The Teaching of Language Arts to Limited English Proficient/English Language Learners:

A Resource Guide for All Teachers

Building the Bridge

NATIVE LANGUAGE ARTS      ENGLISH AS A SECOND LANGUAGE      ENGLISH LANGUAGE ARTS
The State Education Department does not discriminate on the basis of age, color, religion, creed, disability, marital status, veteran status, national origin, race, gender, genetic predisposition or carrier status, or sexual orientation in its educational programs, services, and activities. Portions of this publication can be made available in a variety of formats, including braille, large print or audio tape, upon request. Inquiries concerning this policy of nondiscrimination should be directed to the Department’s Office for Diversity, Ethics, and Access, Room 152, Education Building, Albany, NY 12234.
Table of Contents

FOREWORD .......................................................... vii

ACKNOWLEDGMENTS .................................................. viii

INTRODUCTION ......................................................... 1

CHAPTER 1
Overview of Education Reform: National and State Initiatives ...... 5
  National Initiatives ................................................. 5
  State Initiatives ................................................... 6
  The New York State Strategy for Raising Standards ................. 7
  New York State Assessments ....................................... 7
  New York State Initiatives for
  Limited English Proficient/English Language Learners ........... 8

CHAPTER 2
A Review of Research on Language Literacy
for Limited English Proficient/English Language Learners ........ 11
  The Role of the Native Language in Acquiring English .......... 11
  Native Language Arts Instruction
  and the Acquisition of English Language Arts .................... 12
  ESL Instruction and the Acquisition
  of English Language Arts ........................................... 13
  ESL Instruction and the Acquisition of Content-Area Knowledge . 14

CHAPTER 3
The Teaching and Learning of Language Arts ....................... 17
  Impact of New York State ELA Standards
  on Limited English Proficient/English Language Learners ....... 18
  Principles of Language Acquisition ................................ 18
  The Teaching and Learning of Language Arts ....................... 19
  Listening and Speaking ............................................ 20
  Reading ............................................................ 20
  Writing ............................................................ 21

CHAPTER 4
Formal and Informal Assessment of
Limited English Proficient/English Language Learners ............ 23
  Assessment Practices for Monitoring the Performance of
  Limited English Proficient/English Language Learners ........... 23
  New York State ELA Assessment System .......................... 23
  Study Skills and Test-Taking Skills ................................ 29
  Informal Assessments for Evaluating Limited
  English Proficient/English Language Learners’ Progress ....... 30
CHAPTER 5

English Language Arts Standards and Limited English Proficient/English Language Learners: Applications and Practices

Considerations for Instruction:
- Listening and Speaking ........................................ 33
- Reading .................................................................. 35
- Writing .................................................................. 36

Incorporating Standards-Based Instruction for Limited English Proficient/English Language Learners ..... 37

ELA Standards in NLA and ESL Classrooms:
- Standard 1 ......................................................... 38
  - Vignette: High School Russian Language Arts Class 38
  - Vignette: Middle School ESL Class ........................ 39
- Standard 2 ......................................................... 40
  - Vignette: Elementary School Haitian Creole Language Arts Class 40
  - Vignette: Intermediate School ESL Class ............... 41
- Standard 3 ......................................................... 42
  - Vignette: High School Spanish Language Arts Class 42
  - Vignette: High School ESL Class .......................... 43
- Standard 4 ......................................................... 44
  - Vignette: Junior High School Chinese Language Arts Class 44
  - Vignette: Elementary School ESL Class ............... 44

Matrices of ELA Standards and Classroom Practices ......................................................... 45
- Grades K to 1 ..................................................... 46
- Grades 2 to 4 ..................................................... 48
- Grades 5 to 8 ..................................................... 50
- Grades 9 to 12 .................................................. 52

Descriptions of Classroom Practices ............................................................... 54

CHAPTER 6

Learning Experiences ........................................................................ 67

Outline for Learning Experiences ............................................................... 68

Learning Experiences in Native Languages .................................................. 70
- Russian: Elementary, ELA Standards 2 & 4 ............................ 70
- Haitian Creole: Intermediate, ELA Standards 2 & 4 ......... 73
- Spanish: Commencement, ELA Standard 2 ........................ 77
- Chinese: Commencement, ELA Standards 2 & 4 ............... 81

Learning Experiences in English as a Second Language ......................... 84
- Low-Intermediate: Elementary, ELA Standards 1 & 3 ....... 84
- Beginning: Elementary, ELA Standards 1 & 4 ................. 87
- Low-Intermediate: Intermediate, Standards 1 & 4 .......... 91
- Intermediate: Commencement, Standards 1 & 2 ............. 95

CHAPTER 7

Parent and Family Involvement ................................................................. 101

Parents and Families as Active Partners .................................................... 101

The Role of Parents Within the NYSED Standards Movement .......... 101

Diverse Needs of Parents of Limited English Proficient/English Language Learners .............................................. 102

School-Based Strategies to Increase Parental Involvement .................. 102

Ten Ways to Promote Language Learning at Home ............................ 104
Foreword

It is with great pleasure that I share with you *The Teaching of Language Arts to Limited English Proficient/English Language Learners: A Resource Guide for All Teachers*. The publication is part of the New York State Education Department’s efforts to raise the level of instruction for all children in the State, including students for whom English is a new language. Educating second language learners is the responsibility of all teachers, administrators, parents, and community members in our State. The purpose of this publication is to enable teachers of native language arts, English as a second language, and English language arts, as well as others working with students with limited or no proficiency in English, to bring about the needed changes that will challenge the students to meet our State’s more rigorous standards.

As we embark on a new millennium, we are cognizant of our responsibility to prepare all students to contribute meaningfully to a world that is increasingly interconnected. Our newest students bring with them valuable resources: their languages and their cultures. These are resources on which we can and should capitalize and support. This document will help bilingual education teachers and teachers of English as a second language to understand their important role in helping students to become proficient in two or more languages, while guiding them to master the academics they need to graduate from high school and pursue postsecondary studies.

Each school creates an environment that engages all participants in providing opportunity and respecting diversity. The school environment is critical to the success of our newest English language learners. This is the responsibility of the entire school community. This document presents a description of current research studies, identifies strategies and techniques, and lists resources to enable school administrators to assist in the support and development of proficiency in English while at the same time maintaining the first languages and bilingual environments. This publication also serves as a valuable professional development tool, at both the preservice and in-service level. The resource guide will help all teachers of English language learners incorporate new and challenging language learning strategies through interdisciplinary study. Teachers unfamiliar with the instructional strategies and approaches for working with English language learners will find that this publication provides information on the needs of the students and suggests additional resources they may investigate. New teachers of native language arts and English as a second language will find the learning experiences and the classroom practices valuable in their everyday classes. Veteran teachers will be able to craft their strategies to raise the level of their teaching to meet the State’s new standards.

The teaching and learning process for limited English proficient/English language learners can be envisioned as a bridge. It is a bridge that links the children’s home countries with their new country. It is a bridge that connects the languages and cultures the children bring with English and the American experience. It is a bridge that enables the children to move smoothly and confidently into a new life, bringing with them that which comforts and supports them, the language and heritage of their families. We look forward to working with you to provide English language learners with a challenging literacy program.

*Carmen A. Peréz Hogan, Coordinator*

*Office of Bilingual Education*
Acknowledgments

This resource guide was developed with the input from researchers, writers and practitioners involved in the field of language arts and literacy in first and second language acquisition. The completion of this document was achieved as a result of the efforts of the many outstanding individuals listed below, who gave generously of their time and expertise.

Coordinators

The following persons coordinated and supervised the development of this document.

Carmen A. Peréz Hogan
New York State Education Department
Office of Bilingual Education

Gloria J. Casar
New York State Education Department
Office of Bilingual Education

Ximena E. Zate, Ph.D.
Eastern Suffolk BOCES
Bilingual/ESL Technical Assistance Center

Principal Writers

The following persons contributed significantly to the content included in this document.

Terri Brady-Méndez
Eastern Suffolk BOCES
Bilingual/ESL Technical Assistance Center

Angela Carrasquillo, Ph.D.
Fordham University

Kathy Escamilla, Ph.D.
University of Colorado

Jane Gardner
Educational Consultant
New York City

Carmen Mercado, Ph.D.
City University of New York at Hunter College
Contributors

The following persons contributed the learning experiences and other materials included in this document.

MarieJosé Bernard
Community School District 17
New York City

Connie Bernardi
New York City Board of Education
Queens High Schools

Zoya Borsky
Community School District 28
New York City

Charlotte Brummett, Ph.D.
Monroe 2 Orleans BOCES
Bilingual/ESL Technical Assistance Center

Judy Dodge
Eastern Suffolk BOCES
Educational Consultant

Margaret A. Dwyer
Ithaca City Schools

Valerie Fernández-Pardo
Eastern Suffolk BOCES
Bilingual/ESL Technical Assistance Center

Denise Goñez-Santos
Erie I BOCES
Bilingual/ESL Technical Assistance Center

Lillian Hernández, Ed.D.
New York City Board of Education
Office of Bilingual Education

Estrella López
Southern Westchester BOCES
Bilingual/ESL Technical Assistance Center

Margaret Miyake
Greece Central School District

Mary Paine
Community School District 28
New York City

Rebecca Reyes
Geneva City School District

Sonia S. Richter
Rush-Henrietta School District

David Terry
Port Chester-Rye Union Free School District

John Travers
Rochester City School District

María Eugenia Valverde, Ph.D.
Eastern Suffolk BOCES
Intensive Teacher Institute in Bilingual Education and English as a Second Language

Li Bing Wu
Murry Bergtraum High School
New York City

Reviewers

The following persons reviewed and provided comments to the draft manuscript.

Alma Flor Ada, Ph.D.
University of San Francisco

Richard L. Allington, Ph.D.
State University of New York at Albany

Nancy Cloud, Ed.D.
University of Rhode Island

David Freeman, Ph.D.
Fresno Pacific University

Yvonne Freeman, Ph.D.
Fresno Pacific University

Ofelia García, Ph.D.
Long Island University at Brooklyn

Kenneth Goodman, Ed.D.
University of Arizona

Yetta Goodman, Ed.D.
University of Arizona

Stephen Krashen, Ph.D.
University of Southern California

Phyllis M. Robertson-Courtney, Ph.D.
University of Texas

Aurea Rodríguez, Ed.D.
Educational Consultant, New York City

Joseph Sanacore, Ed.D.
Long Island University at C.W. Post

Josefina V. Tinajero, Ed.D.
University of Texas

Sean A. Walmsley, Ed.D.
State University of New York at Albany
Working Committee

The following persons served as advisors during the development of this document.

Jaime Alicea  
Syracuse City School District

Vivian Anemoyanis, Ph.D.  
Community School District 30  
New York City

Myriam Augustin  
Haitian Bilingual/ESL Technical Assistance Center  
at City College

David Baez  
Buffalo City School District

John Balbi  
New York City Board of Education  
Nonpublic Schools

Mimi Blaber  
City University of New York  
at La Guardia

Peter Byron, Ph.D.  
New York State Education Department  
Office of Vocational and Educational Services for Individuals with Disabilities

David Cabrera  
New York State Association for Bilingual Education

Noemí Carrera-Herendeen  
New York City Board of Education  
Office of Bilingual Education

Ruth Casillas  
Buffalo Bilingual/ESL Technical Assistance Center

Joseph Celentano  
Syracuse City School District

Shirley Cepero  
Freeport Union Free School District

Charles Coletti, Ph.D.  
Port Chester-Rye Union Free School District

Maria Cratsa-Alexiu  
Community School District 25  
New York City

Edith Cruz  
New York State Education Department  
Office of Bilingual Education

Wanda Cruz  
Port Chester-Rye Union Free School District

Norma Cruz-Dunn  
Rochester City School District

Gerald DeMauro  
New York State Education Department  
Office of State Assessment

Kenneth Dornbaum  
Richmond Hill High School  
New York City

Nannette Dougherty  
Grover Cleveland High School  
New York City

Miriam Ehtesham  
Rochester City School District

Miriam Eisenstein Ebsworth, Ph.D.  
New York University

Ramon Estrada  
Buffalo City School District

Joanne Etter  
Utica City School District

Catalina Fortino  
United Federation of Teachers  
New York City

Liliana Garzia-Rossi  
Rochester City School District

Angelo Gimondo, Ph.D.  
Community School District 30  
New York City

Steve Glickman  
New York City Board of Education  
Office of High School Bilingual/ESL Programs

Joel Gómez, Ed. D.  
National Clearinghouse for Bilingual Education  
Washington, DC

Nereida González  
Syracuse City School District

Valerie González  
South Huntington Union Free School District

Lydia Gutiérrez  
Yonkers City School District

Sandra Herndon, Ph.D.  
New York State Education Department  
Office of New York City Schools and Community Services

Carmen Irizarry  
Buffalo City School District
Working Committee continued

Virginia Jama
New York City Board of Education
Office of Bilingual Education

Carol Janda
South Orange Town Central School District

James Kadamus
New York State Education Department
Office of Elementary, Middle, Secondary and Continuing Education

Jennifer Klett
State University of New York at Buffalo

Hyunjoo Kwon
Asian Languages Bilingual/ESL Technical Assistance Center
New York City

Fran Lacas
New York City Board of Education
Manhattan High Schools

Nancy Lemberger, Ed.D.
Long Island University at Brooklyn

Mark Lewis
New York Immigration Coalition

Elsie Loperena
New York City Board of Education
Office of Bilingual Education

Susanne Marcus
Great Neck Union Free School District

Carmen Marín
New York City Board of Education
Office of Bilingual Education

Jackie Marino, Ph.D.
New York State Education Department
Office of Curriculum, Instruction and Assessment

Ivette Matias
New York City Board of Education
Office of High School Bilingual/ESL Programs

Pedro Maymí
Yonkers City School District

Maritza Meyers
Long Beach Union Free School District

Reyna Molina
Theodore Roosevelt High School
New York City

María Neira
United Federation of Teachers
New York City

Linda New Levine, Ph.D.
Mount Kisco School District

Gloria Norton
Sweet Home School District

Ileana Olazagasti
New York State Education Department
Office of Bilingual Education

Frank Otto
New York State Education Department
Office of Bilingual Education

Zoraida Pabón
New York City Board of Education
Bronx High Schools

Faye Pallen
Community School District 2
New York City

Burt Posner
New York City Board of Education
Office of High School Bilingual/ESL Programs

Florence Pu-Folkes, Ph.D.
Asian Languages Bilingual/ESL Technical Assistance Center
New York City

Yves Raymond
Erasmus Hall High School
New York City

Mary Richardson, Ed.D.
New York State Education Department
Office of New York City Schools and Community Services

Olga Rico-Armesto
Buffalo City School District

Mary Ann Sacks
South Huntington Union Free School District

Sarita Samora, Ph.D.
State University of New York at Buffalo

Carlos Sánchez
New Rochelle City School District

Helen Santiago
Community School District 9
New York City

Ramonita Santiago, Ed.D.
Yonkers City School District

Susan Serrano
Community School District 3
New York City

Katherine Sid
Seward Park High School
New York City

Gail Slater, Ph.D.
New York City Board of Education
BASIS High Schools
Working Committee continued

Jeannette Súarez
Brentwood Union Free School District

Shelli Trimoglie
Community School District 25
New York City

Cecilia Vázquez
South Huntington Union Free School District

Molly Wang
Valley Stream Union Free School District

Laurie Wellman, Ph.D.
New York State Education Department
Office of Bilingual Education

Barbara Zaffran
New York City Board of Education
Brooklyn High Schools

Ana Zambrano
Grover Cleveland High School
New York City

Editor/Designer

The following persons edited the manuscript and prepared the layout for publication.

Barbara L. Kelly
Atlantic Digital Images, Inc.

Carol D. Cooper
New York State Education Department Publication Unit