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

Learning Standards for English as a Second Language

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Deputy Commissioner for Elementary, Middle, Secondary, and Continuing Education
JAMES A. KADAMUS

Coordinator for Office of Bilingual Education
CARMEN A. PÉREZ HOGAN

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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
Coordinator, Office of Bilingual Education
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COORDINATORS

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

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

**Daniel H. Shanahan, Ph.D.**  
New York City BETAC

PRINCIPLE WRITERS

**Daniel H. Shanahan, Ph.D.**  
New York City BETAC

**Charlotte Brummett, Ph.D.**  
Monroe-2 Orleans BOCES BETAC

**Anne Ediger, Ph.D.**  
Hunter College of the City University of New York

**Miriam Eisenstein Ebsworth, Ph.D.**  
New York University

**Deborah Short, Ph.D.**  
Center for Applied Linguistics

**Devorah Tedeschi**  
New York City Department of Education
REVIEWERS

Nancy Cloud, Ed.D.
Rhode Island College

Jim Cummins, Ph.D.
University of Toronto

Kenji Hakuta, Ph.D.
Stanford University

Stephen Krashen, Ph.D.
University of Southern California

Estee López
New Rochelle School District

Denise Góñez-Santos
Erie 1 BOCES BETAC

Patricia Hogenmiller
Monroe 2-Orleans BOCES ESL

Rebecca Horwitz
Mid-Hudson BETAC

Barbara L. Kelly
Loudonville, New York

Dianne Matos Craig
Mid-Hudson BETAC

Janice Morning
Onondaga-Cortland-Madison BOCES BETAC

Charlotte Murray
New York City Department of Education

Tomonori Nagano
New York University

Ivia M. Negrón-Francais
South Huntington Union Free School District

Shelley Rappaport
New York City BETAC

Irene Stumberger
Gates-Chili School District

Xrystya Szyjka
Questar III BOCES BETAC

Jo Wilson
Rochester City School District

Deborah Wilson-Allam
Onondaga-Cortland-Madison BOCES BETAC

WRITERS AND EDITORS

Annalisa Allegro
Monroe 2-Orleans BOCES BETAC

Monica Aston
Three Village Central School District

Myriam Augustin
Haitian Language BETAC

Mulu-tsehay B. Belete
Erie 1 BOCES BETAC

Terri Brady-Méndez
Eastern Suffolk BOCES BETAC

Adolfo Calovini
New York City Department of Education

Ruth D. Casillas
Buffalo Public Schools

Suzanne Chaves
Mid-Hudson BOCES BETAC

Catherine Cohen
Monroe 2-Orleans BOCES ESL

Shika Delal
Asian Languages BETAC

Sally Doran
Onondaga-Cortland-Madison BOCES BETAC
WORKING TEAMS

Emma Abreu
New York City Department of Education

Laura Baecher
New York City Department of Education

Christy Baralis
South Huntington Union Free School District

Miriam Ehtesham
Nazareth College

Francisco García
North Rockland Central School District

Carole Kaye
New York City Department of Education

Rob Leal
New York City Department of Education

Kathy Luzzi
Yonkers School District

Romulo Macías
Southern Westchester BOCES BETAC

Pat Mahr
New York City Department of Education

Candice Mahoney
Seaford School District

Judy Geller Marlowe
New York City Department of Education

Karen McCann
Rochester City School District

Alice Mejías
Westbury School District

Vivian Murphy
Yonkers School District

Ellen Paz
Monroe 2-Orleans BOCES ESL

Rosalee Rafter
Westbury School District

Carlos Sánchez
New Rochelle School District

CONTRIBUTORS

Carol D. Cooper
New York State Education Department Publications Group

Yvonne De Gaetano, Ed.D.
Hunter College of the City University of New York

Gerald DeMauro, Ph.D.
New York State Education Department Office of Assessment

Fran Lacas
New York City Department of Education

Al Martino
New York State Education Department Foreign Language Education

Ivette Matias
Southern Westchester BOCES BETAC

Pat Mulligan
New York State Education Department Publications Group

Iwan Notowidigdo
New York City BETAC

Yolanda Santiago
New Rochelle School District

Virginia Tong, Ph.D.
Hunter College of the City University of New York

Jose A. Vázquez-Faría
New York City BETAC