

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

***Learning Standards for
English as a Second Language***

Building the Bridge



NATIVE LANGUAGE ARTS

ENGLISH AS A SECOND LANGUAGE

ENGLISH LANGUAGE ARTS



2004

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Foreword

It is with great pleasure that I present the *New York State English as a Second Language Learning Standards*. Many educators of limited English proficient/English language learners (LEP/ELLs) across New York State (NYS) and across the country collaborated in bringing these standards to fruition. The document represents an alignment of the New York State English language arts standards and the English as a second language (ESL) standards developed by the National Association of Teachers of English to Speakers of Other Languages (TESOL). The ESL learning standards are also one of the seven essential elements for effective bilingual and ESL programs approved by the New York State Education Department and the New York State Board of Regents. Most importantly, however, the ESL learning standards reflect the highest quality of teaching and learning in the ESL and bilingual programs that occur day to day in our schools. Based on these practices, the ESL learning standards will create a context for consistent and effective ESL instruction and curricula throughout the State.

In the Spring of 2000 we issued *The Teaching of Language Arts to Limited English Proficient/English Language Learners: A Resource Guide for All Teachers*. Language arts for LEP students translates into the integration of native language arts, English as a second language (ESL), and English language arts (ELA). The guide revolves around the theme of building bridges to academic excellence and success in school for LEP English language learners. Bridges link children's homes to school, countries of origin to their new country, and native languages and cultures to English and the American experience. Bridges build upon respect for who our children are, where they come from, and the languages they speak as they add English to their linguistic repertoire.

Quality, sensitive, challenging, and focused instruction in ESL is key to transitioning youngsters from proficiency in their native language to acquiring proficiency in English, and to ensuring their success on the New York State English as a Second Language Achievement Test (NYSESLAT) and in passing the Comprehensive English Regents Examination. This document is intended to provide teachers, curriculum developers, and test developers with the information and content essential for consistent and successful teaching and learning of English for LEP students so that they successfully meet the ELA standards. This is an essential step to earning a high school diploma in New York State.

The standards document was originally issued as a draft in the fall of 2001. It has been reviewed by numerous educators of LEP students across New York State and across the country. This edition reflects their suggestions and recommendations, as well as the changes in education policy in New York State pertaining to LEP/ELLs.

To all of the bilingual, English as a second language and other teachers of our LEP students, thank you for your continued commitment to the success of our students.

Carmen A. Pérez Hogan
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Acknowledgements

This document was developed with the input from researchers and practitioners involved in the teaching of English as a second language to limited English proficient English language learners. It was completed through the efforts and expertise of many generous and talented individuals in the State and outside of New York. A special recognition and appreciation to Daniel H. Shanahan who made it happen through his hard work, outstanding professionalism, and unending commitment. Deborah Short and Charlotte Brummett also deserve special appreciation for their ongoing dedication, outstanding support, and invaluable contributions. Thank you also to all the outstanding individuals listed below for their time, effort, and expertise.

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