

# **The Beginner Level English Language Learners Specific Performance Indicators in the Area of the Literacy Standard**

## **1. Communication Strand**

The Limited English Proficient/English Language learners (LEP/ELLS) of New York State are varied and require special attention to differentiation so that they reach proficiency in the English language. The proposed ELA/ESL standards and performance indicators can be used to describe the language progression of LEP/ELL students from the intermediate through advanced proficiency levels. However, beginner level LEP/ELL students, newly arrived and with little or no command of the English language, require a unique set of performance indicators that can provide an entry point for reaching the New York State ELA/ESL standards and performance indicators as proposed. Mindful of this critically important phase of English language acquisition, we have identified specific performance indicators for newly arrived beginning proficiency LEP/ELLS students under the ELA/ESL Standard of Literacy-Strand 1-Communication.

Newly arrived or beginner level LEP/ELL students enter New York State classrooms at any age or grade level. Critical to their success are the essential language skills required to embark on a linguistic pathway to communicating socially and academically in the English language. To this end, we have extracted appropriate performance indicators from the ELA/ESL document and outlined a set of ungraded performance indicators to help these newly arrived LEP/ELL students commence their learning of the English language. Where necessary, additional performance indicators were identified and included.

For the purpose of the Regents' Meeting of December 14<sup>th</sup>, we have identified the ELA/ESL beginner level performance indicators for Literacy Strand 1 – Communication for listening, speaking, reading, writing, viewing and presenting in English for newly arrived LEP/ELL students. Future work on the remaining strands requires a restructured ESL unit which will focus on identifying those additional performance indicators appropriate for Inquiry and Research, Critical Thinking and Problem Solving as well as Literature.

## **SUGGESTED STANDARDS AND PERFORMANCE INDICATORS FOR NEWLY ARRIVED LEP/ELLs:**

### **IN LITERACY – STRAND 1**

#### **I. LITERACY**

##### *Strand 1*

#### **COMMUNICATION**

##### **Standards:**

**Students read and view a wide range of print, visual, and digital texts, as well as listen skillfully, in order to create solutions to problems and to achieve personal, academic, and professional goals.**

**Students use writing, speech, and visual media fluently and with control for a wide range of personal, academic, and professional purposes.**

#### **READING, LISTENING, VIEWING:**

##### **Recognize print concepts and text/media features**

- Understand directionality of text
- Distinguish between letters, words, and sentences
- Identify the parts of a book and the purpose of each
- Locate and use electronic/visual media sources in the native language and in English

##### **Demonstrate phonological/phonemic awareness and employ alphabetic principles to decode words.**

- Decode simple familiar and unfamiliar words in English using prior knowledge of word structure from native language
- Match letters and letter blends to sounds

**Demonstrate comprehension in a variety of texts and situations**

- Connect words and ideas to spoken language and prior knowledge
- Make connections between the text and their own ideas and lives
- Follow oral, written, or visual directions to negotiate classroom tasks and for social interaction
- Work collaboratively with peers, using a common print, visual, or digital text to achieve a collective purpose
- Categorize and sequence major events in oral or written contexts
- Use contextual clues or native language resources for comprehending unknown/unfamiliar words
- Recognize high frequency words

**View and listen purposefully**

- Listen and view for important information and details in order to accomplish a task
- Respond to the oral messages of others

**Demonstrate the importance of reading:**

- Choose to read a variety of texts for different purposes
- Read their own writing
- Reread familiar texts to enhance fluency

**WRITING, SPEAKING, AND PRESENTING****Use speech for social, practical, and academic purposes**

- Communicate basic information and request help when needed through gestures and words and phrases
- Demonstrate awareness of cultural differences in academic and social interactions
- Understand and use the conventions and routines of conversation and group discussion
- Ask and answer clarifying questions

**Develop handwriting skills**

- Write manuscript and/or cursive letters and words

**Create narrative, procedural, and informational texts, both collaboratively and individually**

- Use simple vocabulary from reading and class discussions
- Create simple texts to present information using graphic organizers, timelines, charts, and technological programs and/or devices

- Produce writing that incorporates their speaking vocabulary
- Incorporate basic writing conventions of the English language

**Present and speak for social, practical, and academic purposes in a format that is appropriate to the intended audience**

- Understand the purpose of the presentation
- Use basic vocabulary to convey the intended message
- Create simple oral presentations on a variety of topics
- Use a variety of media to communicate ideas to classmates, families, and others

**Demonstrate the importance of writing**

- Share and publish own writing voluntarily for a variety of purposes/audiences
- Use writing to exchange information and ideas with others