

National TESOL Standards

Grades Pre-K-3

Goal 1, Standard 1

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

Descriptors

- sharing and requesting information
- expressing needs, feelings, and ideas
- using nonverbal communication in social interactions
- getting personal needs met
- engaging in conversations
- conducting transactions

Sample Progress Indicators

- engage listener's attention verbally or nonverbally
- volunteer information and respond to questions about self and family
- elicit information and ask clarification questions
- clarify and restate information as needed
- describe feelings and emotions after watching a movie
- indicate interests, opinions, or preferences related to class projects
- give and ask for permission
- offer and respond to greetings, compliments, invitations, introductions, and farewells
- negotiate solutions to problems, interpersonal misunderstandings, and disputes
- read and write invitations and thank you letters
- 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

Descriptors

- describing, reading about or participating in a favorite activity
- sharing social and cultural traditions and values
- expressing personal needs, feelings, and ideas
- participating in popular culture

Sample Progress Indicators

- describe favorite storybook characters

- recommend a game, book, or computer program
- listen to, read, watch, and respond to plays, films, stories, books, songs, poems, computer programs, and magazines
- recount events of interest
- ask information questions for personal reasons
- make requests for personal reasons
- express enjoyment while playing a game
- talk about a favorite food or a celebration
- express humor through verbal and nonverbal means

Goal 1, Standard 3

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

Descriptors

- testing hypotheses about language
- listening to and imitating how others use English
- exploring alternative ways of saying things
- focusing attention selectively
- seeking support and feedback from others
- comparing nonverbal and verbal cues
- self-monitoring and self-evaluating language development
- using the primary language to ask for clarification
- learning and using language "chunks"
- selecting different media to help understand language
- practicing new language
- using context to construct meaning

Sample Progress Indicators

- test appropriate use of new vocabulary, phrases, and structures
- ask someone the meaning of a word
- understand verbal directions by comparing them with nonverbal cues (e.g., folding paper into eighths, lining up)
- tell someone in the native language that a direction given in English was not understood
- recite poems or songs aloud or to oneself
- imitate a classmate's response to a teacher's question or directions
- associate realia or diagrams with written labels to learn vocabulary or construct meaning
- 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

Descriptors

- following oral and written directions, implicit and explicit
- requesting and providing clarification
- participating in full class, group, and pair discussions
- asking and answering questions
- requesting information and assistance
- negotiating and managing interaction to accomplish tasks
- explaining actions
- elaborating and extending other people's ideas and words
- expressing likes, dislikes, and needs

Sample Progress Indicators

- ask a teacher to restate or simplify directions
- join in a group response at the appropriate time
- listen to and incorporate a peer's feedback regarding classroom behavior
- greet a teacher when entering class
- distribute and collect classroom materials
- share classroom materials and work successfully with a partner
- ask for assistance with a task

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

Descriptors

- comparing and contrasting information
- persuading, arguing, negotiating, evaluating, and justifying
- listening to, speaking, reading, and writing about subject matter information
- gathering information orally and in writing
- retelling information
- selecting, connecting, and explaining information
- analyzing, synthesizing, and inferring from information
- responding to the work of peers and others
- representing information visually and interpreting information presented visually
- hypothesizing and predicting
- formulating and asking questions
- understanding and producing technical vocabulary and text features according to content area
- demonstrating knowledge through application in a variety of contexts

Sample Progress Indicators

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

Goal 2, Standard 3

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

Descriptors

- focusing attention selectively
- applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text
- using context to construct meaning
- taking notes to record important information and aid one's own learning
- applying self-monitoring and self-corrective strategies to build and expand a knowledge base
- determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study)
- planning how and when to use cognitive strategies and applying them appropriately to a learning task
- actively connecting new information to information previously learned
- evaluating one's own success in a completed learning task
- recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members)
- imitating the behaviors of native English speakers to complete tasks successfully
- knowing when to use native language resources (human and material) to promote understanding

Sample Progress Indicators

- use verbal and nonverbal cues to know when to pay attention

- make pictures to check comprehension of a story or process
- scan an entry in a book to locate information for an assignment
- select materials from school resource collections to complete a project
- rehearse and visualize information
- take risks with language
- rephrase, explain, revise, and expand oral or written information to check comprehension
- seek more knowledgeable others with whom to consult to advance understanding
- seek out print and non-print 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

Descriptors

- using the appropriate degree of formality with different audiences and settings
- recognizing and using standard English and vernacular dialects appropriately
- using a variety of writing styles appropriate for different audiences, purposes, and settings
- responding to and using slang appropriately
- responding to and using idioms appropriately
- responding to and using humor appropriately
- determining when it is appropriate to use a language other than English
- determining appropriate topics for interaction

Sample Progress Indicators

- express humor through verbal and nonverbal means
- interact with an adult in a formal and informal setting
- role play a telephone conversation with an adult
- make polite requests
- use English and native languages appropriately in a multilingual social situation (e.g., cooperative games or team sports)
- write a letter or e-mail message to an adult or a peer using appropriate language forms
- demonstrate an understanding of ways to give and receive compliments, show gratitude, apologize, express anger or impatience
- greet and take leave appropriately in a variety of settings

Goal 3, Standard 2

To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting

Descriptors

- interpreting and responding appropriately to nonverbal cues and body language
- demonstrating knowledge of acceptable nonverbal classroom behaviors
- using acceptable tone, volume, stress, and intonation, in various social settings
- recognizing and adjusting behavior in response to nonverbal cues

Sample Progress Indicators

- respond appropriately to a teacher's gesture
- obtain a teacher's attention in an appropriate manner
- use appropriate volume of voice in different settings such as the library, hall, gymnasium, supermarket, and movie theater

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

Descriptors

- observing and modeling how others speak and behave in a particular situation or setting
- experimenting with variations of language in social and academic settings
- seeking information about appropriate language use and behavior
- self-monitoring and self-evaluating language use according to setting and audience
- analyzing the social context to determine appropriate language use
- rehearsing variations for language in different social and academic settings
- deciding when use of slang is appropriate

Sample Progress Indicators

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

Grades 4 - 8

Goal 1, Standard 1

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

Descriptors

- sharing and requesting information
- expressing needs, feelings, and ideas
- using nonverbal communication in social interactions
- getting personal needs met
- engaging in conversations
- conducting transactions

Sample Progress Indicators

- ask peers for their opinions, preferences, and desires
- correspond with pen pals, English-speaking acquaintances, and friends
- write personal essays
- make plans for social engagements
- shop in a supermarket
- engage listener's attention verbally or nonverbally
- volunteer information and respond to questions about self and family
- elicit information and ask clarification questions
- clarify and restate information as needed
- describe feelings and emotions after watching a movie
- indicate interests, opinions, or preferences related to class projects
- give and ask for permission
- offer and respond to greetings, compliments, invitations, introductions, and farewells
- negotiate solutions to problems, interpersonal misunderstandings, and disputes
- read and write invitations and thank you letters
- 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

Descriptors

- describing, reading about, or participating in a favorite activity
- sharing social and cultural traditions and values
- expressing personal needs, feelings, and ideas
- participating in popular culture

Sample Progress Indicators

- recommend a film or videotape to a friend
- write in a diary or personal journal
- describe, read or write about a personal hero
- persuade peers to join in a favorite activity, game, or hobby
- discuss issues of personal importance or value
- locate information for leisure activities (in oral or written form)
- write a poem, short story, play, or song
- describe favorite storybook characters
- recommend a game, book, or computer program
- listen to, read, watch, and respond to plays, films, stories, books, songs, poems, computer programs, and magazines
- recount events of interest
- ask information questions for personal reasons
- make requests for personal reasons
- express enjoyment while playing a game
- talk about a favorite food or a celebration
- express humor through verbal and nonverbal means

Goal 1, Standard 3

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

Descriptors

- testing hypotheses about language
- listening to and imitating how others use English
- exploring alternative ways of saying things
- focusing attention selectively
- seeking support and feedback from others
- comparing nonverbal and verbal cues
- self-monitoring and self-evaluating language development
- using the primary language to ask for clarification
- learning and using language "chunks"
- selecting different media to help understand language
- practicing new language
- using context to construct meaning

Sample Progress Indicators

- use a dictionary to validate choice of language
- ask a classmate whether a particular word or phrase is correct
- use a computer spell checker to verify spelling
- use written sources to discover or check information

- keep individual notes for language learning
- test appropriate use of new vocabulary, phrases, and structures
- ask someone the meaning of a word
- understand verbal directions by comparing them with nonverbal cues (e.g., folding paper into eighths, lining up)
- tell someone in the native language that a direction given in English was not understood
- recite poems or songs aloud
- imitate a classmate's response to a teacher's question or directions
- associate realia or diagrams with written labels to learn vocabulary or construct meaning
- 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

Descriptors

- following oral and written directions, implicit and explicit
- requesting and providing clarification
- participating in full-class, group, and pair discussions
- asking and answering questions
- requesting information and assistance
- negotiating and managing interaction to accomplish tasks
- explaining actions
- elaborating and extending other people's ideas and words
- expressing likes, dislikes, and needs

Sample Progress Indicators

- request supplies to complete an assignment
- use polite forms to negotiate and reach consensus
- follow directions to form groups
- negotiate cooperative roles and task assignments
- take turns when speaking in a group
- modify a statement made by a peer
- paraphrase a teacher's directions orally or in writing
- respond to a teacher's general school-related small talk
- explain the reason for being absent or late to a teacher
- negotiate verbally to identify roles in preparation for a group/class presentation
- ask a teacher to restate or simplify directions
- join in a group response at the appropriate time
- listen to and incorporate a peer's feedback regarding classroom behavior
- greet a teacher when entering class
- distribute and collect classroom materials
- share classroom materials and work successfully with a partner
- ask for assistance with a task

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

Descriptors

- comparing and contrasting information
- persuading, arguing, negotiating, evaluating, and justifying
- listening to, speaking, reading, and writing about subject matter information
- gathering information orally and in writing
- retelling information
- selecting, connecting, and explaining information
- analyzing, synthesizing, and inferring from information
- responding to the work of peers and others
- representing information visually and interpreting information presented visually
- hypothesizing and predicting
- formulating and asking questions
- understanding and producing technical vocabulary and text features according to content area
- demonstrating knowledge through application in a variety of contexts

Sample Progress Indicators

- take notes as a teacher presents information or during a film in order to summarize key concepts
- synthesize, analyze, and evaluate information
- write a summary of a book, article, movie, or lecture
- locate information appropriate to an assignment in text or reference materials
- research information on academic topics from multiple sources
- take a position and support it orally or in writing
- construct a chart synthesizing information
- identify and associate written symbols with words (e.g., written numerals with spoken numbers, the compass rose with directional words)
- define, compare, and classify objects (e.g., according to number, shape, color, size, function, physical characteristics)
- explain change (e.g., growth in plants and animals, in seasons, in self, in characters in literature)
- record observations
- construct a chart or other graphic showing data
- read a story and represent the sequence of events (through pictures, words, music, or drama)
- locate reference material
- generate and ask questions of outside experts (e.g., about their jobs, experiences, interests, qualifications)
- gather and organize the appropriate materials needed to complete a task

- edit and revise own written assignments
- use contextual clues
- consult print and non-print resources in the native language when needed

Goal 2, Standard 3

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

Descriptors

- focusing attention selectively
- applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text
- using context to construct meaning
- taking notes to record important information and aid one's own learning
- applying self-monitoring and self-corrective strategies to build and expand a knowledge base
- determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study)
- planning how and when to use cognitive strategies and applying them appropriately to a learning task
- actively connecting new information to information previously learned
- evaluating one's own success in a completed learning task
- recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members)
- imitating the behaviors of native English speakers to complete tasks successfully
- knowing when to use native language resources (human and material) to promote understanding

Sample Progress Indicators

- scan several resources to determine the appropriateness to the topic of study
- skim chapter headings and bold print to determine the key points of a text
- take notes to summarize the main points provided in source material
- verbalize relationships between new information and information previously learned in another setting
- use verbal and nonverbal cues to know when to pay attention
- make pictures to check comprehension of a story or process
- scan an entry in a book to locate information for an assignment
- select materials from school resource collections to complete a project
- rehearse and visualize information
- take risks with language
- rephrase, explain, revise, and expand oral or written information to check comprehension
- seek more knowledgeable others with whom to consult to advance understanding
- seek out print and non-print 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

Descriptors

- using the appropriate degree of formality with different audiences and settings
- recognizing and using standard English and vernacular dialects appropriately
- using a variety of writing styles appropriate for different audiences, purposes, and settings
- responding to and using slang appropriately
- responding to and using idioms appropriately
- responding to and using humor appropriately
- determining when it is appropriate to use a language other than English
- determining appropriate topics for interaction

Sample Progress Indicators

- advise peers on appropriate language use
- prepare and deliver a short persuasive presentation to different audiences
- write a dialogue incorporating idioms or slang
- write business and personal letters
- create a commercial using an appropriate language style for the product
- create a cartoon or comic book
- initiate and carry on appropriate small talk (e.g., while visiting a classmate's home, on a bus, at a party)
- determine when it is appropriate to tell a joke
- use idiomatic speech appropriately
- advise peers on appropriate language use
- express humor through verbal and nonverbal means
- interact with an adult in a formal and informal setting
- role play a telephone conversation with an adult
- make polite requests
- use English and native languages appropriately in a multilingual social situation (e.g., cooperative games or team sports)
- write a letter or e-mail message to an adult or a peer using appropriate language forms
- demonstrate an understanding of ways to give and receive compliments, show gratitude, apologize, express anger or impatience
- greet and take leave appropriately in a variety of settings

Goal 3, Standard 2

To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting

Descriptors

- interpreting and responding appropriately to nonverbal cues and body language
- demonstrating knowledge of acceptable nonverbal classroom behaviors
- using acceptable tone, volume, stress, and intonation, in various social settings*
- recognizing and adjusting behavior in response to nonverbal cues

Sample Progress Indicators

- determine the appropriate distance to maintain while standing near someone, depending on the situation
- maintain appropriate level of eye contact with audience while giving an oral presentation
- demonstrate in a role play two aspects of body language common to one's own culture
- analyze nonverbal behavior
- describe intent by focusing on a person's nonverbal behavior
- add gestures to correspond to a dialogue in a play
- respond appropriately to a teacher's gesture
- obtain a teacher's attention in an appropriate manner
- use appropriate volume of voice in different settings such as the library, hall, gymnasium, supermarket, and movie theater

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

Descriptors

- observing and modeling how others speak and behave in a particular situation or setting
- experimenting with variations of language in social and academic settings
- seeking information about appropriate language use and behavior
- self-monitoring and self-evaluating language use according to setting and audience
- analyzing the social context to determine appropriate language use
- rehearsing variations of language use in different social and academic settings
- deciding when use of slang is appropriate

Sample Progress Indicators

- model behavior and language use of others in different situations and settings
- rephrase an utterance when it results in cultural misunderstanding
- evaluate behaviors in different situations
- observe language use and behaviors of peers in different settings
- rehearse different ways of speaking according to the formality of the setting test appropriate use

Grades 9-12

Goal 1, Standard 1

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

Descriptors

- sharing and requesting information
- expressing needs, feelings, and ideas
- using nonverbal communication in social interactions
- getting personal needs met
- engaging in conversations
- conducting transactions

Sample Progress Indicators

- obtain, complete, and process application forms, such as driver's license, social security, college entrance
- express feelings through drama, poetry, or song
- make an appointment
- defend and argue a position
- use prepared notes in an interview or meeting
- ask peers for their opinions, preferences, and desires
- correspond with pen pals, English-speaking acquaintances, friends
- write personal essays
- make plans for social engagements
- shop in a supermarket
- engage listener's attention verbally or nonverbally
- volunteer information and respond to questions about self and family
- elicit information and ask clarification questions
- clarify and restate information as needed
- describe feelings and emotions after watching a movie
- indicate interests, opinions, or preferences related to class projects
- give and ask for permission
- offer and respond to greetings, compliments, invitations, introductions, and farewells
- negotiate solutions to problems, interpersonal misunderstandings, and disputes
- read and write invitations and thank you letters
- 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

Descriptors

- describing, reading about, or participating in a favorite activity
- sharing social and cultural traditions and values
- expressing personal needs, feelings, and ideas
- participating in popular culture

Sample Progress Indicators

- discuss preferences for types of music, book genres, and computer programs
- recommend a film or videotape to a friend
- write in a diary or personal journal
- describe, read, or write about a personal hero
- persuade peers to join in a favorite activity, game, or hobby
- discuss issues of personal importance or value
- locate information for leisure activities (in oral or written form)
- write a poem, short story, play, or song
- describe favorite storybook characters
- recommend a game, book, or computer program
- listen to, read, watch, and respond to plays, films, stories, books, songs, poems, computer programs, and magazines
- recount events of interest
- ask information questions for personal reasons
- make requests for personal reasons
- express enjoyment while playing a game
- talk about a favorite food or celebration
- express humor through verbal and nonverbal means

Goal 1, Standard 3

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

Descriptors

- testing hypotheses about language
- listening to and imitating how others use English
- exploring alternative ways of saying things
- focusing attention selectively
- seeking support and feedback from others
- comparing nonverbal and verbal cues
- self-monitoring and self-evaluating language development
- using the primary language to ask for clarification
- learning and using language "chunks"
- selecting different media to help understand language
- practicing new language
- using context to get meaning

Sample Progress Indicators

- make notes in preparation for a meeting or interview
- plan and rehearse an anticipated conversation
- use a dictionary to validate choice of language
- ask a classmate whether a particular word or phrase is correct
- use a computer spell checker to verify spelling
- use written sources to discover or check information
- keep individual notes for language learning
- test appropriate use of new vocabulary, phrases, and structures
- ask someone the meaning of a word
- understand verbal directions by comparing them with nonverbal cues (e.g., folding paper into eighths, lining up)
- tell someone in the native language that a direction given in English was not understood
- recite poems or songs aloud or to oneself
- imitate a classmate's response to a teacher's question or directions
- associate realia or diagrams with written labels to learn vocabulary or construct meaning
- 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

Descriptors

- following oral and written directions, implicit and explicit
- requesting and providing clarification
- participating in full-class, group, and pair discussions
- asking and answering questions
- requesting information and assistance
- negotiating and managing interaction to accomplish tasks
- explaining actions
- elaborating and extending other people's ideas and words
- expressing likes, dislikes, and needs

Sample Progress Indicators

- interpret a teacher's indirect command to behave appropriately
- ask a teacher or peer to confirm one's understanding of directions to complete an assignment
- justify changes in assignments or the need for an extension
- request supplies to complete an assignment
- use polite forms to negotiate and reach consensus
- follow directions to form groups
- negotiate cooperative roles and task assignments
- take turns when speaking in a group

- modify a statement made by a peer
- paraphrase a teacher's directions orally or in writing
- respond to a teacher's general school-related small talk
- explain the reason for being absent or late to a teacher
- negotiate verbally to identify role in preparation for a group/class presentation
- ask a teacher to restate or simplify directions
- join in a group response at the appropriate time
- listen to and incorporate a peer's feedback regarding classroom behavior
- greet a teacher when entering class
- distribute and collect classroom materials
- share classroom materials and work successfully with a partner
- ask for assistance with a task

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

Descriptors

- comparing and contrasting information
- persuading, arguing, negotiating, evaluating, and justifying
- listening to, speaking, reading, and writing about subject matter information
- gathering information orally and in writing
- retelling information
- selecting, connecting, and explaining information
- analyzing, synthesizing, and inferring from information
- responding to the work of peers and others
- representing information visually and interpreting information presented visually
- hypothesizing and predicting
- formulating and asking questions
- understanding and producing technical vocabulary and text features according to content area
- demonstrating knowledge through application in a variety of contexts

Sample Progress Indicators

- compare and classify information using technical vocabulary
- prepare for and participate in a debate
- take notes as a teacher presents information or during a film in order to summarize key concepts
- synthesize, analyze, and evaluate information
- write a summary of a book, article, movie, or lecture
- locate information appropriate to an assignment in text or reference materials
- research information on academic topics from multiple sources
- take a position and support it orally or in writing

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

Goal 2, Standard 3

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

Descriptors

- focusing attention selectively
- applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text
- using context to construct meaning
- taking notes to record important information and aid one's own learning
- applying self-monitoring and self-corrective strategies to build and expand a knowledge base
- determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study)
- planning how and when to use cognitive strategies and applying them appropriately to a learning task
- actively connecting new information to information previously learned
- evaluating one's own success in a completed learning task
- recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members)
- imitating the behaviors of native English speakers to complete tasks successfully
- knowing when to use native language resources (human and material) to promote understanding

Sample Progress Indicators

- preview assigned textbook chapters and generate questions to explore the topics to be presented
- establish the preconditions necessary for effective study (e.g., noise level, seating arrangements, access to needed materials)
- practice an oral report with a peer prior to presenting it in class
- evaluate a written assignment using rating criteria provided by the teacher
- brainstorm ideas with native language peers prior to writing a composition on a given topic
- scan several resources to determine the appropriateness to the topic of study
- skim chapter headings, and bold print to determine the key points of a text
- take notes to summarize the main points provided in source material
- verbalize relationships between new information and information previously learned in another setting
- use verbal and nonverbal cues to know when to pay attention
- make pictures to check comprehension of a story or process
- scan an entry in a book to locate information for an assignment
- select materials from school resource collections to complete a project
- rehearse and visualize information
- take risks with language
- rephrase, explain, revise, and expand oral or written information to check comprehension
- seek more knowledgeable others with whom to consult to advance understanding
- seek out print and non-print 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

Descriptors

- using the appropriate degree of formality with different audiences and settings
- recognizing and using standard English and vernacular dialects appropriately
- using a variety of writing styles appropriate for different audiences, purposes, and settings
- responding to and using slang appropriately
- responding to and using idioms appropriately
- responding to and using humor appropriately
- determining when it is appropriate to use a language other than English
- determining appropriate topics for interaction

Sample Progress Indicators

- recognize and apply the style of speech used in a job interview, a debate, or a formal meeting
- select topics appropriate to discuss in a job interview
- interpret and explain a political cartoon, situation comedy, or a joke

- recognize irony, sarcasm, and humor in a variety of contexts
- use the appropriate register for business and friendly transactions
- prepare and deliver a short persuasive presentation to different audiences
- write a dialogue incorporating idioms or slang
- write business and personal letters
- create a commercial using an appropriate language style for the product
- create a cartoon or comic book
- initiate and carry on appropriate small talk (e.g., while visiting a classmate's home, on a bus, at a party)
- determine when it is appropriate to tell a joke
- use idiomatic speech appropriately
- advise peers on appropriate language use
- express humor through verbal and nonverbal means
- interact with an adult in a formal and informal setting
- role play a telephone conversation with an adult
- make polite requests
- use English and native languages appropriately in a multilingual social situation (e.g., cooperative games or team sports)
- write a letter or e-mail message to an adult or a peer using appropriate language forms
- demonstrate an understanding of ways to give and receive compliments, show gratitude, apologize, express anger or impatience
- greet and take leave appropriately in a variety of settings

Goal 3, Standard 2

To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting

Descriptors

- interpreting and responding appropriately to nonverbal cues and body language
- demonstrating knowledge of acceptable nonverbal classroom behaviors
- using acceptable tone, volume, stress, and intonation, in various social settings*
- recognizing and adjusting behavior in response to nonverbal cues

Sample Progress Indicators

- compare body language norms among various cultures represented in the classroom or community
- compare gestures and body language acceptable in formal and informal settings
- identify nonverbal cues that cause misunderstanding
- advise peers on appropriate behaviors in and out of school
- determine the appropriate distance to maintain while standing near someone, depending on the situation
- maintain appropriate level of eye contact with audience while giving an oral presentation
- demonstrate in a role play two aspects of body language common to one's own culture
- analyze nonverbal behavior

- describe intent by focusing on a person's nonverbal behavior
- add gestures to correspond to a dialogue in a play
- respond appropriately to a teacher's gesture
- obtain a teacher's attention in an appropriate manner
- use appropriate volume of voice in different settings such as the library, hall, gymnasium, supermarket, and movie theater

Goal 3, Standard 3

To use English in socially and culturally appropriate ways: Students will use appropriate learning strategies to extend their socio-linguistic and socio-cultural competence

Descriptors

- observing and modeling how others speak and behave in a particular situation or setting
- experimenting with variations of language in social and academic settings
- seeking information about appropriate language use and behavior
- self-monitoring and self-evaluating language use according to setting and audience
- analyzing the social context to determine appropriate language use
- rehearsing variations for language in different social and academic settings
- deciding when use of slang is appropriate

Sample Progress Indicators

- evaluate different types of communication for effectiveness in making one's point
- interpret meaning through knowledge of cultural factors that affect meaning (e.g., word choice, intonation, setting)
- model behavior and language use of others in different situations and settings
- rephrase an utterance when it results in cultural misunderstanding
- evaluate behaviors in different situations
- observe language use and behaviors of peers in different settings
- rehearse different ways of speaking according to the formality of the setting
- test appropriate use of newly acquired gestures and language