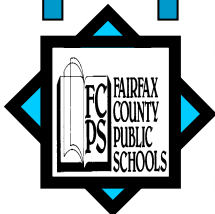


**High School ESOL
Program Alignment
with the
High School English
Program of Studies**



Fairfax County Public Schools
Instructional Services Department
Office of High School Instruction

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Requirement Statement for POS Document

The *High School English Program of Studies* defines the instructional program that must be implemented in this subject area. It describes the curriculum content and identifies essential knowledge and skills of the instructional program. Teachers have the responsibility to accommodate individual students' needs.

Required instructional materials and equipment listed within the document are to be used in the delivery of the program. Supplemental or substitute materials must be approved through the process outlined in Regulation 3005.5.

School Board Policy 3201 requires that teachers seek permission from their principal prior to deviating from this POS relative to curriculum content or stated standards and goals. Prior to granting permission, principals may request the advice or assistance of appropriate Instructional Services Department subject specialists or coordinators, and must have the final approval of the area superintendent and assistant superintendent for instructional services.

Table of Contents

	Page
Philosophy and Goals	1
Language Acquisition Framework.....	1
Application.....	1
Fairfax Framework Standards, Benchmarks, Indicators, and Virginia Standards of Learning	2
Fairfax Framework Standards for Language Arts K-12	2
High School ESOL Program Alignment with the High School English Program of Studies	3
Scope of High School ESOL Study	13
Fairfax Framework Standards for Language Arts K-12 Essential Questions.....	15

Philosophy and Goals

A continuum of language acquisition begins at the VDOE LEP Level 1 and extends through the entire high school English curriculum. ESOL students enter high school with valuable life experiences and proficiency in their first language; however, they come with varying degrees of formal schooling. The mission of High School ESOL Services is to help students acquire knowledge and skills for their personal, academic, and professional lives.

The High School ESOL Program Alignment with the High School English Program of Studies clarifies the relationship between the ESOL and English programs and standardizes language instruction within the ESOL curriculum. This document is based on the Fairfax Framework Standards (see page 3) and incorporates the Virginia Standards of Learning. While all students in the ESOL program are working toward the same ninth grade benchmarks, the indicators reflect the varying language proficiency at VDOE LEP Levels 1, 2, 3, and 4. Literacy level (L) students will work on Level 1 skills but will require more time to meet the indicators.

Language Acquisition Framework

The theoretical framework underlying this document is that ESOL students acquire English more effectively when they can apply it to authentic academic settings and life experiences. ESOL teachers recognize that students' development of communicative and academic language proficiency begins at Level 1 and continues with increasing depth and complexity throughout their education. Helping students at all levels meet benchmarks and indicators will facilitate the acquisition of language proficiency and prepare students for academic success.

Language acquisition varies according to previous educational and first language backgrounds, socioeconomic status, family support, and individual student development. Students' literacy in their first language (L1) plays a vital role in the acquisition of a second language (L2).

Application

This document is the basis for planning instruction in the ESOL classroom. Therefore, teachers should use this alignment to fit their students' needs, abilities, and learning styles. In developing instructional programs teachers include activities to relate students' previous educational and life experiences to academic expectations in an American high school. A strong ESOL program incorporates both content and literature-based approaches and integrates instructional activities in relevant contexts. Indicators at each level do not include all possible tasks and should be adapted to match proficiency levels of the students. All instruction builds upon earlier learning as students work at increasingly complex levels.

A variety of ongoing formal and informal assessments should be used in determining which indicators have been met and which need emphasis, reteaching or extended practice. Placement in and movement between ESOL levels is determined by English proficiency as measured by scores on the Oral Proficiency Scoring Rubric, Writing Proficiency Scoring Rubric, and Degrees of Reading Power (DRP) test rather than time in school.

Students are enrolled in English 9 and Level 3/4 classes concurrently. ***ESOL Level 3/4 and English 9 teachers should collaborate to ensure a comprehensive, complementary and cohesive language arts program for the Level 3/4 students in their school.***

Fairfax Framework Standards, Benchmarks, and Indicators, and Virginia Standards of Learning

Fairfax Framework Standards define the goals for achievement for all students graduating from Fairfax County Public Schools.

Benchmarks define the expected level of achievement of standards at each grade level.

Indicators define the processes, activities, and skills that ensure that students will meet the benchmarks at each grade level.

Standards of Learning (SOLs) define the state of Virginia’s expectations for student achievement and the framework for statewide testing.

Fairfax County’s High School English POS is fully correlated to the state SOLs.

Fairfax Framework Standards for Language Arts K-12

Standard 1 – Know and apply the knowledge of the structure of English, including vocabulary, grammar, and usage.

Standard 2 – Know and understand the variety and range of communication forms and strategies in the English language.

Standard 3 – Know and apply the techniques of effective communication in writing and speaking.

Standard 4 – Do effective research.

Standard 5 – Read and understand major literary types, genres, and traditions of the English language.

**High School ESOL Program Alignment
with the
High School English Program of Studies**

Standard 1 – Know and apply knowledge of the structure of English, including vocabulary, grammar, and usage.

Benchmark 9.1.1 – Students use conventions of language in writing and speaking. (SOLs 9.6)

**See Scope of High School ESOL Language Study on pages 13-14 for ESOL level specific skills.

Level 1 Indicators:

- a. Begin to recognize basic structures including sound-symbol relationships and word and sentence patterns in writing and speaking.
- *b. Recognize and begin to apply grammatical concepts and skills, such as parts of speech, simple verb tenses, agreement, and sentence completeness.**
- *c. Apply mechanical concepts and skills such as capitalization, commas, apostrophes, and spelling.**
- *d. Develop communicative and academic language proficiency.
- e. Recognize connections and contrasts between English and other languages.

Level 2 Indicators:

- *a. Apply grammatical concepts and skills such as phrases and clauses, perfect tenses, and complex sentences in writing and speaking.**
- *b. Apply mechanical concepts and skills such as quotation marks, colons, and semicolons.**
- c. Expand academic language.
- *d. Use appropriate language in academic and social settings.

Level 3/4 and Grade 9 Indicators:

- *a. Choose appropriate language for purpose, form, and audience.
- *b. Develop speaking and writing strategies for various language contexts.
- *c. Choose vocabulary suitable to the context of writing and speaking.
- *d. Apply appropriate language structures to written and oral forms.

Benchmark 9.1.2 – Students revise writing and speaking to clarify meaning. (SOLs 9.6)

Level 1 Indicators:

- a. Build writing from simple phrases to complete sentences to well-structured paragraphs.

- *b. Use the interactive components of the writing process: prewriting, drafting, composing, revising, editing, proofreading, sharing, and publishing.
- c. Begin to participate in collaborative groups to gain feedback for revision.
- d. Employ strategies to improve oral comprehensibility.

Level 2 Indicators:

- *a. Use the interactive components of the writing process.
- b. Participate in collaborative groups to gain feedback for revision.
- *c. Begin to revise writing and speaking for purpose, form, and audience.
- d. Employ strategies to improve oral comprehensibility.

Level 3/4 and Grade 9 Indicators:

- a. Discuss writing and speaking in collaborative groups to gain feedback for revision.
- b. Use group feedback to revise and improve writing and speaking.
- *c. Revise writing and speaking to accommodate purpose, form, and audience.
- *d. Edit and proofread finished products for clarity, reflecting conventions of language.

Benchmark 9.1.3 – Students use knowledge of vocabulary, language form, and reading processes to aid communication and comprehension. (SOLs 9.6)

Level 1 Indicators:

- a. Recognize the concept of words and phrases as units of meaning.
- *b. Use knowledge of cognates to build vocabulary.
- c. Develop and practice reading strategies.

Level 2 Indicators:

- *a. Demonstrate knowledge and understanding of vocabulary by the study of words and their uses such as connotation and denotation, multiple meanings of words, affixes, roots, homonyms, slang, and idioms.
- b. Develop and practice reading strategies.

Level 3/4 and Grade 9 Indicators:

- *a. Use knowledge of root words, synonyms, antonyms, derivatives, and affixes to extend understanding of text, particularly in poetry.
- b. Use context and form of a text to aid reading comprehension.
- c. Use various reading strategies (focusing on purpose for reading, form of text, page format, and prior knowledge of subject) to aid comprehension.

Standard 2 - Know and understand the variety and range of communication forms and strategies in the English language.

Benchmark 9.2.1 -Students use reading, listening, and viewing for a variety of purposes.
(SOLs 9.4)

Level 1 Indicators:

- a. Relate reading to own experience.
- *b. Read to gain information and develop academic language proficiency.
- c. Read and listen to a variety of materials to build vocabulary, acquire language patterns, and develop fluency.
- d. Listen for a specific purpose.
- e. Practice notetaking and organizational skills.
- f. Gain information through use of realia; stage, film, or television productions; artwork and photographs; and graphic organizers.
- g. Develop and practice strategies to support the viewing process.
- h. Affirm ideas by sharing individual responses to stage, film, or television productions.

Level 2 Indicators:

- a. Set own purpose for reading.
- *b. Read to gather information on assigned and self-selected topics.
- c. Read a variety of materials for fluency and pleasure.
- d. Listen for a specific purpose.
- e. Use notetaking and organizational skills.
- f. Develop and practice strategies to support the viewing process.
- g. Express and support personal judgments made during the viewing process.

Level 3/4 and Grade 9 Indicators:

- a. Read and discuss literature of various genres, cultures, and forms.
- b. Develop notetaking and organizational skills.
- c. Maintain response logs to make connections to prior knowledge and experience.
- d. Present in a variety of formats to inform diverse audiences.
- e. Compare and critique media adaptations and interpretations of literature.
- *f. Read information text intended to present data or explain ideas.

Benchmark 9.2.2 - Students use their knowledge of forms to make appropriate choices in their literary, informational, and technical reading and writing. (SOLs 9.3)

Level 1 Indicators:

- a. Begin to assume responsibility for selecting literature to read.
- b. Experiment with different forms of writing such as autobiographies, journals, poems, reports, letters, and notes.

Level 2 Indicators:

- a. Choose appropriate literature to read.
- b. Begin to select appropriate forms to match topic, purpose, and audience.

Level 3/4 and Grade 9 Indicators:

- a. Choose reading selections which reflect the development of personal and critical standards.
- b. Select appropriate forms to match topic, purpose, and audience.

Benchmark 9.2.3 - Students recognize media productions as forms of communication and expression. (SOLs 9.1)

Level 1 Indicators:

- *a. Recognize different kinds of media productions and their purposes.
- b. View and respond to media productions in a variety of ways such as through graphic organizers, journals, and discussions.

Level 2 Indicators:

- *a. View and identify purpose, audience, and form of media productions.
- b. Begin to analyze the characteristics and effects of a variety of media productions.

Level 3/4 and Grade 9 Indicators:

- *a. Evaluate a media production as a piece of literature.
- b. Analyze the characteristics and effects of a variety of media productions.

Standard 3 - Know and apply the techniques of effective communication in writing and speaking.

Benchmark 9.3.1 - Students plan before writing and speaking. (SOLs 9.2)

Level 1 Indicators:

- *a. Brainstorm with peers and teacher to generate ideas.
- *b. Begin to organize writing logically around a main idea.
- *c. Begin to plan and make oral presentations.

Level 2 Indicators:

- *a. Plan and implement writing and speaking strategies with some assistance.
- *b. Organize ideas in logical order with supporting details.
- *c. Plan, practice, and make oral presentations.

Level 3/4 and Grade 9 Indicators:

- *a. Independently plan and implement strategies to help their writing and speaking.
- *b. Share plans and strategies for writing and speaking.
- c. Recognize how forms of writing and speaking relate to purpose and audience.

Benchmark 9.3.2 -Students select writing and speaking strategies to match purpose, context, and form, adapting their language accordingly. (SOLs 9.1)

Level 1 Indicators:

- *a. Experiment with strategies such as freewriting, notetaking and webbing in writing and discussion.
- b. Use writing and speaking to develop fluency and express ideas.
- *c. Observe and respond to written and oral presentations in relation to content and style.
- *d. Develop and apply technology skills in the context of the writing process.

Level 2 Indicators:

- *a. Use strategies such as mapping, outlining, notetaking, freewriting, double-entry logging, and webbing in writing and discussion.
- *b. Recognize the effects of formal and informal language; choose language appropriate for purpose and audience.
- *c. Express and support opinions in writing and speaking.
- *d. Observe and evaluate written and oral presentation in relation to content and style.
- *e. Develop and apply technology skills in the context of the writing process.

Level 3/4 and Grade 9 Indicators:

- *a. Use mapping, outlining, notetaking, freewriting, double-entry logging, and webbing as they write and discuss.
- *b. Make appropriate language choices based on desired audience responses.
- *c. Use written or oral supporting points to document ideas.
- *d. Observe, evaluate, and critique written and oral presentations in relation to purpose, audience, and form.
 - e. Examine how authors and speakers create intellectual and emotional effects on their audience.
 - f. Recognize that various literary forms and oral presentations have unique characteristics and explore this knowledge in their own writing and speaking.
- *g. Use available technology throughout the writing process.

Benchmark 9.3.3 - Students use self-monitoring strategies while writing and speaking.

Level 1 Indicators:

- a. Recognize different purposes for writing and speaking.
- b. Activate prior knowledge.
- c. Begin to assess understanding through discussion and writing.

Level 2 Indicators:

- a. Establish purpose for writing and speaking.
- b. Link prior knowledge to writing and speaking tasks.
- c. Assess understanding through discussion and writing.

Level 3/4 and Grade 9 Indicators:

- a. Examine their understanding of purpose for writing and speaking.
- b. Relate their understanding to prior knowledge.
- c. Assess their understanding through discussion and writing.

Benchmark 9.3.4 - Students make use of their own and others' responses for a variety of purposes.

Level 1 Indicators:

- a. Use peer and teacher comments to improve writing and speaking.
- b. Respond to peer writing and speaking.
- c. Develop speaking and listening skills through participation in group activities and discussions.

Level 2 Indicators:

- a. Use peer and teacher comments to improve writing and speaking.
- b. Comment constructively in revision groups.
- c. Develop speaking and listening skills through collaboration in group activities and discussions.

Level 3/4 and Grade 9 Indicators:

- a. Use suggestions of others to improve their writing and speaking.
- b. Participate in group process as resources for each other.
- c. Develop speaking and listening skills through collaboration in group activities and discussions.

Standard 4 - Do effective research.

Benchmark 9.4.1 - Students use currently available research tools and methods to acquire information. (SOLs 9.7-8)

Level 1 Indicators:

- a. Use writing to learn by keeping logs and notes.
- *b. Become familiar with the media center and its resources.
- *c. Develop proficiency in gathering information, writing reports, and documenting sources.
- *d. Access reference materials such as dictionaries, maps, atlases, texts, CDs, print and electronic encyclopedias, and the Internet.
- *e. Work in groups to gather, record, and summarize information.
- f. Use a variety of sources.

Level 2 Indicators:

- a. Use writing to learn by keeping logs and notes.
- *b. Develop proficiency in gathering information, writing reports, and documenting sources.
- *c. Expand use of reference materials to include thesauruses, atlases, periodicals, electronic databases, and the Internet.
- *d. Work in collaborative groups to gather, summarize, and begin to synthesize information.
- e. Use a variety of sources.

Level 3/4 and Grade 9 Indicators:

- a. Use writing to learn by keeping logs and notes.
- *b. Use available technology to access information.
- c. Explore information using print and nonprint sources.

- d. Work in collaborative groups to analyze and clarify information.
- e. Use a variety of primary and secondary sources.
- *f. Synthesize information and evaluate its accuracy.

Benchmark 9.4.2 - Students develop methods to organize and communicate information effectively and ethically. (SOLs 9.2, 7)

Level 1 Indicators:

- *a. Experiment with strategies to organize information from a variety of sources.
- *b. Brainstorm with peers and teacher to generate research topics.
- *c. Use available technology to organize and present materials.
- *d. Credit sources accurately and ethically.
- *e. Recognize and avoid plagiarism.
- *f. Summarize to communicate information.

Level 2 Indicators:

- *a. Use strategies to organize information from a variety of sources.
- *b. Conference with peers and teacher to guide research.
- *c. Use available technology to organize and present materials.
- *d. Credit sources accurately and ethically.
- *e. Recognize and avoid plagiarism.
- *f. Summarize and paraphrase to present information.

Level 3/4 and Grade 9 Indicators:

- *a. Plan and implement strategies to organize ideas from a variety of sources.
- *b. Use peer and teacher conferencing to guide research questions and decisions.
- *c. Use available technology to organize and present materials.
- *d. Integrate written and spoken language processes in formal and informal presentations.
- *e. Cite primary and secondary sources accurately and ethically.
- *f. Recognize and avoid plagiarism in writing.
- *g. Use summary and paraphrase to analyze and interpret writing.

Standard 5 - Read and understand major literary types, genres, and traditions of the English language.

Benchmark 9.5.1 - Students read and respond in a variety of ways to literature. (SOLs 9.3, 5)

Level 1 Indicators:

- a. Read a variety of fiction, nonfiction, and poetry.

- *b. Develop an understanding of literary concepts and devices such as character, plot, setting, narrator and narration, dialogue, conflict and resolution, rhythm, and rhyme.
- c. Relate events in a specific piece of literature to personal experiences.
- d. Share responses to literature with peers.

Level 2 Indicators:

- a. Read a variety of fiction, nonfiction, and poetry.
- *b. Expand knowledge of literary concepts and devices in context such as scene, act, characterization, foreshadowing, imagery, simile, metaphor, personification, stanza, point of view, symbolism, and theme.
- c. Use reading logs to express personal opinions about literature.
- d. Share individual interpretations with peers to expand, clarify, and confirm understanding of a literary work.
- e. Support individual interpretations of a literary work by using references to the text.

Level 3/4 and Grade 9 Indicators:

- *a. Build a vocabulary of literary terms to use in analysis of literature, including drama.
- b. Use collaborative groups to analyze and evaluate important ideas in literature.
- c. Use textual references to support interpretations and opinions of literature.
- d. Select and write about literary topics of individual interest.

Benchmark 9.5.2 - Students relate cultural, social, or historical influences to their understanding and appreciation of literature.

Level 1 Indicators:

- a. Read and listen to a variety of literary works which represent the heritage and cultural diversity of a pluralistic society.
- b. Begin to connect literature to its historical context.
- c. Recognize literary works as an expression of the universal experience, as well as a reflection of a particular culture.
- d. Begin to recognize and characterize literature in terms of genres, themes, and literary elements.

Level 2 Indicators:

- a. Read and listen to a variety of literary works which represent the heritage and diversity of a pluralistic society.
- b. Connect literature to its historical context.
- c. Recognize literary works as an expression of the universal experience, as well as a reflection of a particular culture.
- d. Recognize and characterize literature in terms of genres, themes, and literary elements.

Level 3/4 and Grade 9 Indicators:

- a. Relate themes of literature to their historical context.
- b. Interpret and analyze literature as an expression of the universal experience, as well as a reflection of a particular culture.
- c. Identify and characterize literature in terms of genres, themes, and literary elements.

Benchmark 9.5.3 - Students use analysis of language to increase their knowledge and understanding of literature.

Level 1 Indicators:

- a. Use reading aloud or oral interpretation to develop knowledge, enjoyment, and aesthetic appreciation of the sound and sense of language.
- b. Listen to students, teachers, and other professionals read aloud to increase understanding of literature.

Level 2 Indicators:

- a. Use reading aloud or oral interpretation to increase knowledge, enjoyment, and aesthetic appreciation of the sound and sense of language.
- b. Listen to students, teachers, and other professionals read aloud to increase understanding of literature.

Level 3/4 and Grade 9 Indicators:

- a. Use reading aloud and oral interpretation to increase understanding of literature.
- b. Listen to students, teachers, and other professionals read aloud or perform to increase understanding and knowledge of literature.

Fairfax County Public School
Scope of High School ESOL Language Study

Applying Grammatical Concepts and Usage			
ESOL Level	1	2	3/4
word order			
parts of speech			
simple verb tenses			
subject-verb agreement			
irregular verbs			
plurals			
possessives			
contractions, abbreviations			
personal, demonstrative, and possessive pronouns			
sentence completeness			
transitions			
compound sentences			
phrases and clauses, coordination and subordination			
perfect tenses			
active and passive voice			
complex sentences			
run-on and rambling sentences			
verbals - gerunds, participles, infinitives			
parallel structure			
sentence combining and sentence variety			
consistent tense and point of view			
pronoun and antecedent agreement			

*Shading indicates instructional focus

Fairfax County Public School
Scope of High School ESOL Language Study

Applying Grammatical Concepts and Usage			
ESOL Level	1	2	3/4
capitalization			
end punctuation			
commas			
apostrophes			
spelling			
manuscript form			
quotation marks			
colons			
semicolons			
italics and underlining			

*Shading indicates instructional focus

**High School ESOL Alignment with the High School English POS
Essential Questions
based on the Fairfax Framework Standards for Language Arts K-12**

Standard 1 - Know and apply knowledge of the structure of English, including vocabulary, grammar, and usage.

Essential Question: How can I improve my language proficiency to communicate better and understand more?

Standard 2 - Know and understand the variety and range of communication forms and strategies in the English language.

Essential Question: How do people learn, communicate information, and express ideas through reading, listening, and viewing?

Standard 3 - Know and apply the techniques of effective communication in writing and speaking.

Essential Question: How can I write and speak more effectively?

Standard 4 - Do effective research.

Essential Question: How can I use available resources and acquire and communicate information effectively and ethically?

Standard 5 - Read and understand major literary types, genres, and traditions of the English language.

Essential Question: What can I learn about the world and myself through literature? What makes good literature?