Identifies multiple word meanings and idiomatic expressions; uses them in discourse. d. Takes notes during a lecture on an unfamiliar topic. e. Makes various types of oral presentations such as informational, persuasive, humorous. f. Analyzes and describes cause and effect in a given situation. g. Presents reports using information gathered from research. h. Engages in extended conversation with peers and adults using language appropriate to the situation, participants, and topic. i. Debates pros and cons of specific current events. j. Participates in academic discussions using appropriate vocabulary. k. Provides constructive/positive criticism. l. Answers questions with supporting details. m. Orally critiques movies, books and articles.
- 2** **Topic:** Listening/Speaking
Standard: Comprehends concrete and abstract topics and recognizes language subtleties in a variety of communicative settings. a. Recognizes literal and implied meanings in formal and informal presentations. b. Identifies intended messages and persuasive techniques heard in advertisements, entertainment programs, and news programs. c. Identifies and explains references to popular culture.
- 3** **Topic:** Listening/Speaking
Standard: Understands and comprehends a variety of connected discourses of extended length; reacts to and discusses issues and predicts outcomes from information presented. Refer to concepts in standard 2.
- 4** **Topic:** Listening/Speaking
Standard: Uses appropriate intonation, stress and pronunciation at the word, phrase, and extended discourse levels.
- 5** **Topic:** Listening/Speaking
Standard: Produces, initiates and sustains extended interactions tailored to specific purposes and audiences. Refer to standards 1 and 2.
- 6** **Topic:** Listening/Speaking
Standard: Recognizes, understands and appropriately uses idioms and figurative language in oral expression.
- 7** **Topic:** Reading/Writing
Standard: Interacts with increasingly complex written material while relying on context and prior knowledge to obtain meaning from print. a. Uses context clues, re-reading and reading with others to derive meaning from text. b. Reflects on his or her own progress and effectiveness as a reader by keeping a reader response journal. c. Expands vocabulary by using the dictionary to identify parts of speech. d. Identifies plot, setting, character, conflict, point of view, mood, and theme in various genres. e. Relates themes in literature to contemporary situations.

- 8** **Topic:** Reading/Writing
Standard: Reads, with a limited number of comprehension difficulties, grade-level material. a. Uses technology to research topics and select books. b. Identifies literary devices.
- 9** **Topic:** Reading/Writing
Standard: Reads and discusses different genres of literature. Reads and discusses literature such as fiction and non-fiction novels and short stories, plays, poetry, and news articles.
- 10** **Topic:** Reading/Writing
Standard: Identifies and discusses literary terms.
- 11** **Topic:** Reading/Writing
Standard: Identifies meanings of words in context to extend vocabulary.
- 12** **Topic:** Reading/Writing
Standard: Writes to meet most social needs and academic demands for specific purposes and audiences through learned vocabulary and structures. a. Writes persuasively showing an understanding of ideas, issues, and varying points of view. b. Writes a research report using a variety of reference materials. c. Writes reflective essays on his or her development as a communicator in English. d. Consistently applies appropriate writing conventions, grammar, syntax, and spelling.
- 13** **Topic:** Reading/Writing
Standard: Uses mechanics of writing and revision techniques appropriate for proficiency level. a. Insures superficial cohesion and internal coherence of writing assignments. b. Follows task-appropriate American English rhetorical patterns.
- 14** **Topic:** Reading/Writing
Standard: Builds on spelling skills through structured classroom activities. Uses English dictionary to verify spelling attempts.
- 15** **Topic:** Reading/Writing
Standard: Combines short sentences to properly present complex and longer thoughts.
- 16** **Topic:** American Culture
Standard: Uses English in socially and culturally a. Discusses American folklore, literature, holiday traditions, political history and significant events.
- 17** **Topic:** American Culture
Standard: Explores the art, music, dance and drama of the United States.
- 18** **Topic:** American Culture
Standard: Develops awareness of the popular culture of the United States. a. Discusses the meanings of popular song lyrics. b. Discusses the themes, plots and characters of television show past and present.
- 19** **Topic:** American Culture
Standard: Researches, outlines and summarizes information from various sources to learn about issues important to American culture. a. Chooses articles from newspaper, magazine, or books. b. Listens to and discusses news broadcasts and their impact on lives of American citizens.
- 20** **Topic:** American Culture
Standard: Learns about factors and issues that impact social, political or economic decisions in the United States. a. Describes the election process of local, state, and federal officials. b. Explains citizenship and residency issues. c. Describes duties of local officials e.g. mayor, county commissioner, etc. d. Identifies the processes by which citizens affect change e.g. voting, political campaign participation, petitions, and running for office.
- 21** **Topic:** Beyond the Classroom
Standard: Selects and reads books appropriate for own reading level and in areas of personal interest.
- 22** **Topic:** Beyond the Classroom
Standard: Participates actively in non-academic settings requiring English. a. Role plays job interview. b. Composes a resume. c. Discusses community issues described in local newspapers. d. Talks with community members during a forum. e. Uses acceptable tone, volume, stress, and intonation in various social settings. f. Observes appropriate spatial distance and maintenance of eye contact during social and business encounters. g. Writes formal letters to agencies, institutions, and businesses on topics of personal interest.

- 23** **Topic:** Links with Content Areas
Standard: Participates actively in all content areas at grade level. a. Contributes to a class or school newspaper. b. Composes and dramatizes scripts about a historical event.
- 24** **Topic:** Links with Content Areas
Standard: Uses functional literacy skills in all content areas. a. Demonstrates basic reading comprehension skills such as skimming, scanning, previewing, and reviewing texts. b. Adjusts reading rate to match purpose.

Strand: ESOL Beginning

- 1** **Topic:** Listening/Speaking
Standard: Comprehends high-frequency words and basic phrases in physical surroundings; produces learned words and phrases, and uses appropriate gestures to communicate basic needs. a. Responds appropriately to simple commands, questions and warnings verbally and non-verbally. b. Responds to oral directions to follow school procedures. c. Recognizes and responds appropriately to common nonverbal clues such as body language and facial expressions. d. Asks yes/no questions and wh- questions. e. Describes persons, objects, pictures and personal experiences. f. Engages in basic conversation and is understood when speaking English. g. Produces sentences and questions orally that follow basic sentence patterns in English. h. Asks appropriate questions for clarification. i. Names principle locations in the school environment. j. Names familiar school-related objects. k. Answers basic questions about himself or herself. l. Uses simple phrases to clarify meaning. m. Uses common social greetings and courtesies appropriately. n. Expresses needs, feelings and ideas. o. Asks for and gives permission.
- 2** **Topic:** Reading/Writing
Standard: Interacts with frequently used English print in a limited fashion, and demonstrates initial English print awareness; writes familiar words and phrases. a. Understands and uses sound/letter associations and the concepts of the letters, words and sentences. b. Recognizes frequently used words on sight. c. Matches familiar words and names to pictures. d. Uses simple charts and graphs. e. Categorizes and sequence pictures. f. Recognizes common signs and labels. g. Completes sentences by selecting appropriate vocabulary from familiar text. h. Writes using familiar vocabulary. i. Creates simple sentences from a visual prompt. j. Uses basic conventions of writing such as capital letters and punctuation. k. Arranges sentences in paragraph form using appropriate format. l. Reads and comprehends books and stories at appropriate reading levels. m. Demonstrates comprehension by responding to oral or written questions about reading selections. n. Uses appropriate and legible handwriting skills. o. Writes sentences that follow basic sentence patterns. p. Writes simple stories. q. Writes words from own personal vocabulary. r. Derives main ideas and some supporting details from appropriate texts in the target language.
- 3** **Topic:** American Culture
Standard: Uses English in socially and culturally appropriate ways. a. Uses the appropriate degree of formality with different audiences and settings. b. Recognizes and uses standard English appropriately. c. Recognizes common idioms. d. Interprets and responds to nonverbal cues and body language. e. Demonstrates knowledge of acceptable nonverbal classroom behaviors. f. Recognizes and adjusts behavior in response to nonverbal cues. g. Observes and models how others speak and behave in a particular situation and setting. h. Seeks information about appropriate language use and behavior.
- 4** **Topic:** American Culture
Standard: Acquires basic knowledge and understanding of United States culture, including traditions, customs, and beliefs. a. Explores traditional American games, poems, songs, dances, fables, fairy tales, nursery rhymes. c. Recognizes symbols of America: flag, eagle, Statue of Liberty, etc. d. Understands the basic significance of American holidays. e. Understands American currency and how to use it.
- 5** **Topic:** American Culture
Standard: Exchanges basic information about own home, community life, entertainment and extra-curricular activities. a. Compares and contrasts home culture behavior to American school and community values. b. Begins to function appropriately within school and community settings (e.g. follows school procedures). c. Talks about favorite foods, celebrations and activities of American culture. d. Recognizes oral and written cultural conventions.
- 6** **Topic:** Beyond the classroom
Standard: Participates actively in non-academic settings requiring English, including functioning in social settings, the community and world of work, accessing community services and becoming an active member of the community. a. Draws pictures of common sights in the community and labels same. b. Pays and makes correct change with money. c. Demonstrates appropriate social etiquette. d. Knows how to use the telephone. e. Understands clock and calendar time. f. Follows one and two-step oral directions; gives one and two-step oral directions. g. Begins to make use of a number of important services and begins to help others use them (e.g. buying stamps, asking a price). h. Able to complete basic forms (with assistance if necessary). i. Exchanges basic social greetings.
- 7** **Topic:** Beyond the classroom
Standard: Expresses and satisfies personal and safety needs in a wide variety of settings. a. Identifies the meaning of common traffic signs such as "Stop". b. On a community map, labels public resources and safety services. c. Role plays school safety procedures such as fire and tornado drills. d. Requests emergency assistance. e. Names parts of the body.

8

Topic: Links with Content Areas

Standard: Uses English to interact in content-area classrooms. a. Follows oral and written directions, both implicit and explicit. b. Asks questions and requests clarification. c. Explains actions. d. Expresses likes, dislikes and needs. e. Asks teacher or peer(s) to confirm understanding of directions to complete an assignment. f. Requests supplies to complete assignments. g. Takes turns when speaking in a group. h. Explains the reason(s) for being absent. i. Asks teacher to restate or simplify directions. j. Greets teacher when entering class. k. Shares classroom materials and works cooperatively with a partner and/or a group. l. Asks for assistance with a task.

9

Topic: Links with Content Areas

Standard: Uses appropriate learning strategies to construct and apply academic knowledge. a. Follows oral and written directions, both implicit and explicit. b. Copies notes to record important information and to aid one's own learning. c. Begins to focus attention selectively. d. Demonstrates basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text. e. Begins to use context to construct meaning. f. Imitates the behavior of native English speakers to complete tasks. g. Becomes familiar with basic technology, its usage and related vocabulary. h. Uses computers and related technology for basic word processing, report writing and research.

10

Topic: Links with Content Areas

Standard: Uses English to obtain, process, construct and provide subject matter information in spoken and written form. a. Compares and contrasts information. b. Listens to, speaks, reads and writes about subject matter information. c. Gathers information orally and in writing with assistance. d. Begins to retell information. e. Responds to the work of peers and others. f. Represents information visually and interprets information presented visually (e.g. chart, graph, pictures). g. Locates information appropriate to an assignment in text or reference materials. h. Identifies and associates written symbols with words (e.g. written numerals with spoken numbers, the compass rose with directional words). i. Defines, compares, and classifies objects (e.g. according to number, shape, color, size, function, physical characteristics). j. Records observations. k. Responds to and demonstrates understanding of text, activities, or events by presenting the sequence of events (e.g. through pictures, words, music or drama).

Strand: ESOL Intermediate

1

Topic: Listening/Speaking

Standard: Comprehends a sequence of information on familiar topics as presented through stories, face-to-face conversations and in contextualized settings. a. Role plays to communicate concepts. b. Distinguishes between similar sounds. c. Responds appropriately to multiple-step directions. d. Identifies the main topic and some details from stories. e. Uses listening skills to participate appropriately in group discussions. f. Listens to and participates in face-to-face conversations. g. Formulates questions based on understanding of classroom lectures. h. Listens attentively to construct mind maps about familiar topics. i. Describes events contained in a telephone conversation.

2

Topic: Listening/Speaking

Standard: Produces statements and asks questions on familiar and routine subjects. a. Uses appropriate intonation, stress and pronunciation. b. Asks appropriate questions to gain relevant information. c. Expands sentences that follow basic patterns using appropriate tenses. d. Answers questions orally, giving specific information from a selection read by the teacher or presented in other media. e. Uses proper speech register to address peers and adults. f. Responds appropriately to why questions. g. Listens to and restates brief oral messages.

3

Topic: Listening/Speaking

Standard: Produces sustained conversation with others on a variety of general topics. a. Participates in situational dialogues. b. Presents a 3-5 minute oral report with props. c. Organizes and participates in group presentations. d. Participates in conversations with peers about topics of shared interest. e. Retells a story using supporting details. f. Uses a variety of verbal and non-verbal strategies when communication difficulties arise. g. Interviews guests invited to classroom or school activities.

4

Topic: Reading/Writing

Standard: Interacts with a variety of printed material as part of a group or at an independent level and recognizes words/phrases from previously learned materials. a. Follows simple written directions to complete a project. b. Reads a Language Experience Story written by the class. c. Sequences written information. d. Categorizes familiar words by theme. e. Summarizes reading selections. f. Locates simple, specific information in text. g. Identifies story elements. h. Responds in complete answers to wh- questions after reading a text. i. Uses context, syntactic and structural clues. j. Participates in free and voluntary reading activities. k. Reads and interprets maps legends, charts, graphs and diagrams. l. Consults monolingual English dictionary to find definitions of words from text. m. Uses thesaurus to expand vocabulary. n. Summarizes reading selections. o. Obtains meaning from text using illustrations and prior experiences. o. Reads familiar words and phrases aloud. p. Responds to oral or written questions about reading selections.

- 5** **Topic:** Reading/Writing
Standard: Writes basic general and personal information and expanded responses moving from structured to unstructured contexts. a. Contributes to group stories on familiar topics. b. Organizes ideas for writing with visual organizers, maps and outlines. c. Composes simple paragraphs and stories based on teacher-created structures such as frames and outlines. d. Records information from maps, legends, graphs and diagrams. e. Writes original paragraphs about personal experiences. f. Takes notes based on oral and written information. g. Consistently uses appropriate writing conventions such as spelling, grammar and punctuation. h. Responds to open-ended prompts. i. Takes dictation about familiar topics using known words. j. Works in collaborative groups to revise paragraphs as part of the writing process .
- 6** **Topic:** Reading/Writing
Standard: Writes for specific purposes (letters, journals, etc.) using mechanics of writing appropriate for proficiency level . a. Uses correct format to write friendly letters, business letters, invitations, thank you notes and greeting cards. b. Writes simple dialogues between two characters. c. Writes descriptive paragraphs about familiar objects and pictures. d. Writes narrative paragraphs. e. Writes compositions that have a beginning, a middle and an end. f. Builds spelling skills through structured classroom activities.
- 7** **Topic:** American Culture
Standard: Shares information about own home, community life, entertainment and extra-curricular activities. a. Compares and contrasts social conventions of U.S. culture and home culture. b. Shares stories in written and oral form about life and community. c. Discusses and writes about favorite foods, celebrations and activities in U.S. culture. d. Discusses and writes about likes and dislikes .
- 8** **Topic:** American Culture
Standard: Demonstrates knowledge and understanding of United States culture, including traditions, customs and beliefs. a. Discusses the importance of symbols of the United States, such as the flag and the Statue of Liberty. b. Discusses the symbols of Georgia, such as the state bird, tree, and flower. c. Understands American government, its functions, leaders, laws and courts. d. Understands the significance of historical events. e. Discusses the significance of American holidays. f. Discusses American ideals, such as American democracy, liberty, freedom and equality. g. Becomes familiar with American art, literature, music, dance and folklore . h. Responds to and uses humor, idioms and slang appropriately. i. Determines when it is appropriate to use a language other than English. j. Discusses appropriate TV programs, films and videos about American culture . k. Describes in simple terms information about contemporary political figures. l. Discusses popular culture, including persons, media, music. m. Becomes familiar with American holidays. n. Is familiar with U.S. perceptions of "personal space", i.e. appropriate distance for interaction with others, as well as the custom of looking others "in the eye".
- 9** **Topic:** Beyond the Classroom
Standard: Initiates conversations with peers and other English speakers outside the school. a. Uses acceptable tone, volume, stress and intonation in various social settings. b. Experiments with variations of language in social and academic settings. c. Self-monitors and self-evaluates language use according to setting and audience.
- 10** **Topic:** Beyond the Classroom
Standard: Deals with various aspects of personal needs, health, safety and welfare. a. Reads and interprets food labels, signs and advertising. b. Expresses basic personal needs. c. Describes the steps to take in various emergency situations. d. Writes telephone messages. e. Completes information on common forms and applications. f. Asks for and gives simple directions. g. Role plays conflict resolution with peers. h. Reads and uses schedules for public transportation. i. Uses the telephone directory for various tasks. j. Expresses time in different ways using the clock and the calendar. k. Orders from menus in restaurant settings.
- 11** **Topic:** Beyond the Classroom
Standard: Uses appropriate language for making purchases and daily transactions; develops an awareness of community resources. a. Begins to understand with American economic systems, such as banking and credit. b. Becomes familiar with available community social services. c. Role plays requesting services from different public agencies. d. Discusses civic duties and social responsibilities e. Interprets for family members.
- 12** **Topic:** Links with Content Areas
Standard: Uses high-frequency vocabulary drawn from other content areas. a. Gives oral presentations. b. Uses appropriate vocabulary in oral and written work. c. Describes topics related to content areas.
- 13** **Topic:** Links with Content Areas
Standard: Comprehends main ideas and basic concepts in content areas. a. Identifies basic concepts of content areas. b. Organizes and sequences material from content areas. c. Participates in class discussions. d. Writes reports using reference sources. e. Asks questions for clarification.
- 14** **Topic:** Links with Content Areas
Standard: Uses appropriate reference materials and technology. a. Uses maps, charts, atlases, encyclopedias, dictionaries and periodicals. b. Uses technology to locate research materials, e.g. card catalog, Internet, CD-ROM resources. c. Uses computers in word processing and generation of presentations.