

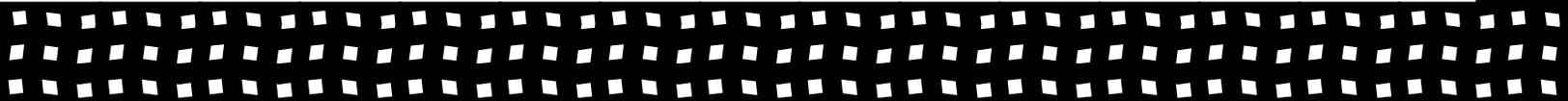


# English as a Second Language

**New York State**

**ESL Learning Standards**

**Performance Indicators by Grade Level**



**STANDARD 1:** Students will listen, speak, read, and write in English for information and understanding.

### Performance indicators by grade level:

Early Childhood Grades Pre-K – 1	Elementary Grades 2 – 4
<p><b>1. Identify and use basic reading and listening strategies to make text comprehensible and meaningful.</b> Such strategies include predicting; previewing; reviewing; recognizing sight words; listening selectively; listening for a specific purpose; listening for main ideas and details; using context clues, cognates, and an understanding of letter-sound relationships. <b>(L, R)</b></p>	<p><b>1. Identify and use reading and listening strategies to make text comprehensible and meaningful.</b> Such strategies include skimming; scanning; previewing; reviewing; discussing; listening selectively; listening for a specific purpose; listening for main ideas and details; using structural and context clues, cognates, format, sequence, and an understanding of letter-sound relationships to decode difficult words. <b>(L, R)</b></p>
<p><b>2. View, listen to, read, gather, organize, and discuss information from various sources.</b> Such sources include story and picture books, audio and media presentations, and oral interviews. <b>(L, S, R, W)</b></p>	<p><b>2. Read, gather, view, listen to, organize, discuss, and interpret information related to academic content areas from various sources.</b> Such sources include reference books, magazines, textbooks, the Internet, audio and media presentations, oral interviews, charts, graphs, maps, and diagrams. <b>(L, S, R, W)</b></p>
<p><b>3. Select information appropriate to the purpose of the investigation. (L, R)</b></p>	<p><b>3. Select information appropriate to the purpose of the investigation, and relate ideas from one written or spoken source to another. (L, S, R, W)</b></p>
<p><b>4. Compare, contrast, and categorize to gain a deeper understanding of information and objects. (L, S, R, W)</b></p>	<p><b>4. Compare, contrast, and categorize, to gain a deeper understanding of information and objects. (L, S, R, W)</b></p>
<p><b>5. Formulate, ask, and respond to questions to obtain and provide information and meaning. (L, S, R, W)</b></p>	<p><b>5. Formulate, ask, and respond to questions to obtain, clarify, and extend information and meaning. (L, S, R, W)</b></p>
<p><b>6. Formulate and share opinions about information and ideas with reference to features in oral and written text such as details and facts. (L, S, R, W)</b></p>	<p><b>6. Make and support inferences about information and ideas with reference to features in oral and written text.</b> Such features include vocabulary, facts, sequence, and details. <b>(L, S, R, W)</b></p>
<p><b>7. Present information clearly in oral and graphic forms.</b> Such forms include retelling, paraphrases, stories, letters, posters, picture summaries, and other graphics. <b>(S, W)</b></p>	<p><b>7. Present information clearly in a variety of oral and written forms for different audiences and purposes related to all academic content areas.</b> Such forms include retelling, paraphrases, summaries, stories, brief reports, posters, picture summaries, charts, and other graphics. <b>(S, W)</b></p>
<p><b>8. Present ideas clearly in written form. (W)</b></p>	<p><b>8. Select a focus, organization, and point of view for oral and written presentations. (S, W)</b></p>

Listening (L) Speaking (S) Reading (R) Writing (W)

Students learning English as a second language will use English to acquire, interpret, apply, and transmit information for content area learning and personal use. They will develop and use skills and strategies appropriate to their level of English proficiency to collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.

Intermediate Grades 5 – 8	Commencement Grades 9 – 12
<p><b>1. Identify and use reading and listening strategies to make text comprehensible and meaningful.</b> Such strategies include skimming; scanning; previewing; reviewing; discussing; listening selectively; listening for a specific purpose; listening for main ideas and details; note taking; using structural and context clues, cognates, format, sequence, and an understanding of letter-sound relationships to decode difficult words. <b>(L, R)</b></p>	<p><b>1. Identify and use reading and listening strategies to make text comprehensible and meaningful.</b> Such strategies include skimming; scanning; previewing; reviewing; discussing; listening selectively; listening for a specific purpose; listening for main ideas and details; note taking; using structural and context clues, cognates, format, sequence, and an understanding of letter-sound relationships to decode difficult words. <b>(L, R)</b></p>
<p><b>2. Read, gather, view, listen to, organize, discuss, interpret, and analyze information related to academic content areas from various sources.</b> Such sources include nonfiction books for young adults, reference books, magazines, textbooks, the Internet, databases, audio and media presentations, oral interviews, charts, graphs, maps, and diagrams. <b>(L, S, R, W)</b></p>	<p><b>2. Read, gather, view, listen to, organize, discuss, interpret, and analyze information related to academic content areas from various sources.</b> Such sources include nonfiction books for young adults, reference books, magazines, textbooks, the Internet, databases, audio and media presentations, oral interviews, charts, graphs, maps, and diagrams. <b>(L, S, R, W)</b></p>
<p><b>3. Select information appropriate to the purpose of the investigation, relate ideas from one written or spoken source to another, and exclude nonessential information. (L, S, R, W)</b></p>	<p><b>3. Select information appropriate to the purpose of the investigation with suitable supporting material.</b> Such material includes facts, details, illustrative examples, anecdotes, and personal experiences. <b>(L, S, R, W)</b></p>
<p><b>4. Compare, contrast, categorize, and synthesize to gain a deeper understanding of information and objects. (L, S, R, W)</b></p>	<p><b>4. Compare, contrast, categorize, and synthesize information and objects, and identify complexities and discrepancies in the information. (L, S, R, W)</b></p>
<p><b>5. Formulate, ask, and respond to various question forms to obtain, clarify, and extend information and meaning. (L, S, R, W)</b></p>	<p><b>5. Formulate, ask, and respond to various questions forms to obtain, clarify, and extend information and meaning. (L, S, R, W)</b></p>
<p><b>6. Make and support inferences about information and ideas with reference to features in oral and written text.</b> Such features include vocabulary, format, facts, sequence, and relevance of details. <b>(L, S, R, W)</b></p>	<p><b>6. Make and support inferences about information and ideas with reference to features in oral and written text.</b> Such features include vocabulary, format, facts, sequence, register, and relevance of details. <b>(L, S, R, W)</b></p>
<p><b>7. Present information clearly in a variety of oral and written forms for different audiences and purposes related to all academic content areas.</b> Such forms include paraphrases, summaries, stories, reports, essays, posters, charts, and other graphics. <b>(S, W)</b></p>	<p><b>7. Present information clearly in a variety of oral and written forms for different audiences and purposes related to all academic content areas.</b> Such forms include paraphrases, summaries, stories, research reports, essays, articles, posters, charts, and other graphics. <b>(S, W)</b></p>
<p><b>8. Select a focus, organization, and point of view for oral and written presentations, and justify this selection. (S, W)</b></p>	<p><b>8. Select a focus, organization, and point of view for oral and written presentations, and justify this selection. (S, W)</b></p>

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### STANDARD 1: *Continued*

#### Performance indicators by grade level:

Early Childhood Grades Pre-K – 1	Elementary Grades 2 – 4
<p><b>9. Convey information, using some organizational patterns and structures.</b> Such patterns and structures include chronological order, rhyming patterns, and similarities and differences. (S, W)</p>	<p><b>9. Convey information, using a variety of organizational patterns and structures.</b> Such patterns and structures include chronological order, cause and effect, similarities and differences, and general-to-specific presentation. (S, W)</p>
<p><b>10. Demonstrate a basic understanding of facts. (S, W)</b></p>	<p><b>10. Distinguish between fact and opinion, and relevant and irrelevant information. (L, S, R, W)</b></p>
<p><b>11. Express and develop ideas and understanding, using some elements of the “writing process.”</b> Such as word mapping, brainstorming, drawing, and writing letters, words, and simple sentences. (L, S, R, W)</p>	<p><b>11. Use the process of prewriting, drafting, revising, and proofreading (the “writing process”) to produce well-constructed informational texts. (L, S, R, W)</b></p>
<p><b>12. Become familiar with some conventions of American English.</b> Such conventions include grammar, pronunciation, spelling, punctuation, and capitalization. (L, S, R, W)</p>	<p><b>12. Convey information and ideas through spoken and written language, using conventions and features of American English.</b> Such spoken language features include appropriate grammar, vocabulary, pronunciation, and intonation. Such written language features include appropriate grammar, vocabulary, correct spelling, punctuation, and capitalization, and paragraphing. (L, S, R, W)</p>
<p><b>13. Engage in collaborative activities through a variety of student groupings to gather, share, discuss, and present information. (L, S, R, W)</b></p>	<p><b>13. Engage in collaborative activities through a variety of student groupings to read, gather, share, discuss, interpret, organize, and present information.</b> Such groupings include small groups, cooperative learning groups, process writing groups, research groups, and interest groups. (L, S, R, W)</p>
<p><b>14. Consult print and nonprint resources (e.g., audio/visual media, family) in the native language when needed. (L, S, R)</b></p>	<p><b>14. Consult print and nonprint resources (e.g., audio/visual media, family) in the native language when needed. (L, S, R)</b></p>
<p><b>15. Apply self-monitoring and self-correcting strategies for language production.</b> Such strategies include referring to illustrations, asking questions, starting over, rephrasing, and exploring alternative ways of saying things. (L, S, R, W)</p>	<p><b>15. Apply self-monitoring and self-correcting strategies for accurate language production and oral and written presentation, using established criteria for effective presentation of information.</b> Such strategies include referring to illustrations, asking questions, starting over, rephrasing, and exploring alternative ways of saying things. (L, S, R, W)</p>
<p><b>16. Apply learning strategies to acquire information and make oral and written texts comprehensible and meaningful.</b> Such strategies include asking questions and using prior knowledge, using graphic organizers, context clues and cognates. (L, S, R, W)</p>	<p><b>16. Apply learning strategies to acquire information and make oral and written texts comprehensible and meaningful.</b> Such strategies include asking questions; using prior knowledge, graphic organizers, and context cues; planning; note taking; questioning; exploring cognates and root words; and applying ideas to new settings or experiences. (L, S, R, W)</p>

Listening (L) Speaking (S) Reading (R) Writing (W)

Intermediate Grades 5 – 8	Commencement Grades 9 – 12
<p><b>9. Convey and organize information, using facts, details, illustrative examples, and a variety of patterns and structures.</b> Such patterns and structures include chronological order, cause and effect, problem and solution, and general-to-specific presentation. <b>(S, W)</b></p>	<p><b>9. Convey and organize information, using facts, details, illustrative examples, and a variety of patterns and structures.</b> Such patterns and structures include chronological order, cause and effect, problem and solution, and general-to-specific presentation. <b>(S, W)</b></p>
<p><b>10. Distinguish between fact and opinion, and relevant and irrelevant information, and exclude nonessential information in oral and written presentations. (L, S, R, W)</b></p>	<p><b>10. Distinguish between fact and opinion, and relevant and irrelevant information, and exclude nonessential information in oral and written presentations. (L, S, R, W)</b></p>
<p><b>11. Use the process of prewriting, drafting, revising, peer editing, and proofreading (the “writing process”) to produce well-constructed informational texts. (L, S, R, W)</b></p>	<p><b>11. Use the process of prewriting, drafting, revising, peer editing, and proofreading (the “writing process”) to produce well-constructed informational texts. (L, S, R, W)</b></p>
<p><b>12. Convey information and ideas through spoken and written language, using conventions and features of American English appropriate to audience and purpose.</b> Such spoken language features include appropriate grammar, vocabulary, pronunciation, intonation, and a wide variety of sentence structures. Such written language features include appropriate grammar, vocabulary, correct spelling, punctuation, capitalization, paragraphing, and a wide variety of sentence structures. <b>(L, S, R, W)</b></p>	<p><b>12. Convey information and ideas through spoken and written language, using conventions and features of American English appropriate to audience and purpose.</b> Such spoken language features include appropriate grammar, vocabulary, pronunciation, and intonation. Such written language features include appropriate grammar, vocabulary, correct spelling, punctuation, capitalization, paragraphing, and a wide variety of sentence structures. <b>(L, S, R, W)</b></p>
<p><b>13. Engage in collaborative activities through a variety of student groupings to read, gather, share, discuss, interpret, organize, analyze, and present information.</b> Such groupings include small groups, cooperative learning groups, process writing groups, cross-age groups, research groups, and interest groups. <b>(L, S, R, W)</b></p>	<p><b>13. Engage in collaborative activities through a variety of student groupings to read, gather, share, discuss, interpret, organize, analyze, synthesize, and present information.</b> Such groupings include small groups, cooperative learning groups, process writing groups, cross-age groups, research groups, and interest groups. <b>(L, S, R, W)</b></p>
<p><b>14. Consult print and nonprint resources (e.g., audio/visual media, family) in the native language when needed. (L, S, R)</b></p>	<p><b>14. Consult print and nonprint resources (e.g., audio/visual media, family) in the native language when needed. (L, S, R)</b></p>
<p><b>15. Apply self-monitoring and self-correcting strategies for accurate language production and oral and written presentation, using established criteria for effective presentation of information.</b> Such strategies include referring to illustrations, asking questions, starting over, rephrasing, and exploring alternative ways of saying things. <b>(L, S, R, W)</b></p>	<p><b>15. Apply self-monitoring and self-correcting strategies for accurate language production and oral and written presentation, using established criteria for effective presentation of information. (L, S, R, W)</b></p>
<p><b>16. Apply learning strategies to acquire information and make texts comprehensible and meaningful.</b> Such strategies include using prior knowledge, graphic organizers, and context clues; planning; note taking; inferencing; questioning; exploring cognates and root words; and applying ideas to new settings or experiences. <b>(L, S, R, W)</b></p>	<p><b>16. Apply learning strategies to acquire information and make texts comprehensible and meaningful.</b> Such strategies include using prior knowledge, graphic organizers, reference materials, and context cues; planning; note taking; questioning; exploring cognates and root words; and applying ideas to new settings or experiences. <b>(L, S, R, W)</b></p>

**STANDARD 2:** Students will listen, speak, read, and write in English for literary response, enjoyment, and expression.

### Performance indicators by grade level:

Early Childhood Grades Pre-K – 1	Elementary Grades 2 – 4
<p><b>1. View, listen to, read, and discuss literature of different genres.</b> Such genres include picture books, fables, poems, myths, songs, and media productions. <b>(L, S, R)</b></p>	<p><b>1. Read, listen to, view, write about, and discuss a variety of literature of different genres.</b> Such genres include picture books, poems, articles and stories from children’s magazines, fables, myths and legends, songs, plays and media productions, and works of fiction and nonfiction intended for young readers, including works of American popular culture. <b>(L, S, R, W)</b></p>
<p><b>2. Use basic reading and listening strategies to make literary text comprehensible and meaningful.</b> Such strategies include previewing, reviewing, listening selectively, listening for a specific purpose, and listening for main ideas and details. <b>(L, R)</b></p>	<p><b>2. Identify and use reading and listening strategies to make literary text comprehensible and meaningful.</b> Such strategies include skimming, scanning, previewing, reviewing, listening selectively or for a specific purpose, and listening for main ideas and details. <b>(L, R)</b></p>
<p><b>3. Recognize some features that distinguish some genres and use those features to aid comprehension.</b> <b>(L, S, R)</b></p>	<p><b>3. Recognize some features that distinguish some genres and use those features to aid comprehension.</b> <b>(L, R)</b></p>
<p><b>4. Identify key literary elements in texts and relate those features to students’ own experiences.</b> Such elements include setting, character, plot, and point of view. <b>(S, R)</b></p>	<p><b>4. Locate and identify key literary elements in texts and relate those elements to those in other works and to students’ own experiences.</b> Such elements include setting, character, plot, theme, repetition, and point of view. <b>(L, S, R, W)</b></p>
<p><b>5. Make predictions and inferences, and discuss the meaning of literary works to understand text presented orally and in written form.</b> <b>(L, S, R)</b></p>	<p><b>5. Make predictions, inferences, and deductions, and discuss the meaning of literary works with some attention to meaning beyond the literal level, to understand and interpret text presented orally and in written form.</b> <b>(L, S, R)</b></p>
<p><b>6. Develop comprehension of text to prepare to read aloud.</b> <b>(S, R)</b></p>	<p><b>6. Read aloud with confidence, accuracy, and fluency.</b> <b>(S, R)</b></p>
<p><b>7. Present personal responses to published literature through words or pictures, referring to features of the text.</b> Such features include characters, setting, plot, ideas, events, and vocabulary. <b>(L, S, R, W)</b></p>	<p><b>7. Compose and present personal and formal responses to published literature and the work of peers, referring to details and features of text.</b> Such features include characters, setting, plot, ideas, events, vocabulary, and text structure. <b>(L, S, R, W)</b></p>

Listening (L) Speaking (S) Reading (R) Writing (W)

Students learning English as a second language will use English for self-expression, artistic creation, and participation in popular culture. They will develop and use skills and strategies appropriate to their level of English proficiency to listen to, read, and respond to oral, written, and electronically produced texts and performances, relate texts and performances to their own lives and other works, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent.

Intermediate Grades 5 – 8	Commencement Grades 9 – 12
<p><b>1. Read, listen to, view, write about, and discuss texts and performances from a wide range of authors, subjects, and genres.</b> Such sources include picture books, myths, fables, poems, stories, plays, novels, and other fiction and nonfiction texts in authentic and modified forms, including works of American popular culture. <b>(L, S, R, W)</b></p>	<p><b>1. Read, listen to, view, write about, and discuss a variety of texts from a wide range of authors, subjects, genres, cultures, and historical periods.</b> Such sources include poems, stories, myths, fables, plays, novels, and other fiction and nonfiction texts, in authentic and modified forms, including works of American popular culture. <b>(L, S, R, W)</b></p>
<p><b>2. Identify and use reading and listening strategies to make literary text comprehensible and meaningful.</b> Such strategies include skimming, scanning, previewing, reviewing, listening selectively, listening for a specific purpose, and listening for main ideas and details. <b>(L, R)</b></p>	<p><b>2. Apply reading and listening strategies to make literary text comprehensible and meaningful.</b> Such strategies include skimming, scanning, previewing, reviewing, listening selectively, listening for a specific purpose, and listening for main ideas and details. <b>(L, R)</b></p>
<p><b>3. Identify and explain the distinguishing features of the major genres, and use those features to aid comprehension, interpretation, and discussion of literature. (L, S, R, W)</b></p>	<p><b>3. Identify and explain the distinguishing features of different literary genres, periods, and traditions, and use those features to aid comprehension, interpretation, and discussion of literature. (L, S, R, W)</b></p>
<p><b>4. Locate and identify selected literary elements and techniques in texts and relate those elements to those in other works and to students' own experiences.</b> Such elements include setting, character, plot, theme, point of view, repetition, characterization, imagery, foreshadowing, and climax. <b>(L, S, R, W)</b></p>	<p><b>4. Locate and identify a wide range of significant literary elements and techniques in texts and use those elements to interpret the work, comparing and contrasting the work to other works and to students' own experiences.</b> Such elements include setting, character, plot, theme, point of view, figurative language, text structure, repetition, characterization, imagery, foreshadowing, and climax. <b>(L, S, R, W)</b></p>
<p><b>5. Make predictions, inferences, and deductions, and describe different levels of meaning of literary works presented orally and in written form, including literal and implied meanings.</b> Strategies include summarizing; explaining; and identifying word choice, point of view, and symbols. <b>(L, S, R, W)</b></p>	<p><b>5. Make predictions, inferences, and deductions, and describe different levels of meaning of literary works presented orally and in written form, including literal and implied meanings.</b> Strategies include summarizing; explaining; and identifying word choice, point of view, and symbols. <b>(L, S, R, W)</b></p>
<p><b>6. Read aloud with confidence, accuracy, and fluency. (S, R)</b></p>	<p><b>6. Read aloud with confidence, accuracy, fluency, and expression to demonstrate understanding and to convey an interpretation of meaning. (S, R)</b></p>
<p><b>7. Compose and present personal and formal responses to and interpretations of published literary works and the work of peers, referring to details and features of text.</b> Such features include characters, setting, plot, ideas, events, vocabulary, and text structure. <b>(L, S, R, W)</b></p>	<p><b>7. Compose and present personal and formal responses to and interpretations of published literary works and the work of peers, referring to details and features of text.</b> Such features include characters, setting, plot, ideas, events, vocabulary, and text structure. <b>(L, S, R, W)</b></p>

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### STANDARD 2: *Continued*

#### Performance indicators by grade level:

Early Childhood Grades Pre-K – 1	Elementary Grades 2 – 4
<p>8. Create personal stories, using appropriate vocabulary and elements of the literature students have read or heard. (S, W)</p>	<p>8. Create personal stories, poems, and songs, including those that reflect traditional and popular American culture; use appropriate vocabulary and elements of the literature students have read or heard. (S, W)</p>
<p>9. Engage in collaborative activities through a variety of student groupings to create and respond to literature. Such groupings include small groups and interest groups. (L, S, R, W)</p>	<p>9. Engage in collaborative activities through a variety of student groupings to create and respond to literature. Such groupings include small groups, cooperative learning groups, literature circles, and process writing groups. (L, S, R, W)</p>
<p>10. Create, discuss, and respond to literary works with attention to appropriate vocabulary, grammar, spelling, and punctuation. (L, S, R, W)</p>	<p>10. Create, discuss, interpret, and respond to literary works, using appropriate and effective vocabulary, grammar, spelling, and punctuation in writing, and using appropriate vocabulary, grammar, and pronunciation in speaking. (L, S, R, W)</p>
<p>11. Apply self-monitoring and self-correcting strategies while reading, viewing, discussing, listening to, or producing literary texts. Such strategies include referring to illustrations, asking questions, and exploring alternative pronunciations or ways of saying things. (L, S, R, W)</p>	<p>11. Apply self-monitoring and self-correcting strategies while reading, viewing, discussing, listening to, or producing literary texts and essays. Such strategies include asking questions, starting over, rephrasing, and exploring alternative ways of saying things. (L, S, R, W)</p>
<p>12. Apply learning strategies to comprehend literature and produce literary responses. Such strategies include asking questions and using prior knowledge, graphic organizers, context clues, and cognates. (L, S, R, W)</p>	<p>12. Apply learning strategies to comprehend and make inferences about literature and produce literary responses. Such strategies include asking questions, using prior knowledge, graphic organizers, and context clues; planning; note taking; and exploring cognates and root words. (L, S, R, W)</p>

Listening (L) Speaking (S) Reading (R) Writing (W)

Intermediate Grades 5 – 8	Commencement Grades 9 – 12
<p>8. <b>Create stories, poems, songs, and plays, including those that reflect traditional and popular American culture, observing the conventions of the genre; create an effective voice, using a variety of writing styles appropriate to different audiences, purposes, and settings. (S, W)</b></p>	<p>8. <b>Create stories, poems, sketches, songs, and plays, including those that reflect traditional and popular American culture, using typical features of a given genre; create an effective voice, using a variety of writing styles appropriate to different audiences, purposes, and settings. (S, W)</b></p>
<p>9. <b>Engage in collaborative activities through a variety of student groupings to create and respond to literature.</b> Such groupings include small groups, cooperative learning groups, literature circles, and process writing groups. (L, S, R, W)</p>	<p>9. <b>Engage in collaborative activities through a variety of student groupings to create and respond to literature.</b> Such groupings include small groups, cooperative learning groups, literature circles, and process writing groups. (L, S, R, W)</p>
<p>10. <b>Create, discuss, interpret, and respond to literary works, using appropriate and effective vocabulary, grammar, spelling, and punctuation in writing, and using appropriate vocabulary, grammar, and pronunciation in speaking. (L, S, R, W)</b></p>	<p>10. <b>Create, discuss, interpret, and respond to literary works, using appropriate and effective vocabulary, grammar, spelling, and punctuation in writing, and using appropriate vocabulary, grammar, and pronunciation in speaking. (L, S, R, W)</b></p>
<p>11. <b>Apply self-monitoring and self-correcting strategies while reading, viewing, discussing, listening to, or producing literary texts and essays.</b> Such strategies include asking questions, starting over, rephrasing, and exploring alternative ways of saying things. (L, S, R, W)</p>	<p>11. <b>Apply self-monitoring and self-correcting strategies while reading, viewing, discussing, listening to, or producing literary texts and essays.</b> Such strategies include asking questions, starting over, rephrasing, and exploring alternative ways of saying things. (L, S, R, W)</p>
<p>12. <b>Apply learning strategies to comprehend and make inferences about literature and produce literary responses.</b> Such strategies include asking questions, using prior knowledge, graphic organizers, and context clues; planning; note taking; and exploring cognates and root words. (L, S, R, W)</p>	<p>12. <b>Apply learning strategies to comprehend, make inferences about, and analyze literature, and to produce literary responses.</b> Such strategies include asking questions; using prior knowledge, graphic organizers, and context cues; planning; note taking; and exploring cognates and root words. (L, S, R, W)</p>

**STANDARD 3:** Students will listen, speak, read, and write in English for critical analysis and evaluation.

### Performance indicators by grade level:

Early Childhood Grades Pre-K – 1	Elementary Grades 2 – 4
<p>1. Form and express responses to ideas through reading, listening, viewing, discussing, and writing. (L, S, R, W)</p>	<p>1. Form and express responses to a variety of literary, informational, and persuasive material through reading, listening, viewing, discussing, and writing; use details and evidence as support. (L, S, R, W)</p>
<p>2. Evaluate the quality of written or spoken texts, visual presentations, and experiences, on the basis of criteria such as attractiveness of illustrations, appeal of characters, and believability of story. (L, S, R)</p>	<p>2. Evaluate the quality and dependability of written or spoken texts and visual presentations, on the basis of established criteria; and evaluate the logic and believability of claims made in persuasive material. (L, S, R, W)</p>
<p>3. Recognize personal point of view in self and others in discussing information. (L, S)</p>	<p>3. Recognize personal point of view in self and others in discussing, interpreting, and evaluating information. (L, S, R, W)</p>
<p>4. Evaluate students' own and others' work individually and collaboratively, on the basis of established criteria. Criteria include visual presentation and clarity of ideas. (L, S, R, W)</p>	<p>4. Evaluate students' own and others' work, individually and collaboratively, on the basis of a variety of criteria. Criteria include visual presentation, clarity of ideas, logic, originality, comprehensiveness, and use of English vocabulary, grammar, and register. (L, S, R, W)</p>
<p>5. Recognize how structural features affect readers' and listeners' understanding and appreciation of text. Such features include repetition of words or ideas, vocabulary, and visuals. (L, S, R, W)</p>	<p>5. Recognize and explain how structural features affect readers' and listeners' understanding and appreciation of text. Such features include organization, syntax, repetition of words or ideas, vocabulary, and visuals. (L, S, R, W)</p>
<p>6. Speak persuasively and clearly with attention to appropriate grammar, vocabulary, and pronunciation. (S)</p>	<p>6. Speak and write, using the conventions and features of American English, to effectively influence an audience (e.g., to persuade, negotiate, argue). Such spoken language features include appropriate grammar, vocabulary, pronunciation, and intonation. Such written language features include appropriate grammar, vocabulary, correct spelling, punctuation, and capitalization. (S, W)</p>

Listening (L) Speaking (S) Reading (R) Writing (W)

Students learning English as a second language will use English to express their opinions and judgments on experiences, messages, ideas, information, and issues from a variety of perspectives. They will develop and use skills and strategies appropriate to their level of English proficiency to reflect on and analyze experiences, messages, ideas, information, and issues presented by others using a variety of established criteria.

Intermediate Grades 5 – 8	Commencement Grades 9 – 12
<p><b>1. Develop and present clear interpretations, analyses, and evaluations of issues, ideas, texts, and experiences, supporting positions with well-developed arguments.</b> Forms of such presentations include oral (class presentations, speeches, and debates), visual (posters, graphs, charts, and illustrations), and written (essays, position papers, brochures). <b>(L, S, R, W)</b></p>	<p><b>1. Develop and present clear interpretations, analyses, and evaluations of issues, ideas, texts, and experiences; justify and explain the rationale for positions, using persuasive language, tone, evidence, and well-developed arguments.</b> Forms of such presentations include oral (class presentations, speeches, and debates), visual (posters, graphs, charts, political cartoons, and illustrations), and written (essays, editorials, movie/textbook/book reviews, position papers, and brochures). <b>(L, S, R, W)</b></p>
<p><b>2. Assess, compare, and evaluate the quality of spoken or written texts and visual presentations, using different criteria related to the organization, subject area, and purpose of text.</b> Text types include editorials, letters to the editor, political speeches, illustrations, charts, and advertisements. <b>(L, S, R, W)</b></p>	<p><b>2. Assess, compare, and evaluate the quality of spoken or written texts and visual presentations, using different criteria related to the organization, subject area, and purpose of text.</b> Text types include editorials, letters to the editor, political speeches, illustrations, charts, movie/textbook/book reviews, and advertisements. <b>(L, S, R, W)</b></p>
<p><b>3. Recognize and communicate personal and multiple points of view within and among groups, in discussing, interpreting, and evaluating information in texts and presentations. (L, S, R, W)</b></p>	<p><b>3. Recognize and communicate personal and multiple points of view within and among groups, in discussing, interpreting, and evaluating information; make inferences about a writer’s or speaker’s point of view. (L, S, R, W)</b></p>
<p><b>4. Evaluate students’ own and others’ work, individually and collaboratively, on the basis of a variety of criteria.</b> Criteria include visual presentation, clarity of ideas, logic, originality, comprehensiveness, and use of English vocabulary, grammar, and register. <b>(L, S, R, W)</b></p>	<p><b>4. Evaluate students’ own and others’ work, individually and collaboratively, on the basis of a variety of criteria, and recognize how chosen criteria affect evaluation.</b> Criteria include visual presentation; clarity of ideas; logic; originality; comprehensiveness; and use of English vocabulary, grammar, and register. <b>(L, S, R, W)</b></p>
<p><b>5. Recognize, explain, and evaluate how structural features affect readers’ and listeners’ understanding and appreciation of text.</b> Such features include organization, syntax, repetition of words or ideas, vocabulary, and visuals. <b>(L, S, R, W)</b></p>	<p><b>5. Recognize, explain, evaluate, and analyze how structural features affect readers’ and listeners’ understanding and appreciation of text.</b> Such features include organization, syntax, repetition of words or ideas, vocabulary, and visuals. <b>(L, S, R, W)</b></p>
<p><b>6. Speak and write, using the conventions and features of American English, to effectively influence an audience (e.g., to persuade, negotiate, argue).</b> Such spoken language features include appropriate grammar, vocabulary, pronunciation, and intonation. Such written language features include appropriate grammar, vocabulary, correct spelling, punctuation, and capitalization. <b>(S, W)</b></p>	<p><b>6. Speak and write, using the conventions and features of American English, to effectively influence an audience (e.g., to persuade, negotiate, argue).</b> Such spoken language features include appropriate grammar, precise vocabulary, pronunciation, intonation, and presentation strategies. Such written language features include appropriate grammar, vocabulary, correct spelling, punctuation, and capitalization. <b>(S, W)</b></p>

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### STANDARD 3: *Continued*

#### Performance indicators by grade level:

Early Childhood Grades Pre-K – 1	Elementary Grades 2 – 4
<p><b>7. Engage in collaborative activities through a variety of student groupings to discuss and share experiences, ideas, information, and opinions. (L, S, R, W)</b></p>	<p><b>7. Engage in collaborative activities through a variety of groupings to discuss, share, reflect on, develop, and express, and to interpret opinions and evaluations about a variety of experiences, ideas, and information.</b> Such groupings include small groups, discussion groups, process writing groups, and cooperative learning groups. (L, S, R, W)</p>
<p><b>8. Apply self-monitoring and self-correcting strategies to adjust language production to effectively express ideas and opinions.</b> Such strategies include asking questions, starting over, rephrasing, and exploring alternative ways of saying things. (L, S, R, W)</p>	<p><b>8. Apply self-monitoring and self-correcting strategies, using established criteria for effective oral and written presentation and standards for a particular genre (e.g., debate, speech, argument), to adjust presentation and language production to effectively express opinions and evaluations.</b> Such strategies include asking questions, starting over, rephrasing, and exploring alternative ways of saying things. (L, S, R, W)</p>
<p><b>9. Apply learning strategies to explore a variety of materials.</b> Such strategies include asking questions and using prior knowledge, graphic organizers, context clues, and cognates. (L, S, R, W)</p>	<p><b>9. Apply learning strategies to examine, interpret, and evaluate a variety of materials.</b> Such strategies include using prior knowledge, graphic organizers, and context clues, planning, note taking, and exploring cognates and root words. (L, S, R, W)</p>

Listening (L)    Speaking (S)    Reading (R)    Writing (W)

Intermediate Grades 5 – 8	Commencement Grades 9 – 12
<p><b>7. Engage in collaborative activities through a variety of groupings to discuss, share, reflect on, develop, and express opinions and evaluations about a variety of experiences, ideas, and information.</b> Such groupings include small groups, discussion groups, process writing groups, and cooperative learning groups. <b>(L, S, R, W)</b></p>	<p><b>7. Engage in collaborative activities through a variety of groupings to discuss, share, reflect on, develop, and express, and to interpret opinions and evaluations about a variety of experiences, ideas, and information.</b> Such groupings include small groups, discussion groups, process writing groups, and cooperative learning groups. <b>(L, S, R, W)</b></p>
<p><b>8. Apply self-monitoring and self-correcting strategies, using established criteria for effective oral and written presentation, to adjust presentation and language production to effectively express opinions and evaluations.</b> Such strategies include asking questions, starting over, rephrasing, and exploring alternative ways of saying things. <b>(L, S, R, W)</b></p>	<p><b>8. Apply self-monitoring and self-correcting strategies, using established criteria for effective oral and written presentation and standards for a particular genre (e.g., debate, speech, argument), to adjust presentation and language production to effectively express opinions and evaluations.</b> Such strategies include asking questions, starting over, rephrasing, and exploring alternative ways of saying things. <b>(L, S, R, W)</b></p>
<p><b>9. Apply learning strategies to examine and interpret a variety of materials.</b> Such strategies include using prior knowledge, graphic organizers, and context clues; planning; note taking; and exploring cognates and root words. <b>(L, S, R, W)</b></p>	<p><b>9. Apply learning strategies to examine, interpret, analyze, synthesize, and evaluate a variety of materials.</b> Such strategies include using prior knowledge, graphic organizers, context cues; planning; note taking; and exploring cognates and root words. <b>(L, S, R, W)</b></p>

**STANDARD 4:** Students will listen, speak, read, and write in English for classroom and social interaction.

### Performance indicators by grade level:

Early Childhood Grades Pre-K – 1	Elementary Grades 2 – 4
<p>1. <b>Use a variety of oral, print, and electronic forms for social communication.</b> Such forms include friendly notes, invitations, and electronic messages. (L, S, R, W)</p>	<p>1. <b>Use a variety of oral, print, and electronic forms for social communication and for writing to or for self, applying the conventions of social writing.</b> Such forms include friendly notes, invitations, and electronic messages, diary entries, and notes to self. (L, S, R, W)</p>
<p>2. <b>Describe, read about, participate in, or recommend a favorite activity, book, song, or other interest to various audiences.</b> Such audiences include peers, classes, teachers, and other adults. (L, S, R, W)</p>	<p>2. <b>Describe, read about, participate in, or recommend a favorite activity, book, song, or other interest to various audiences.</b> Such audiences include peers, classes, teachers, and other adults. (L, S, R, W)</p>
<p>3. <b>Request and provide information and assistance, orally or in writing, for personal, social, and academic purposes.</b> (L, S, R, W)</p>	<p>3. <b>Request and provide information and assistance, orally or in writing, for personal, social, and academic purposes.</b> (L, S, R, W)</p>
<p>4. <b>Listen attentively and take turns speaking when engaged in pair, group, or full-class discussions on personal, social, and academic topics.</b> (L, S)</p>	<p>4. <b>Listen attentively and take turns speaking when engaged in pair, group, or full-class discussions on personal, social, and academic topics.</b> (L, S)</p>
<p>5. <b>Explain actions, choices, and decisions in social and classroom situations.</b> (S)</p>	<p>5. <b>Explain actions, choices, and decisions in social and academic situations.</b> (S, W)</p>
<p>6. <b>Understand and use some basic oral communication strategies in American English.</b> Such strategies include indicating lack of understanding, restating or asking for restatement, requesting clarification, and asking how to say something new. (L, S)</p>	<p>6. <b>Understand and use a variety of oral communication strategies in American English for various social and academic purposes.</b> Such strategies include indicating lack of understanding, clarifying or requesting clarification, restatement, and checking listeners' understanding. (L, S, W)</p>
<p>7. <b>Follow oral and written directions to participate in classroom and social activities.</b> (L, R)</p>	<p>7. <b>Follow oral and written directions to participate in classroom and social activities.</b> (L, R)</p>
<p>8. <b>Negotiate and manage interactions to accomplish social and classroom tasks.</b> (L, S)</p>	<p>8. <b>Negotiate and manage interactions to accomplish social and classroom tasks.</b> (L, S)</p>

Listening (L) Speaking (S) Reading (R) Writing (W)

Students learning English as a second language will use English to interact with others in social and classroom situations. They will develop and use skills and strategies appropriate to their level of English proficiency to communicate effectively with regard to audience, purpose, and setting.

Intermediate Grades 5 – 8	Commencement Grades 9 – 12
<p>1. <b>Use a variety of oral, print, and electronic forms for social communication and for writing to or for self, applying the conventions of social writing.</b> Such forms include friendly notes, invitations, and electronic messages, diary entries, and notes to self. (L, S, R, W)</p>	<p>1. <b>Use a variety of oral, print, and electronic forms for social communication and for writing to or for self, applying the conventions of social writing.</b> Such forms include friendly notes, invitations, and electronic messages, diary entries, and notes to self. (L, S, R, W)</p>
<p>2. <b>Describe, read about, participate in, or recommend a favorite activity, book, song, or other interest to various audiences.</b> Such audiences include peers, classes, teachers, and other adults. (L, S, R, W)</p>	<p>2. <b>Describe, read about, participate in, or recommend a favorite activity, book, song, or other interest to various audiences.</b> Such audiences include peers, classes, teachers, and other adults. (L, S, R, W)</p>
<p>3. <b>Request and provide information and assistance, orally or in writing, for personal, social, and academic purposes.</b> (L, S, R, W)</p>	<p>3. <b>Request and provide information and assistance, orally or in writing, for personal, social, and academic purposes.</b> (L, S, R, W)</p>
<p>4. <b>Listen attentively, take turns speaking, and build on others' ideas when engaged in pair, group, or full-class discussions on personal, social, community, and academic topics.</b> (L, S)</p>	<p>4. <b>Listen attentively, take turns speaking, and build on others' ideas when engaged in pair, group, or full-class discussions on personal, social, community, and academic topics.</b> (L, S)</p>
<p>5. <b>Explain actions, choices, and decisions in social and academic situations.</b> (S, W)</p>	<p>5. <b>Explain actions, choices, and decisions in social and academic situations.</b> (S, W)</p>
<p>6. <b>Understand and use a variety of oral communication strategies in American English for various social and academic purposes.</b> Such strategies include making confirmation checks, clarifying or requesting clarification, paraphrasing, and repairing miscommunication. (L, S)</p>	<p>6. <b>Understand and use a variety of context-specific oral communication strategies in American English for a range of personal and academic purposes.</b> Such strategies include making confirmation checks, clarifying or requesting clarification, paraphrasing, and repairing miscommunication. (L, S)</p>
<p>7. <b>Follow oral and written directions to participate in classroom and social activities, and provide directions to peers in selected interactions.</b> (L, S, R, W)</p>	<p>7. <b>Follow oral and written directions to participate in classroom activities, and provide directions to peers in selected interactions.</b> (L, S, R, W)</p>
<p>8. <b>Negotiate and manage interactions to accomplish social and classroom tasks.</b> (L, S)</p>	<p>8. <b>Negotiate and manage interactions to accomplish social and classroom tasks.</b> (L, S)</p>

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### STANDARD 4: *Continued*

#### Performance indicators by grade level:

Early Childhood Grades Pre-K – 1	Elementary Grades 2 – 4
<p><b>9. Use appropriate vocabulary, language, and interaction styles for various audiences and social or school situations.</b> Such expressions and routines include asking permission, making and responding to requests, greeting, closing, and thanking, orally or in writing. Such situations include chatting with friends, participating in group discussions, and greeting a principal or other adult. <b>(L, S, R, W)</b></p>	<p><b>9. Use appropriate vocabulary, expressions, language, routines, and interaction styles for various audiences and formal and informal social or school situations.</b> Such expressions and routines include asking permission, making and responding to requests, greeting, making promises, thanking, and apologizing. Such situations include chatting with friends, participating in group discussions, greeting a principal or other adult, and making purchases. <b>(L, S, R, W)</b></p>
<p><b>10. Demonstrate appropriate classroom behaviors.</b> Such behaviors include participating in small group and whole class discussions, being courteous, and respecting the person and property of others. <b>(L, S, R, W)</b></p>	<p><b>10. Demonstrate appropriate classroom behaviors (e.g., participating in small group and whole class discussions, being courteous, respecting the person and property of others).</b> <b>(L, S, R, W)</b></p>
<p><b>11. Discover alternative ways of saying things in social and classroom interactions.</b> <b>(L, S, R, W)</b></p>	<p><b>11. Discover alternative ways of saying things in social and classroom interactions.</b> <b>(L, S, R, W)</b></p>
<p><b>12. Apply self-monitoring and self-correcting strategies in social and classroom interactions.</b> Such strategies include asking questions, starting over, rephrasing, and exploring alternative ways of saying things. <b>(L, S, R, W)</b></p>	<p><b>12. Apply self-monitoring and self-correcting strategies in social and classroom interactions.</b> Such strategies include asking questions, starting over, rephrasing, and exploring alternative ways of saying things. <b>(L, S, R, W)</b></p>

Listening (L) Speaking (S) Reading (R) Writing (W)

Intermediate Grades 5 – 8	Commencement Grades 9 – 12
<p>9. <b>Use appropriate vocabulary, expressions, language, routines, and interaction styles for various audiences and formal and informal social or school situations, noticing how intention is realized through language.</b> Such expressions and routines include asking permission, making and responding to requests, greeting, making promises, thanking, and apologizing. Such situations include chatting with friends, participating in group discussions, greeting a principal or other adult, making purchases. <b>(L, S, R, W)</b></p>	<p>9. <b>Use appropriate vocabulary, expressions, language, routines, and interaction styles for various audiences and formal and informal social or school situations, noticing how intention is communicated in different ways through language in various contexts.</b> Such expressions and routines include asking permission, making and responding to requests, greeting, making promises, thanking, apologizing. Such situations include chatting with friends, participating in group discussions, greeting a principal or other adult, making purchases, interviewing for a job, and applying to college. <b>(L, S, R, W)</b></p>
<p>10. <b>Demonstrate appropriate classroom behaviors (e.g., participating in small group and whole class discussions, being courteous, respecting the person and property of others).</b> <b>(L, S, R, W)</b></p>	<p>10. <b>Demonstrate appropriate classroom behaviors (e.g., participating in small group and whole class discussions, being courteous, respecting the person and property of others).</b> <b>(L, S, R, W)</b></p>
<p>11. <b>Discover alternative ways of saying things in social and classroom interactions.</b> <b>(L, S, R, W)</b></p>	<p>11. <b>Discover alternative ways of saying things in social and classroom interactions.</b> <b>(L, S, R, W)</b></p>
<p>12. <b>Apply self-monitoring and self-correcting strategies in social and classroom interactions.</b> Such strategies include asking questions, starting over, rephrasing, and exploring alternative pronunciations or wording. <b>(L, S, R, W)</b></p>	<p>12. <b>Apply self-monitoring and self-correcting strategies in social and classroom interactions.</b> Such strategies include asking questions, starting over, rephrasing, and exploring alternative pronunciations or wording. <b>(L, S, R, W)</b></p>

**STANDARD 5:** Students will demonstrate cross-cultural knowledge and understanding.

**Performance indicators by grade level:**

Early Childhood Grades Pre-K – 1	Elementary Grades 2 – 4
<p><b>1. Demonstrate familiarity with some cultural and language patterns and norms in American English.</b> Such pattern and norms include levels of formality, idioms, and humor. <b>(L, S, R, W)</b></p>	<p><b>1. Demonstrate familiarity with cultural and language patterns and norms in American English.</b> Such patterns and norms include levels of formality, slang, humor, idioms, and rhetorical patterns. <b>(L, S, R, W)</b></p>
<p><b>2. Demonstrate familiarity with some U.S. cultural referents at the local and national levels.</b> Such cultural referents include holidays, symbols, traditions, and customs. <b>(L, S, R)</b></p>	<p><b>2. Demonstrate familiarity with a broad range of U.S. cultural and political referents through institutions, functions, and processes at the local and national levels.</b> Such cultural referents include holidays, symbols, traditions, customs, governance systems, and schooling. <b>(L, S, R, W)</b></p>
<p><b>3. Share cross-cultural experiences and ideas with others.</b> <b>(L, S, R, W)</b></p>	<p><b>3. Recognize and share cross-cultural experiences, and ideas, and connect with those of others.</b> <b>(L, S, R, W)</b></p>
<p><b>4. Interpret and demonstrate knowledge of nonverbal communication, and understand the contexts in which they are used appropriately.</b> Such means of nonverbal communication include gestures, body language, volume, and stress. <b>(L, S,)</b></p>	<p><b>4. Interpret and demonstrate knowledge of nonverbal and oral communication features, and understand the contexts in which they are used appropriately.</b> Such means of nonverbal communication include gestures, body language, volume, stress, and intonation. <b>(L, S)</b></p>
<p><b>5. Listen to, read, and respond to myths, folktales, and literature from the United States and international regions and cultures, including the students' own.</b> <b>(L, S, R, W)</b></p>	<p><b>5. Read, listen to, and discuss myths, folktales, and literature from the United States and international regions and cultures, including the students' own, and identify similarities and differences among them.</b> <b>(L, S, R, W)</b></p>
<p><b>6. Learn about and demonstrate an appreciation of some commonalities and distinctions across cultures and generations, including the students' own.</b> <b>(L, S, R, W)</b></p>	<p><b>6. Recognize and demonstrate an appreciation of some commonalities and distinctions across cultures and groups (differentiated by gender, ability, generations, etc.) including the students' own.</b> <b>(L, S, R, W)</b></p>

Listening (L) Speaking (S) Reading (R) Writing (W)

Students will demonstrate cross-cultural knowledge and sensitivity in communicating with others of varied social, cultural, and linguistic backgrounds. They will develop and use culturally appropriate behaviors, and a knowledge of local and U.S. cultures and practices, in their interactions with others in their new cultural environment.

Intermediate Grades 5 – 8	Commencement Grades 9 – 12
<p><b>1. Demonstrate an understanding of cultural and language patterns and norms in American English, including different regional and social varieties of English.</b> Such patterns and norms include levels of formality, slang, humor, idioms, rhetorical patterns, and standard versus nonstandard dialects. (L, S, R, W)</p>	<p><b>1. Demonstrate an understanding of cultural and language patterns and norms in American English, including different regional and social varieties of English, and identify and interpret how these patterns and norms are used.</b> Such patterns and norms include levels of formality, slang, humor, idioms, rhetorical patterns, and standard versus nonstandard dialects (L, S, R, W)</p>
<p><b>2. Demonstrate an understanding of a broad range of U.S. cultural and political referents through institutions, functions, and processes at the local and national levels, and compare/contrast these with parallels in the students' native community.</b> Such cultural and political referents include holidays, symbols, traditions, customs, governance systems, and schooling. (L, S, R, W)</p>	<p><b>2. Demonstrate an understanding of a broad range of U.S. cultural and political referents through institutions, functions, and processes at the local and national levels, and compare/contrast these with parallels in the students' native community.</b> Such cultural and political referents include holidays, symbols, traditions, customs, governance systems, and schooling. (L, S, R, W)</p>
<p><b>3. Recognize and share cross-cultural experiences and ideas, and connect with those of others. (L, S, R, W)</b></p>	<p><b>3. Recognize and share cross-cultural experiences and idea, and connect with those of others. (L, S, R, W)</b></p>
<p><b>4. Interpret and demonstrate knowledge of nonverbal and oral communication features, and understand the contexts in which they are used appropriately.</b> Such means of nonverbal communication include gestures, body language, volume, stress, intonation, and pace. (L, S)</p>	<p><b>4. Interpret and demonstrate knowledge of nonverbal and oral communication features, and understand the contexts in which they are used appropriately.</b> Such means of nonverbal communication include gestures, body language, volume, stress, intonation, pace, rhythm, and pauses. (L, S)</p>
<p><b>5. Compare and contrast oral traditions, myths, folktales, and literature from the United States and international regions and cultures, including the students' own, and identify similarities and differences and universal cultural themes. (L, S, R, W)</b></p>	<p><b>5. Compare and contrast oral traditions, myths, folktales, and literature from different national and international regions and cultures, including the students' own, identifying similarities and differences and universal cultural themes, and exploring how language and literature transmit culture. (L, S, R, W)</b></p>
<p><b>6. Recognize and demonstrate an appreciation of some commonalities and distinctions across cultures and groups (differentiated by gender, ability, generations, etc.), including the students' own. (L, S, R, W)</b></p>	<p><b>6. Recognize and demonstrate an appreciation of some commonalities and distinctions across cultures and groups (differentiated by gender, ability, generations, etc.), including the students' own. (L, S, R, W)</b></p>

