

**Fairfax County Public Schools
Fairfax, Virginia**

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Philosophy and Goals

A continuum of language acquisition begins at the ESOL A-level, extends through the B1 and B2 levels of ESOL, and continues through mainstream English classes. ESOL students enter the program with valuable life experiences and proficiency in their first language; however, they come with varying degrees of formal schooling. The mission of the Middle School ESOL Program is to help them acquire knowledge and skills for their personal and academic lives. This will take varying amounts of time depending on each individual and other factors pertinent in language acquisition.

The Middle School ESOL Program Alignment with the Middle School English Program of Studies clarifies the relationship between the ESOL and English programs and standardizes language instruction within the ESOL curriculum. This document incorporates all the middle school standards for the state of Virginia. The benchmarks are, with few exceptions, all used. Occasionally, a benchmark omits a few words to make it align more appropriately with what is taught in a middle school ESOL class. The indicators are based on skills that ESOL students use to demonstrate their knowledge and understanding of the standards and benchmarks. In general, the indicators are adapted from those in the Fairfax County Middle School English POS. When no indicator was appropriate, a new one was added. While ESOL students are working toward the same benchmarks as the mainstream students, the indicators reflect the varying language proficiency at the A and B1 level. Literacy Level (LA) students will work on A level skills but will require more time to meet the indicators. Since B2 students take general seventh and eighth grade English Language Arts, they are responsible for the Middle School Program of Studies 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 the A-level 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, possible interruption in schooling, 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). If there are gaps in formal education in L1, it will require more time for a student to achieve fluency in 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 should include activities that connect students' previous educational and life experiences to academic expectations in an American middle school. A strong ESOL program incorporates both content and literature-based approaches and integrates instructional activities in relevant contexts. Research shows that students learn a language effectively through content. The middle school ESOL program includes content courses in science and social studies at the A level and social studies at the B1 level. The primary goal of these courses is language acquisition, but the students are provided other avenues to acquire new language skills. Therefore, teachers of all A and B1 ESOL courses at the middle school level will find this document useful in validating the goals of the ESOL classroom and the state standards to which we aspire. Indicators at each level do not include all possible tasks and should be adapted to match proficiency levels of the students, although sometimes suggestions are given to help guide the teacher. All instruction builds upon earlier learning as students work at increasingly complex levels. This document is compiled with the essential knowledge in mind. Teachers can refer to the Fairfax County Middle School English POS for additional indicators that cover topics that are *important or nice to know* (Rutherford, 1999) for the students and may reinforce the essential information they are trying to achieve.

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. The goal is understanding, not simply coverage, therefore, some reteaching may be necessary. Placement 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 or in the ESOL program.

Students are enrolled in mainstream English and B2 classes concurrently. ESOL B2 teachers should collaborate with mainstream teachers to ensure that a comprehensive, complementary, and cohesive language arts program exists for the B2 students. Mainstream teachers can help B2 teachers decide which skills need further reinforcement in the ESOL classroom.

Virginia State Standards of Learning for Middle School English define the broad expectations for achievement for all students in Virginia middle school English classes.

Benchmarks: define the expected level of achievement of standards for each class.

Indicators define the processes, activities and skills that ensure that students will meet the benchmarks in each class.

Fairfax County's Middle School English POS is fully aligned with the state SOL's.

Format

This document was designed to be user friendly. The A-level standards, benchmarks and indicators are separate from the B1 standards, benchmarks and indicators. There are six state standards, each listed on the top of a new page. The state standard is provided first and is the umbrella under which the benchmarks are arranged. The benchmarks are then given; they line up with the Fairfax County POS benchmarks but are named *MS ESOL* instead of a number indicating grade level. For example, MS ESOL 3.4 lines up with 7.3.4 in the Fairfax County POS alignment. Under each benchmark, indicators are provided that show that the ESOL student at that level has mastered the benchmark. When an indicator applies to more than one benchmark, it was not repeated to make this document more concise. In other words, if the skill was mastered, it is not listed again later. However, because the A-level and B1 are separate, there is repetition in these sections. Many skills are required of the A level and the B1-level students. For example, both use graphic organizers or pre-reading strategies. Therefore, these indicators are in both the A-level ESL section and the B1-level. If the skill required in the indicator should have been mastered at the A-level, and would not generally be repeated at the B1-level, it is not repeated. B1-level ESOL teachers may want to refer to and compare the B1 indicators with those listed in the A-level section.

This document is designed to provide justification to the lessons that are already a part of the middle school ESOL curriculum. It is designed to be a manageable reference for teachers in their planning to help them assure that the lessons allow students to meet indicators.

**Middle School
A-Level ESOL
Alignment with the
Middle School English
Program of Studies**

July, 2001

A – Level Standards, Benchmarks, and Indicators

Standard 1: Students read and write a variety of forms.

Benchmarks

MS 1.1 Students experience a variety of reading and writing forms, and speaking situations.

ESOL Indicators:

- Read a variety of fiction, nonfiction and poetry.
- Develop an understanding of literary concepts such as character, plot, setting, narrator, dialogue, and conflict and resolution.
- Make predictions using context clues in literature.
- Relate events in a specific piece of literature to personal experiences.
- Share responses to literature with peers.
- Write a variety of forms including reader's response, reading log, learning log, letters, and personal narrative.
- Engage in oral communication forms including: small group, oral book report, oral sharing, oral presentation or projects, and interviews.

MS 1.2 Students read and write for a variety of purposes.

ESOL Indicators:

- Read to gain information and develop academic language proficiency.
- Read a variety of materials to build vocabulary, acquire language patterns, and develop fluency.
- Practice note-taking and organizational skills.

MS 1.3 Students expand and enhance vocabulary through language and literature.

ESOL Indicators:

- Recognize words and phrases as units of meaning.
- Use context clues to identify meanings.
- Use appropriate reference materials, such as picture dictionaries, thesauruses, atlases, etc.
- Use appropriate vocabulary for the audience.

Standard 2: Students use strategies to construct meaning when working with language.

Benchmarks

MS 2.1 Students plan before reading, listening and viewing.

ESOL Indicators:

- Activate prior knowledge.
- Use graphic organizers to help organize content.
- Make predictions about what will be read, spoken, viewed or written using various strategies.
- Gather information or ideas.
- Begin to plan and make oral presentations.
- Use vocabulary building strategies as a pre-reading or previewing activity.

MS 2.2 Students adapt reading, writing, speaking, listening or viewing strategies to purpose, or context.

ESOL Indicators:

- Make and revise predictions about content, characters and plot.
- Build writing from simple phrases to complete sentences to well-structured paragraphs.
- Use listening and questions to clarify and enhance knowledge.
- Paraphrase what is read and heard.
- Visualize ideas.
- Draft and revise ideas.
- Use peer and teacher comments to improve writing and speaking.
- Use available technology to improve organization and presentation.

MS 2.3 Students use monitoring strategies while listening, speaking, writing, reading or viewing.

ESOL Indicators:

- Use prediction and context clues when reading and viewing.
- Respond to questions in reading and writing situations.
- Ask and respond to questions prior, during and after listening, speaking, reading or viewing.
- Develop and practice strategies to support the viewing process, such as note-taking skills.
- Refer to previous assignments as a means of self-assessing.

MS 2.4 Students use collaborative learning strategies.

ESOL Indicators:

- Give and receive feedback about content.
- Participate in discussions through active listening and questioning.
- Assess personal contributions, group work product and group dynamics to determine what improvements can be made.
- Demonstrate collaborative skills, such as taking turns, voice level, social skills etc.
- Develop speaking and listening skills through participation in group activities and discussion.

Standard 3: Students adapt their language to communicate.

Benchmarks

MS 3.1 Students plan and draft their ideas before writing and speaking.

ESOL Indicators:

- Begin to organize writing logically around a main idea.
- Write complete sentences.
- Develop strategies for generating ideas.
- Use writing and speaking to develop fluency and express ideas.
- Activate prior knowledge.
- Practice effective group communication skills.
- Present ideas orally or visually in formal and informal settings.
- Draft thoughts and ideas into writing.
- Use graphic organizers to plan writing.
- Use the interactive components of the writing process: prewriting, drafting, composing, revising, editing, proofreading, sharing and publishing.

MS 3.2 Students revise writing/speaking to clarify and enhance meaning.

ESOL Indicators:

- Use peer and teacher comments to improve writing and speaking.
- Respond to peer writing and speaking.
- Revise for complete sentences.
- Revise for organization and staying on topic.
- Revise to add more detail to writing.
- Begin to assess understanding through discussion and writing.

MS 3.3 Students use grammar and conventions of language in writing and speaking.

ESOL Indicators:

- Begin to recognize basic structures including sound-symbol relationships and sentence patterns in writing and speaking.
- Recognize and begin to apply grammatical concepts and skills, such as parts of speech, simple verb tenses, subject/verb agreement, and sentence completeness.
- Apply mechanical concepts and skills such as capitalization, commas, apostrophes, and spelling.
- Develop communicative and academic language proficiency.

MS 3.4 Students use oral communication skills.

ESOL Indicators:

- Use appropriate voice level.
- Develop speaking and listening skills through participation in group activities and discussions.
- Communicate ideas and information orally in an organized manner.

Standard 4: Students respond critically to ideas in written and spoken language.

Benchmarks

MS 4.1 Students respond in a variety of ways to what is read, written, heard or viewed.

ESOL Indicators:

- Participate in discussions.
- Organize thoughts into writing.
- Respond to print and non-print materials.
- Relate reading to own experience.

MS 4.2 Students comprehend what is read, heard, and viewed.

ESOL Indicators:

- Sequence ideas and events.
- Distinguish fact from opinion.
- Begin to connect literature to its historical context.
- Begin to recognize literary elements.
- Listen to students, teachers, and other professionals read aloud or speak on a topic to develop comprehension.

MS 4.3 Students use their own responses for a variety of purposes.

ESOL Indicators:

- Summarize what is heard, read, or viewed.
- Support personal opinions.
- Make connections between what is read, heard, or viewed and personal experience.
- Share responses to literature with peers.

MS 4.4 Students determine how author creates meaning.

ESOL Indicators:

- Begin to understand elements of plot, character development, setting and point of view.
- Differentiate between fiction and nonfiction.
- Begin to recognize theme.

Standard 5: Students use language processes to acquire, organize, and communicate information.

Benchmarks

MS 5.1 Students collaborate with others for the purpose of writing, reading, and discussing.

ESOL Indicators

- Participate in group discussions on a variety of topics.
- Use strategies that facilitate effective collaboration.
- Share work in progress and in final form.

MS 5.2 Students acquire and organize information obtained from a variety of sources.

ESOL Indicators

- Use print and non-print materials.
- Generate questions to gather information.
- Organize information to communicate to an audience.

MS 5.3 Students use technology to assist them in reading, writing, viewing, speaking, and listening.

ESOL Indicators

- Use word processor to draft, revise, edit, and publish.
- Access information using technology.

Standard 6: Students interact with and appreciate language and literature.

Benchmarks

MS 6.1 Students initiate reading and writing as activities.

ESOL Indicators

- Begin to assume responsibility for selecting literature to read.
- Begin selecting and writing about topics of personal interest.
- Use available time to read and write.

MS 6.2 Students connect cultural, social, or historical influences to literature and language.

ESOL Indicators

- Read and listen to a variety of literary works, which represent the heritage and cultural diversity of a pluralistic society.
- Begin to connect literature to its historical context.
- Use prior knowledge to interpret new information.
- Compare their own lives with those of literary characters.

**Middle School
B1-Level ESOL
Alignment with the
Middle School English
Program of Studies**

July, 2001

B1 - Level

Standards, Benchmarks, and Indicators

Standard 1: Students read and write a variety of forms.

Benchmarks

MS 1.1 Students experience a variety of reading and writing forms, and speaking situations.

ESOL Indicators:

- Read a variety of forms, such as poetry, fiction and nonfiction.
- Read a variety of genre such as folklore, biography, autobiography, historical fiction, and mystery.
- Develop an understanding of literary concepts and devices such as character, plot, setting, narrator, dialogue, and conflict and resolution.
- Make predictions using context clues in literature.
- Relate events in a specific piece of literature to personal experiences.
- Share responses to literature with peers.
- Write a variety of forms including poetry, reader's response, informational writings, story, character description, reading log, learning log, letters, and personal narrative.
- Engage in oral communication forms including: small group, oral book report, discussion, skits, oral sharing, oral presentation or projects and interviews.
- Experience a variety of non-print and print media, such as television, films, newspapers, and magazine articles.

MS 1.2 Students read and write for a variety of purposes.

ESOL Indicators:

- Read to gain information and develop academic language proficiency.
- Read a variety of materials to build vocabulary, acquire language patterns, and develop fluency.
- Use note-taking and organizational skills.
- Determine purpose for reading and writing.
- Use knowledge of a variety of literature as models for writing.
- Share ideas derived from reading, writing, discussing, and viewing.
- Communicate ideas through a variety of forms, student and teacher selected.

MS 1.3 Students use personal and literary experiences to select forms for reading, speaking, writing, and viewing.

ESOL Indicators:

- Use a variety of speaking and writing forms.
- Begin to adapt reading, writing, speaking, and viewing goals to select criteria.

- Develop strategies for generating ideas.

MS 1.4 Students expand and enhance vocabulary through language and literature.

ESOL Indicators:

- Use root words and affixes to analyze words.
- Use synonyms, antonyms and homonyms to comprehend meanings.
- Use similes and metaphors to extend meaning.
- Use context clues and analogies to identify meanings.
- Use appropriate reference materials, such as thesauruses, atlases, dictionaries, etc.
- Use oral vocabulary and style appropriate for listeners.

Standard 2: Students use strategies to construct meaning when working with language.

Benchmarks

MS 2.1 Students plan before reading, listening and viewing.

ESOL Indicators:

- Activate prior knowledge.
- Use graphic organizers to help organize content.
- Make predictions about content.
- Anticipate what will be read, spoken, or viewed using various strategies.
- Select appropriate reading materials.
- Gather information or ideas.
- Generate ideas for speaking.
- Plan and make oral presentations.
- Begin to select appropriate forms to match topic and purpose of presentation.
- Use vocabulary building strategies as a pre-reading or previewing activity.

MS 2.2 Students adapt reading, writing, speaking, listening or viewing strategies to purpose or context.

ESOL Indicators:

- Make, confirm and revise predictions about content, characters and plot.
- Use listening and questioning techniques to clarify and enhance knowledge.
- Summarize ideas and content presented.
- Paraphrase what is read and heard.
- Visualize ideas.
- Draft and revise ideas.
- Use peer and teacher comments to improve writing and speaking.
- Use available technology to improve organization and presentation.
- Begin to select appropriate forms of reading and viewing material to match topic, and purpose.
- Begin to revise writing or speaking for purpose, form and audience.

MS 2.3 Students use monitoring strategies while listening, speaking, writing, reading or viewing.

ESOL Indicators:

- Begin to make changes in style and technique for more effective learning.
- Use prediction and context clues when reading and viewing.
- Ask questions in reading and writing situations.
- Ask and respond to questions prior, during and after viewing.

- Develop and practice strategies to support the viewing process.
- Refer to previous assignments as a means of self-assessing.
- Express and support personal judgments made during the viewing process.
- Establish purpose for writing and speaking.
- Assess understanding through discussion and writing.

MS 2.4 Students use collaborative learning strategies.

ESOL Indicators:

- Participate in discussions through active listening and questioning.
- Share ideas with peers.
- Self-assess to determine what improvements can be made.
- Demonstrate collaborative skills such as, taking turns, voice level, social skills etc.
- Respond constructively to peer writing and speaking.
- Develop speaking and listening skills through participation in group activities and discussion.
- Demonstrate individual and group accountability.

Standard 3: Students adapt their language to communicate.

Benchmarks

MS 3.1 Students plan and draft their ideas before writing and speaking.

ESOL Indicators:

- Select words and content appropriate to purpose, audience, and form.
- Develop strategies for generating ideas, such as mapping, outlining, note taking, free writing, and webbing.
- Organize ideas in a logical order with supporting details.
- Develop and apply assessment criteria determined by student and/or teacher.
- Understand how parts of speech function within a sentence.
- Use writing and speaking to develop fluency and express ideas.
- Activate prior knowledge.
- Practice effective group communication skills.
- Present ideas orally or visually in formal and informal settings.
- Draft thoughts and ideas into writing.
- Use the interactive components of the writing process: prewriting, drafting, composing, revising, editing, proofreading, sharing and publishing.
- Use speaking skills: voice level, articulation, eye contact, and body language/gestures appropriate to audience and situation.
- Determine purpose, audience and form.
- Express and support opinions in writing and speaking.

MS 3.2 Students revise writing/speaking to clarify and enhance meaning.

ESOL Indicators:

- Apply criteria to writing to evaluate quality.
- Ask questions of writers and speakers to seek elaboration and clarification.
- Give and receive ideas to clarify and add information during writing conferences and discussions.
- Use peer and teacher comments, questions, and recommendations to improve writing and speaking.
- Change sentence structure, form and word choice to clarify meaning.
- Revise organization for beginning, middle and end in narration or topic sentence, supporting details, and conclusion in exposition and persuasion.
- Revise for a variety of sentence patterns in simple and compound sentences.
- Revise for organizational patterns: chronological order and comparison.
- Revise for appropriateness of content to audience and purpose.
- Elaborate the central idea in an organized manner.
- Observe and evaluate written and oral presentations in relation to content and style.

MS 3.3 Students use grammar and conventions of language in writing and speaking.

ESOL Indicators:

- Edit for format.
- Edit for punctuation: end marks, commas, quotation marks in dialogue and titles and apostrophes.
- Edit for capitalization and spelling including homonyms.
- Edit for subject/verb agreement and consistent verb tense.
- Understand how parts of speech function in a sentence.
- Develop communicative and academic language proficiency.
- Expand academic language.
- Use appropriate language in academic and social settings.

MS 3.4 Students use oral communication skills.

ESOL Indicators:

- Use appropriate voice, tone, and style to convey a message.
- Develop speaking and listening skills through participation in group activities and discussions.
- Communicate ideas and information orally in an organized manner.
- Make supportive statements to communicate agreement or acceptance of others' ideas.
- Distinguish between fact and opinion.
- Use appropriate body language, gestures, and postures.
- Maintain eye contact.
- Use words appropriate for audience and purpose.

Standard 4: Students respond critically to ideas in written and spoken language.

Benchmarks

MS 4.1 Students respond in a variety of ways to what is read, written, heard or viewed.

ESOL Indicators:

- Participate in a discussion.
- Organize thoughts into writing.
- Respond to print and non-print materials.
- Relate reading to own experience.
- Interpret how elements of fiction and nonfiction work.
- Provide statements from the text that support or negate opinions, inferences, conclusions and evaluations.
- Recognize why an author chooses words and phrases, such as idioms, slang and dialect.
- Determine author or speaker's purpose, viewpoint and audience.
- Generate responses to plot, characterization, and setting.
- Ask questions to seek elaboration and clarification.
- Summarize and paraphrase to present information.
- Use reading logs to express personal opinions about literature.

MS 4.2 Students comprehend what is read, heard, and viewed.

ESOL Indicators:

- Distinguish and separate fact from opinion.
- Sequence ideas and events.
- Connect literature to its historical context.
- Begin to recognize and characterize literature in terms of genres, including novel, short story, nonfiction, fiction, poetry and drama
- Begin to recognize and characterize literature in terms of themes, and literary elements, including simile, metaphor, personification, etc.
- Begin to make inferences.
- Listen to students, teachers, and other professionals read aloud or speak on a topic to improve comprehension.

MS 4.3 Students use their own responses for a variety of purposes.

ESOL Indicators:

- Summarize what is heard, read, or viewed.
- Support opinions.
- Make connections between what is read, heard, or viewed and personal experience.
- Share responses to literature with peers.

- Make supportive statements to communicate agreement or acceptance of others' ideas.
- Make suggestions to peers about content and the presentation of ideas.
- Practice using suggestions of peers and adults for revisions.

MS 4.4 Students determine how author creates meaning.

ESOL Indicators:

- Understand elements of plot, development of character, setting and point of view.
- Differentiate among the elements of novel, short story, nonfiction, fiction, poetry and drama.
- Recognize theme.
- Begin to identify how literary devices such as foreshadowing and flashbacks impact meaning.

Standard 5: Students use language processes to acquire, organize, and communicate information.

MS 5.1 Students collaborate with others for the purpose of writing, reading, and discussing.

ESOL Indicators:

- Participate in collaborative writing.
- Participate in group discussion on a variety of topics.
- Use strategies that facilitate effective collaboration.
- Participate with peers in reading conferences and literature circles.
- Share work in progress and in final form.

MS 5.2 Students acquire, organize, and synthesize information obtained from a variety of sources.

ESOL Indicators:

- Use print, non-print, and electronic materials.
- Generate questions to gather information.
- Organize information to communicate to an audience.
- Generate and narrow topics or questions to be researched.
- Paraphrase ideas and content.
- Synthesize information.
- Credit sources of information.
- Gather information through a variety of methods such as interviews, surveys, and on-line searches.
- Read and create charts and graphs.
- Cite sources and prepare bibliographies.

MS 5.3 Students use technology to assist them in reading, writing, viewing, speaking, and listening.

ESOL Indicators:

- Use word processor to draft, revise, edit, and publish.
- Access information using technology.
- Select accessed information relevant to topic or questions.
- Use reference materials.

Standard 6: Students interact with and appreciate language and literature.

Benchmarks

MS 6.1 Students initiate reading and writing as activities.

ESOL Indicators:

- Assume some responsibility for selecting literature to read.
- Select and write about topics of personal interest.
- Use available time to read and write.
- Read to gather information.
- Read a variety of materials for fluency and pleasure.

MS 6.2 Students connect cultural, social, or historical influences to literature and language.

ESOL Indicators

- Use prior knowledge to interpret new information.
- Connect knowledge of historical events to a piece of literature.
- Connect knowledge of historical events to a piece of literature.
- Read and listen to a variety of literary works, which represent the heritage and cultural diversity of a pluralistic society.
- Compare personal experience with the experiences of literary characters.
- Identify cultural, historical, and personal similarities and differences as represented in literary works.
- Compare literature to multimedia presentations.

Fairfax County Public Schools
Scope Middle School ESOL Language Study

Applying Grammatical Concepts and Usage

ESOL Level	A	B1	B2
word order			
parts of speech			
simple verb tenses			
subject-verb agreement			
irregular verbs			
plurals			
possessives			
contractions and 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			
prepositions			
articles			
countable and uncountable nouns			
sentence type: declarative, interrogative, exclamatory, imperative			
capitalization			
end punctuation			
commas			
apostrophes			
spelling			
quotation marks			
colons			
semicolons			
italics and underlining			

***Shading for all three levels indicates that the topic is recursive. Other shading indicates instructional focus.**