**National TESOL Standards <http://www.tesol.edu/assoc/k12standards/it/09.html> 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