



English as a Second Language

Commencement Grades 9 – 12

- *Learning Standards and Performance Indicators*
- *Sample Classroom Tasks*
- *Learning Experience*

STANDARD 1:

Students will listen, speak, read, and write in English for information and understanding.

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.

Standard 1: Performance Indicators

1. Identify and use reading and listening strategies to make text comprehensible and meaningful.

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. (L, R)

2. Read, gather, view, listen to, organize, discuss, interpret, and analyze information related to academic content areas from various sources.

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. (L, S, R, W)

3. Select information appropriate to the purpose of the investigation with suitable supporting material.

Such material includes facts, details, illustrative examples, anecdotes, and personal experiences. (L, S, R, W)

4. Compare, contrast, categorize, and synthesize information and objects, and identify complexities and discrepancies in the information. (L, S, R, W)

5. Formulate, ask, and respond to various questions forms to obtain, clarify, and extend information and meaning. (L, S, R, W)

6. Make and support inferences about information and ideas with reference to features in oral and written text.

Such features include vocabulary, format, facts, sequence, register, and relevance of details. (L, S, R, W)

7. Present information clearly in a variety of oral and written forms for different audiences and purposes related to all academic content areas.

Such forms include paraphrases, summaries, stories, research reports, essays, articles, posters, charts, and other graphics. (S, W)

8. Select a focus, organization, and point of view for oral and written presentations, and justify this selection. (S, W)

9. Convey and organize information, using facts, details, illustrative examples, and a variety of patterns and structures.

Such patterns and structures include chronological order, cause and effect, problem and solution, and general-to-specific presentation. (S, W)

10. Distinguish between fact and opinion, and relevant and irrelevant information, and exclude nonessential information in oral and written presentations. (L, S, R, W)

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)

12. Convey information and ideas through spoken and written language, using conventions and features of American English appropriate to audience and purpose.

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. (L, S, R, W)

13. Engage in collaborative activities through a variety of student groupings to read, gather, share, discuss, interpret, organize, analyze, synthesize, and present information.

Such groupings include small groups, cooperative learning groups, process writing groups, cross-age groups, research groups, and interest groups. (L, S, R, W)

14. Consult print and nonprint resources (e.g., audio/visual media, family) in the native language when needed. (L, S, R)

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)

16. Apply learning strategies to acquire information and make texts comprehensible and meaningful.

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. (L, S, R, W)

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

Commencement

Sample Classroom Tasks in ESL by English Proficiency Level

Beginning	Intermediate	Advanced
<p>TASK 1</p> <p>Students complete a simple anticipation guide (following a KWL exercise) about how the school handles an environmental issue such as paper recycling. The teacher presents accurate information about the issue orally to students, using pictures and props, and students refer to the anticipation guide to check their responses or answer their questions. Students ask the teacher questions about the issue, and later, whether the school is doing enough to address the issue. The teacher shares a rubric of criteria, and students, using the rubric, vote on which opinion was most convincing.</p> <p><i>Performance indicators: 1, 5, 6, 15</i></p>	<p>Students brainstorm environmental issues relevant to the school context, such as paper recycling, air pollution caused by local traffic, or waste removal, and decide on one to investigate. In pairs, they prepare and conduct interviews with different school personnel. Students present their information and identify different points of view on the issue. After the pairs organize the information they collected, the teacher assigns pairs of students a point of view, and stages a debate, following traditional debate rules. After the debate, students vote on which point of view was argued most convincingly, using a rubric of criteria.</p> <p><i>Performance indicators: 3, 8, 12, 13, 15</i></p>	<p>Students brainstorm environmental issues relevant to the school context, such as paper recycling, air pollution caused by local traffic, or waste removal, and select one issue to study in depth. In pairs, students research the issue, by using library and Internet resources and by interviewing key school personnel. They stage a mock "Earth Summit" with individual students taking on the roles of different school personnel affected by the issue, and presenting resolutions similar to Model U.N. resolutions to address the issue. Each student is responsible for writing one resolution and arguing its merits to the summit.</p> <p><i>Performance indicators: 2, 8, 10, 12, 13</i></p>
<p>TASK 2</p> <p>Students look through magazines for pictures of natural disasters—hurricanes, tornadoes, blizzards, earthquakes—and their consequences (destroyed homes, fallen branches, broken bridges). The class uses the pictures to rank the disasters from bad to worst on the basis of the criterion "disaster with the most harmful consequences" and they place the pictures in order on a bulletin board. Students label all pictures with words or simple sentences. In small groups, students guess and/or describe the consequences of each disaster, and each group lists these consequences next to the appropriate picture.</p> <p><i>Performance indicators: 1, 2, 7, 9</i></p>	<p>Students brainstorm a list of natural disasters. Using teacher-provided resources such as magazine pictures and simple articles, students work in pairs to research consequences as well as prevention measures of these disasters. Students create a T-chart listing the elements of different disasters and their consequences (e.g., hurricane, high winds, roofs blown off buildings). In pairs, students choose one type of disaster and, using the Internet, research ways of preventing damage and injury from it (e.g., alternative construction techniques). Students create a brochure for the public, explaining possible consequences of the disaster, and measures people should take to prevent damage or injury.</p> <p><i>Performance indicators: 1, 2, 7, 9, 13</i></p>	<p>Students select and read a news article about a natural disaster common to their native countries from teacher-provided materials and Internet resources. They create a T-chart listing the elements of the disaster and its consequences (e.g., hurricane, high winds, roofs blown off buildings). Students research ways of preventing damage and injury from the disaster (e.g., alternative construction techniques), as well as the services FEMA provides in case of each disaster in the U.S. If possible, they find out what disaster services the government (or the U.N.) offers in their own country, and write a report comparing the two. Students then take on the role of director of emergency management in their respective countries, and are interviewed by the class with regard to preventing, and responding to, the disaster that was focused on in the student's report.</p> <p><i>Performance indicators: 1, 2, 7, 9, 11, 12</i></p>
<p>TASK 3</p> <p>Using teacher-provided materials (usually available in theme books on ancient Egypt), students arrange pictures of the mummification process in sequential order. The teacher hands out simple sentence strips describing the mummification process, and students glue each strip next to the appropriate picture. Students combine the sentences and add transition words such as <i>first</i>, <i>second</i>, <i>next</i>, <i>later</i>, with the teacher's help, to form descriptive paragraphs.</p> <p><i>Performance indicators: 1, 9, 12, 15</i></p>	<p>Students read simple articles describing the mummification process, and then arrange pictures of the process in sequential order. Using a vocabulary list provided by the teacher, students write a description of each picture. They combine their descriptions and add transition words such as <i>first</i>, <i>second</i>, <i>next</i> to form an illustrated guide to the mummification process.</p> <p><i>Performance indicators: 1, 2, 9, 12</i></p>	<p>In pairs, students use Internet sources to find information about the mummification process, and take notes on the information that they find. They take on the role of "master mummifiers" and, working independently, create a mummification manual (using web design software if available) describing the process for "apprentice mummifiers." Students use illustrations and written details to describe each step of the process. The teacher guides the class in developing a rubric to check each other's work for sequential order, use of transition words, adequate detail, and clear directions. Students share their manuals with their native English-speaking peers in their global history class during the unit on ancient Egypt.</p> <p><i>Performance indicators: 9, 10, 11, 13, 15</i></p>

STANDARD 2:

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

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.

Standard 2: Performance Indicators

- 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.**

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. (L, S, R, W)

- 2. Apply reading and listening strategies to make literary text comprehensible and meaningful.**

Such strategies include skimming, scanning, previewing, reviewing, listening selectively, listening for a specific purpose, and listening for main ideas and details. (L, R)

- 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)**

- 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.**

Such elements include setting, character, plot, theme, point of view, figurative language, text structure, repetition, characterization, imagery, foreshadowing, and climax. (L, S, R, W)

- 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.**

Strategies include summarizing; explaining; and identifying word choice, point of view, and symbols. (L, S, R, W)

- 6. Read aloud with confidence, accuracy, fluency, and expression to demonstrate understanding and to convey an interpretation of meaning. (S, R)**

- 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.**

Such features include characters, setting, plot, ideas, events, vocabulary, and text structure. (L, S, R, W)

- 8. 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)**

- 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)

- 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)**

- 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)

- 12. Apply learning strategies to comprehend, make inferences about, and analyze literature, and to produce literary responses.**

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)

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

Commencement

Sample Classroom Tasks in ESL by English Proficiency Level

Beginning	Intermediate	Advanced
<p>TASK 1</p> <p>On a concept map, students brainstorm the characteristics that make a person a good friend. Students listen to teacher read aloud a brief poem on friendship. Students then add to the concept map any new ideas about friendship that the poem may prompt. Each student then writes a brief description of his/her own best friend, using the vocabulary generated on the concept map.</p> <p><i>Performance indicators: 1, 2, 7, 12</i></p>	<p>With teacher support, students read a short story on friendship, and complete a story map including theme, setting, characters, problem, and resolution. The teacher facilitates a discussion about what might happen next and how the ending could be different. Then, working in pairs, students identify the two most important characters in the story and complete a Venn diagram comparing the two. Each student then takes on the role of one of the characters and writes a letter to another character. Students exchange letters and answer them.</p> <p><i>Performance indicators: 1, 4, 5, 7, 10</i></p>	<p>Students read a poem and a short story or essay on friendship, noting the elements of theme, setting, characters, problem, and resolution. Class discusses elements of friendship exemplified in the works. Students use the writing process to compose an essay on their personal view of friendship, citing examples from their own experience to support their views.</p> <p><i>Performance indicators: 1, 7, 9, 10, 12</i></p>
<p>TASK 2</p> <p>Students view an excerpt of a film about a social problem (e.g., discrimination, violence in school, substance abuse, peer pressure). The teacher guides the class in constructing a problem/solution organizer based on the film excerpt. As a whole class, the students discuss other social problems facing them. Using vocabulary generated during the class discussion, students work in small groups or pairs to write and act out a brief skit about one of these problems. Then they present it to the class, answering questions from peers.</p> <p><i>Performance indicators: 1, 2, 5, 7, 9</i></p>	<p>Students and teacher read a one-act play or short story about a social problem. The teacher guides the class in a discussion in which they identify the author's point of view on the topic. Then, using vocabulary generated during the discussion, they work in pairs to write their own interpretation of the problem, and, on the basis of their own experiences, agree or disagree with the author's point of view. Pairs share their interpretations and assessments with the class.</p> <p><i>Performance indicators: 1, 4, 5, 6, 7</i></p>	<p>Students read two short stories about a social problem by authors from different countries or cultural backgrounds. They work in small groups to identify how the perceived problem and the perspective of the author are influenced by his/her background. Class compiles list of cultural and social influences represented or implied in the readings. Then, working independently and using information from the list, students write an essay on how the problem might be resolved in another cultural setting.</p> <p><i>Performance indicators: 1, 7, 9, 10</i></p>
<p>TASK 3</p> <p>Students brainstorm problems they have had to overcome with parents, grandparents, or other adults. Then they listen to the teacher read aloud a short literary selection (or adapted text) on intergenerational conflict, and identify the problems in the selections and learn how they were resolved. In small groups, they list other possible ways in which the problem could be resolved, and recommend one to the class. The class then discusses which one of the solutions would most likely work.</p> <p><i>Performance indicators: 1, 2, 5, 9</i></p>	<p>With teacher support, students view a film on intergenerational conflict such as <i>Rebel Without a Cause</i>, omitting the ending. Students may also read excerpts from a written version of the film, if available. As a whole class, students identify the factors that lead to the conflict. Working in pairs, students write a joint letter of advice to a character in the story on how to solve the problem. The ending of the film is then viewed and compared with the advice they offered.</p> <p><i>Performance indicators: 1, 4, 5, 8, 9</i></p>	<p>Students view the film <i>West Side Story</i> and a traditional version of <i>Romeo and Juliet</i>. As a whole class, they compare and contrast the stories using a T-chart. After reviewing common literary elements and techniques, students make note of those used in both stories. In pairs, students take the role of a film reviewer, each student rating a different film on a scale of one to ten and prepare a defense of their rating. Using the format of a film review show on TV, pairs present their views to class and debate their differences of opinion.</p> <p><i>Performance indicators: 4, 9, 10, 11, 12</i></p>

STANDARD 3:

Students will listen, speak, read, and write in English for critical analysis and evaluation.

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.

Standard 3: Performance Indicators

- 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.**
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). (L, S, R, W)
- 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.**
Text types include editorials, letters to the editor, political speeches, illustrations, charts, movie/textbook/book reviews, and advertisements. (L, S, R, W)
- 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)
- 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.**
Criteria include visual presentation; clarity of ideas; logic; originality; comprehensiveness; and use of English vocabulary, grammar, and register. (L, S, R, W)
- 5. Recognize, explain, evaluate, and analyze 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)
- 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, precise vocabulary, pronunciation, intonation, and presentation strategies. Such written language features include appropriate grammar, vocabulary, correct spelling, punctuation, and capitalization. (S, W)
- 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.**
Such groupings include small groups, discussion groups, process writing groups, and cooperative learning groups. (L, S, R, W)
- 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.**
Such strategies include asking questions, starting over, rephrasing, and exploring alternative ways of saying things. (L, S, R, W)
- 9. Apply learning strategies to examine, interpret, analyze, synthesize, and evaluate a variety of materials.**
Such strategies include using prior knowledge, graphic organizers, context cues; planning; note taking; and exploring cognates and root words. (L, S, R, W)

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

Commencement

Sample Classroom Tasks in ESL by English Proficiency Level

Beginning	Intermediate	Advanced
<p>TASK 1</p> <p>Teacher leads the class in a KWL activity on the electoral process in the U.S. Teacher presents a list of candidates running in an upcoming election, along with their posters or pamphlets. Students find ads, articles, and other writing about the candidates in a newspaper brought in by the teacher; identify the main issues of each candidate's campaign; and determine which candidate's publicity is most visually appealing. Students keep a log of campaign ads seen on TV or heard on the radio and the issues addressed in the ads, and report findings to class as the campaign progresses.</p> <p><i>Performance indicators: 2, 3, 9</i></p>	<p>The teacher presents two opposing editorials on a current social or political topic. Students read and discuss the editorials. Working in pairs, they research the issue in the library and/or on the Internet, and take notes. Each student independently writes a letter to the editor either agreeing or disagreeing with the editorials they read, using gathered information and data as support.</p> <p><i>Performance indicators: 1, 2, 3, 5, 6</i></p>	<p>Students view a short political speech given by a well-known political or historical figure. They read the text of the speech afterwards. The teacher facilitates a discussion about what made the speech effective (or not). Students then choose and research a social or political issue, and write a persuasive speech in which they present their own point of view on the subject. They deliver the speech to the class. Peers use a student-created rubric to evaluate the speeches, including such items as persuasiveness, truth, clarity, and effectiveness of the speaker.</p> <p><i>Performance indicators: 1, 2, 3, 4, 6</i></p>
<p>TASK 2</p> <p>The teacher reads aloud a simple letter to a newspaper column such as "Dear Abby" while the students read the letter silently. As a whole class, students discuss possible answers to the problem. The teacher guides them in writing a brief response to the letter. Pairs compare responses with one another and ultimately to the one printed in the column.</p> <p><i>Performance indicators: 1, 3, 6, 7</i></p>	<p>Students read a short story, memoir, or essay in which the writer is faced with a dilemma and resolves it. As a whole class, students brainstorm other ways in which the writer could have chosen to respond to the problem. Each student then writes a letter to the author agreeing with the author's decision or giving an alternative method of solving the problem. The teacher provides mini-lessons as needed in the structure and conventions of formal letter writing.</p> <p><i>Performance indicators: 1, 2, 3, 6</i></p>	<p>Students read two differing reviews of a film viewed in class. Following these models, students in small groups write a review in which they provide a summary of the plot, information about the characters, and comments on the effectiveness of the acting, directing, and other features. They make their own recommendation about whether or not to see the film, and present their review to the class. One review is submitted to the school newspaper.</p> <p><i>Performance indicators: 1, 2, 3, 5, 6</i></p>
<p>TASK 3</p> <p>With teacher support, students review a chart that displays demographic data from the years 1990 and 2000. They identify trends among selected variables in terms of increases or decreases. In small groups, they write a brief description of the data and discuss the possible reasons behind the changes. Groups compare their conclusions.</p> <p><i>Performance indicators: 1, 2, 3, 6, 7, 9</i></p>	<p>Using a list of questions brainstormed in class about immigration experiences, students conduct a three- to five-minute interview of a family member or recent immigrant, and they tape-record it. Interviewer plays recording in class and other students take notes, pausing as needed. After a selected number of interviews have been played, students in small groups compare and contrast the experiences of the interviewees.</p> <p><i>Performance indicators: 1, 3, 7, 9</i></p>	<p>Students complete Intermediate task. They read a brief memoir, diary, or short story on an immigration experience. In pairs, they use a graphic organizer to compare and contrast the author's experience of immigration with their own or a family member's experience. Each student then writes a short essay based on the comparison, using examples and details from each. Essays are collected, peer edited, and compiled into a class book on immigration experiences.</p> <p><i>Performance indicators: 1, 3, 4, 6, 7, 9</i></p>



STANDARD 4:

Students will listen, speak, read, and write in English for classroom and social interaction.

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.

Standard 4: Performance Indicators

1. **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.**
Such forms include friendly notes, invitations, and electronic messages, diary entries, and notes to self. (L, S, R, W)
2. **Describe, read about, participate in, or recommend a favorite activity, book, song, or other interest to various audiences.**
Such audiences include peers, classes, teachers, and other adults. (L, S, R, W)
3. **Request and provide information and assistance, orally or in writing, for personal, social, and academic purposes.** (L, S, R, W)
4. **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.** (L, S)
5. **Explain actions, choices, and decisions in social and academic situations.** (S, W)
6. **Understand and use a variety of context-specific oral communication strategies in American English for a range of personal and academic purposes.**
Such strategies include making confirmation checks, clarifying or requesting clarification, paraphrasing, and repairing miscommunication. (L, S)
7. **Follow oral and written directions to participate in classroom activities, and provide directions to peers in selected interactions.** (L, S, R, W)
8. **Negotiate and manage interactions to accomplish social and classroom tasks.** (L, S)
9. **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.**
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. (L, S, R, W)
10. **Demonstrate appropriate classroom behaviors (e.g., participating in small group and whole class discussions, being courteous, respecting the person and property of others).** (L, S, R, W)
11. **Discover alternative ways of saying things in social and classroom interactions.** (L, S, R, W)
12. **Apply self-monitoring and self-correcting strategies in social and classroom interactions.**
Such strategies include asking questions, starting over, rephrasing, and exploring alternative pronunciations or wording. (L, S, R, W)



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

Commencement

Sample Classroom Tasks in ESL by English Proficiency Level



Beginning	Intermediate	Advanced
<p>TASK 1</p> <p>Students are given the task of greeting a foreign exchange student on the first day of school, and introducing him/her to the principal, secretaries, teachers, students, and other school personnel. After the teacher models various ways to introduce people, students are assigned different school personnel roles, and role-play the introductions and greetings.</p> <p><i>Performance indicators: 3, 4, 6, 9, 11</i></p>	<p>Students brainstorm cultural situations the foreign exchange student may find confusing (cafeteria purchases, hall passes, opening a locker, etc.) and role-play a question-and-answer scenario between the exchange student and the host student. Students reflect on communication strategies for making their guest feel comfortable, and note them in their individual learning journals. In groups, they prepare a question-and-answer orientation booklet to be given to new foreign exchange students or newly arrived immigrant students.</p> <p><i>Performance indicators: 1, 3, 4, 6, 9</i></p>	<p>Students read articles about high schools in various countries and brainstorm aspects of American high schools that exchange students from these countries might find confusing. Students are each assigned a country, and they write a friendly welcome letter to a hypothetical exchange student from that country, describing these aspects of their high school and making suggestions on how to adjust to the new environment. Students share their letters with the whole group, and reflect on written communication strategies they used to help the exchange student feel more at ease.</p> <p><i>Performance indicators: 1, 3, 4, 6, 9</i></p>
<p>TASK 2</p> <p>Teacher models using a particular graphic organizer to compare and contrast three sports. In pairs, students choose sports they are familiar with and complete the same graphic organizer to compare them. Students choose their favorite sport of the three and explain to their partner why they prefer it, referring to their chart. Students then use the graphic organizer to write a brief letter to their gym teacher describing a particular sport, citing reasons why they like it and explaining why it should be kept in, or added to, the physical education curriculum. Teacher provides a simple letter-writing template to assist students.</p> <p><i>Performance indicators: 1, 2, 4, 9, 12</i></p>	<p>After a discussion about favorite sports, the teacher provides students with several scenarios in which a sport will be removed from the interscholastic sports program (on account of budget issues, too few players, problems with scheduling practices, etc.). Using vocabulary and ideas generated in the class discussion, students work in pairs to prepare a brief statement to be read to the board of education persuading them not to eliminate the sport.</p> <p><i>Performance indicators: 1, 2, 4, 5, 9</i></p>	<p>Using a computer program (word processing, desktop publishing), students design and write a brochure describing the schools' interscholastic sports program for incoming freshmen. The brochure should include details such as academic standards for student athletes, criteria for lettering in varsity sports, demands of different sports, schedules for tryouts and practices, etc.</p> <p><i>Performance indicators: 2, 3, 4, 5, 9</i></p>
<p>TASK 3</p> <p>Students brainstorm a list of careers that interest them. The teacher asks them to speculate about the kind of education that each career requires (college, vocational program, apprenticeship, graduate degree, etc.), and students complete a T-chart listing each career with its educational requirements. Finally, choosing one career, students prepare a list of interview questions that can be used to find out more about the career from someone in the field. Students then conduct a brief interview with someone in their chosen career, and report their findings to the class.</p> <p><i>Performance indicators: 1, 3, 4, 6, 9</i></p>	<p>Using teacher-provided resources, including the classified section of a local newspaper, students research the requirements of various career paths and take notes. The teacher organizes a mock job fair. Half the class role-plays recruiters from various careers, and the other half role-plays job seekers. Recruiters must prepare a list of interview questions suitable for their "vacancy." Students circulate through the fair, interviewing for various jobs. Then students switch roles, and circulate through the fair again. Class debriefs on types of interview questions that were challenging, simple, informative, etc.</p> <p><i>Performance indicators: 3, 4, 6, 9, 12</i></p>	<p>Using teacher-provided resources, students research the requirements of various career paths of interest to them, and choose one they are interested in pursuing. They develop a written career plan that includes: how they will meet the educational requirements (degree, certificate, or other training); how they will pay for the training/education through loans, grants, gifts, etc.; and where and how they will search for a job once their training is completed. Students present their plans to the class.</p> <p><i>Performance indicators: 3, 5, 9</i></p>

Commencement Sample Classroom Tasks in ESL by English Proficiency Level

Beginning	Intermediate	Advanced
<p>TASK 4</p> <p>The teacher uses pictures to present various situations that require emergency personnel, describes agencies that provide assistance for emergencies, and models making a 911 call. The teacher provides pairs of students with emergency scenarios. Students take turns role-playing 911 calls, rotating the role of the 911 operator. Operators must decide, on the basis of the information provided by the caller, which public agency to call. Students provide feedback to callers and operators.</p> <p><i>Performance indicators: 1, 3, 6, 9, 12</i></p>	<p>Students share and discuss newspaper reports of accidents, fires, or other situations that require emergency personnel. The teacher then provides groups of students with different emergency scenarios. Each group member is provided with descriptions of various roles involved in the emergency (e.g., victim, firefighter, neighbor, ambulance driver). Students improvise the emergency scene while staying in character. Afterward, students analyze their speaking and discuss alternative phrases and expressions to communicate more effectively, as well as how factors such as tone, vocabulary, and intonation can affect communication.</p> <p><i>Performance indicators: 1, 3, 6, 9, 11</i></p>	<p>Students read newspaper reports of various emergencies such as fires, accidents, weather disasters, etc. After class brainstorm other emergency scenarios, students role-play in pairs scenarios in which one partner pretends to be a newspaper reporter at the scene of an emergency, and the other is a victim or witness. Then they write a newspaper article about the situation, which includes dialogue from interviews with victims, 911 calls, etc. In small groups, students read and respond to each other's articles.</p> <p><i>Performance indicators: 1, 3, 6, 9, 12</i></p>
<p>TASK 5</p> <p>The teacher creates a generic opinion phrase such as "what a great idea." Teacher models various ways of adding meaning to the phrase with facial expressions and gestures (enthusiastic, doubtful, sarcastic, jealous, encouraging, etc.). Teacher secretly assigns each student a different emotion or intention, and has students use facial expressions and gestures to illustrate the emotion or intention when saying the phrase. Other students try to guess the emotion.</p> <p><i>Performance indicators: 1, 9</i></p>	<p>Teacher goes over a list of emoticons (emotional icons) and acronyms commonly used in e-mail messages (e.g., :-) [funny], lol [laughing out loud], btw [by the way], writing in capital letters). They act out a typical school situation (e.g., not having change for a vending machine), using expressions, gestures, and voice inflections implied by certain emotions on the list. Partners try to guess which emoticon is being implied, and write an e-mail message to their partner, "translating" their actions into words and emotions.</p> <p><i>Performance indicators: 1, 4, 9</i></p> <div>   </div>	<p>After going over a list of emotions and acronyms commonly used in e-mail messages, students write several e-mail messages on the same topic to various recipients (a friend, their mother, the teacher, etc.), using emotions and wording appropriate to the audience. In groups, students analyze the messages and reflect on how the audience affects the writer's choices.</p> <p><i>Performance indicators: 1, 4, 9</i></p>

Commencement

Sample Classroom Tasks in ESL by English Proficiency Level

Beginning	Intermediate	Advanced
<p>TASK 6</p> <p>Students choose a safety procedure from one of their content-area classes (science, technology, PE, etc.). With teacher support, they create a flowchart poster describing the procedure, and use the poster as they demonstrate the safety procedure for the class.</p> <p><i>Performance indicators: 10, 11</i></p>	<p>Students choose a safety procedure from one of their content-area classes. In small groups, they prepare a handout describing the procedure, using step-by-step directions. They refer to the handout while demonstrating the procedure to the class.</p> <p><i>Performance indicators: 3, 5, 10, 11</i></p> 	<p>Students choose a safety procedure from one of their content-area classes. In pairs, they prepare a cause-and-effect chart describing the procedure step-by-step along with possible consequences of not following the proper procedure at each step. They teach the procedure to the class, referring to the chart to emphasize the importance of following the correct procedure. Finally, students work with others who chose a task from the same content-area class to create a written procedure handbook for that class with clear step-by-step directions and descriptions of possible consequences of not following the proper procedure.</p> <p><i>Performance indicators: 3, 4, 5, 10, 11</i></p> 

STANDARD 5:

Students will demonstrate cross-cultural knowledge and understanding.

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.

Standard 5: Performance Indicators

- 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.**
Such patterns and norms include levels of formality, slang, humor, idioms, rhetorical patterns, and standard versus nonstandard dialects (L, S, R, W)
- 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.**
Such cultural and political referents include holidays, symbols, traditions, customs, governance systems, and schooling. (L, S, R, W)
- Recognize and share cross-cultural experiences and ideas, and connect with those of others.** (L, S, R, W)
- Interpret and demonstrate knowledge of nonverbal and oral communication features, and understand the contexts in which they are used appropriately.**
Such means of nonverbal communication include gestures, body language, volume, stress, intonation, pace, rhythm, and pauses. (L, S)
- 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)
- 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)

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

Commencement

Sample Classroom Tasks in ESL by English Proficiency Level

Beginning	Intermediate	Advanced
<p>TASK 1</p> <p>With teacher support, students read a popular comic strip such as <i>Peanuts</i> or <i>Blondie</i> from the newspapers. Teacher facilitates a whole class discussion of the comic strip, noting any culturally embedded issues and dialect. Students then choose another comic strip, and write a brief paragraph about their interpretation of the strip. Students present comic strips and interpretations to class.</p> <p><i>Performance indicators: 1, 4</i></p>	<p>Students listen to a popular song while reading its lyrics. As a whole class, they brainstorm ways in which it reflects the perceptions of the popular culture. Any idiomatic, regional, or nonstandard dialects are discussed and listed. Each student then chooses his/her own favorite song, studies the lyrics, and writes his/her interpretation in a response journal, including items discussed in class. Each student then shares his/her song with the whole class and leads a discussion on its meaning and cultural implications. Idiomatic expressions from the songs are recorded and compiled as each student presents. Finally, in pairs, students create posters of the idiomatic expressions, including their meaning, appropriate context and usage to display in class.</p> <p><i>Performance indicators: 1, 4</i></p>	<p>Students read three short stories or literary excerpts from different regions of the world on a related theme or topic. In whole class discussion, students brainstorm the ways in which cultural and social conditions influenced the three authors. As a follow-up, each student chooses an author, researches his/her life, and writes an extended essay indicating how society and culture may have influenced the author's perspective.</p> <p><i>Performance indicators: 1, 4, 5</i></p>
<p>TASK 2</p> <p>Students listen to a recording and read the lyrics of the national anthem of the United States. With the class, the teacher brainstorms the major themes in the song and the values that are embedded in it. Students compare this song to the national anthems of their native countries. They individually complete a Venn diagram to compare and contrast the major themes and values of the two anthems.</p> <p><i>Performance indicators: 2, 5</i></p>	<p>With teacher support, students plan a field trip to a local memorial, monument, or museum. They create a KWL chart and prepare a list of questions they want to answer as a result of the trip. Working in pairs, they investigate and take notes on at least three questions during the field trip. The student pairs write up the results of the questions and present their report to the class in the form of an interview, with one of them posing as a reporter and the other as an official spokesperson for the monuments. The report is evaluated through a rubric created by the teacher for their written work and oral presentation.</p> <p><i>Performance indicators: 2, 3, 5, 6</i></p>	<p>The teacher leads the class in a discussion of national monuments as cultural symbols and students share examples of important monuments from their own countries, pointing out the meaning and historical context for each. Then working in pairs, students choose one national monument in the U.S. and one national monument in another country of their interest. They research the history and meaning of the monuments, including the designers, the locations chosen, and the events they commemorate. The results of the investigation are displayed on a poster with an accompanying two-page report that is presented orally.</p> <p><i>Performance indicators: 2, 5</i></p>

Commencement

Sample Classroom Tasks in ESL by English Proficiency Level

Beginning	Intermediate	Advanced
<p>TASK 3</p> <p>Teacher and students bring in photos of an important event in their lives or in the lives of their families. Teacher models and students later give an oral presentation about the photo to the whole class. With teacher support, students create categories for the photos, using a list-group-label method. Students write a brief description of their photo, and categorize it according to the labels created in class.</p> <p><i>Performance indicator: 3</i></p>	<p>Teacher and students brainstorm and list customs about dating and marriage in the U.S. and in their native countries, including ages, range of choices, weddings, etc. Teacher provides additional information on U.S. customs. Using the items listed, students work in small groups to discuss at least two of these customs. Students then investigate the history of the selected dating and marriage customs in the U.S., ways in which the customs have changed over time, and some cultural variations within the United States regarding these customs. They prepare an oral presentation in which they present their findings.</p> <p><i>Performance indicators: 2, 3, 5</i></p>	<p>Working in small groups, students select one ritual or tradition involving such events as birth, coming of age, dating, marriage, and death in the U.S. and in one other country of their choice. They research the history of the rituals or traditions, and create a short dramatic presentation on the changes and development of these two rituals or traditions for the class. The presentation is evaluated on the basis of a teacher-created rubric.</p> <p><i>Performance indicators: 2, 3, 5, 6</i></p>
<p>TASK 4</p> <p>Students bring a photo or childhood memento from their culture to share. They talk about the object in a sharing circle. Then they write descriptions of objects, including details to add interest (e.g., age, event, place, significance). Next, they read a short story (e.g., “The Whispering Cloth,” “Annie and the Old One”) that depicts childhood in other cultures and write something about the main character’s experience in each story (e.g., whether it was sad, honest, frightening, or difficult).</p> <p><i>Performance indicators: 3, 5</i></p>	<p>Students write a brief story about a significant childhood experience in their own lives, including culturally relevant details. Next, the class reads Tomie di Paola’s memoir and makes a list of details that add interest to memoirs. Students read aloud their personal stories, and classmates ask questions about them. Students rewrite their personal stories, addressing these questions and incorporating unique cultural details and a better understanding of the memoir genre.</p> <p><i>Performance indicators: 3, 5, 6</i></p>	<p>Students complete Intermediate task. To enhance their understanding of genre and enrich their writing, they read Cynthia Rylant’s memoir (<i>When I Was Young in the Mountains</i>). Students develop their personal story into a memoir.</p> <p><i>Performance indicators: 3, 5, 6</i></p>



Commencement

Sample Classroom Tasks in ESL by English Proficiency Level

Beginning	Intermediate	Advanced
<p>TASK 5</p> <p>The teacher obtains two well-illustrated copies of variations of ancient flood myths, using students' native cultures as a source if possible, and reads them to students. In pairs, students discuss the stories and as a class compare them in a Venn diagram. Students discuss the similarities in the myths. They reflect on whether the lessons the myths were intended to teach are relevant in modern-day American culture or in their native cultures.</p> <p><i>Performance indicators: 3, 5</i></p>	<p>Students complete the Beginning task. In pairs, they create a chart listing the reasons that the gods in the myths chose to flood the Earth, the consequences of each flood, and the lessons learned. Groups of students brainstorm modern-day problems that correspond to the ancient problems, and choose one. Together, they create a modern-day flood myth skit that teaches a lesson, and present it to the class, with each student taking a part (narrator, angry god, person, etc.). Students respond to each other's skits, and discuss issues common to all the skits.</p> <p><i>Performance indicators: 3, 5, 6</i></p>	<p>The teacher obtains several copies of variations of flood myths. Students choose three or more stories to read independently, and complete a matrix listing the story, culture of origin, reasons for flood, consequences, and lessons learned. In groups, they discuss the similarities and differences, and compare views of ancient cultures with modern-day views. After brainstorming modern-day problems, students independently write a flood myth that teaches a modern-day lesson. They read and respond to each other's myths and discuss common problems for all cultures, ancient and modern.</p> <p><i>Performance indicators: 3, 5, 6</i></p>
<p>TASK 6</p> <p>The teacher tells students they will be learning how to disagree politely, and announces a ridiculous new rule to the class to spark protests and questions from the students (e.g., students will only be allowed to complete homework assignments using crayons). The teacher coaches students on how to use the appropriate register to phrase their concerns, and responds to their concerns with more ridiculous responses (...because the teacher thinks crayons are prettier than pens) to draw out the experience. At the end of the activity, students discuss how comfortable they felt while disagreeing, and compare strategies for disagreeing in the native cultures with the strategies they learned through the activity.</p> <p><i>Performance indicators: 1, 4</i></p>	<p>Students complete the Beginning task, and then take turns role-playing other nonsense situations in which students must disagree, using characters such as grandfather and grandson, husband and wife, principal and teacher, etc. to focus on levels of formality and rhetorical patterns in disagreements. The teacher coaches students on responses considered appropriate in American culture. After the activity, students discuss similarities and differences between their own culture and American culture and create a chart of relationships (old-young, boss-employee, parent-child) with notes on how each person would appropriately respond in a disagreement in both cultures.</p> <p><i>Performance indicators: 1, 4</i></p>	<p>The teacher creates a nonsense issue and assigns groups of students to two sides of the issue (see Beginning task). Students meet in their groups to prepare their arguments, and then stage a mock debate. The teacher coaches students on appropriate ways to disagree and defend their point of view. After the debate, students reflect on strategies for discussing controversial issues, and discuss whether or not strategies would work in their own culture. They follow it up by researching real, controversial issues relevant to a school context, and choosing an issue to debate. The teacher assigns sides, and facilitates the debates. Students apply the insights they learned in the previous task during the debate, and follow up by discussing how culture affects interactions during conflict.</p> <p><i>Performance indicators: 1, 4</i></p>

LEARNING EXPERIENCE

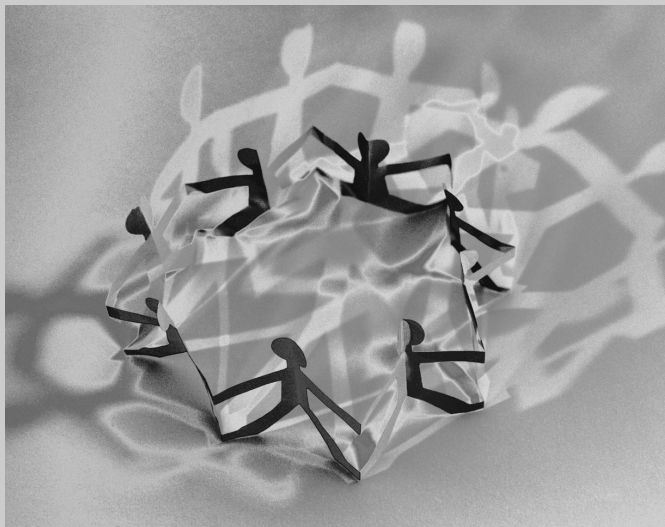
“who are you, little i?”

Submitted by
Adolfo Calovini
Park West High School
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Proficiency Level:
Intermediate–Advanced ESL

LEARNING CONTEXT

This learning experience was designed to assist eleventh-grade intermediate to advanced ESL students acquire a better knowledge of themselves and consequently perform more effectively in a job interview and make wiser career and educational choices. Students developed autobiographies, poems, reviews of literature and reports all based on the “Human Organization Theory (HOT). The essence of this learning experience was to allow students to explore the many elements that make each of us who we are, elements that include family, health, leisure, education, celebrations, and rights and responsibilities, to name a few. Moreover, this activity was designed to help students meet the ESL learning standards and in practicing all the skills they need to develop for the rigorous ELA Regents exam.



STANDARDS & PERFORMANCE INDICATORS...

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

Performance Indicators:

2. Students read, gather, view, listen to, organize, discuss, interpret, and analyze information related to academic content areas from various sources.
3. Students select information appropriate to the purpose of the investigation with suitable supporting material.
4. Students compare, contrast, categorize, and synthesize information and objects, and identify complexities and discrepancies in the information.
13. Students engage in collaborative activities through a variety of student groupings.

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

Performance Indicators:

1. Students read, listen to, view, and discuss a variety of texts from a wide range of authors, subjects, genres, cultures, and historical periods.
7. Students 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.
8. Students 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.

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

Performance Indicators:

4. Students evaluate their own and others' work, individually and collaboratively, on the basis of a variety of criteria, and recognize how chosen criteria affect evaluation.

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

Performance Indicators:

4. Students 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.

TEACHER REFLECTIONS:

In the past, most of these students showed some resistance in working cooperatively and in sharing the amazing richness of their cultural background. I could help students overcome cultural barriers by involving them in a meaningful project. I believe this learning experience has been particularly successful because of its primary purpose: to help students achieve a clearer understanding of their past, their qualities, their needs, and their dreams.

The learning experience has provided me with the structure on which I could effectively plan my students' work and final project. Throughout this activity I maintained the role of facilitator by asking my students to be involved in developing assessment criteria to evaluate individual and group work. This procedure did not intimidate them, but helped them revise their writing. One of the most rewarding developments from this project was the turn-around made by a small group of disaffected students. For the first two weeks most of these students were late or were doing very little work as usual, but by the third week, I noticed a sudden positive change in their behavior. By the end of the project they surprised the class with poems, reports, and autobiographies which the class evaluated as the most meaningful.

This learning experience has been one of my most successful teaching activities. I think that its structure and the quality of orientation and support I have received have made a great difference.

PROCEDURE

TEACHER ACTIVITIES

- Leads brainstorming of "Who am I?"
- Introduces the poems "Me" and "who are you, little i?"
- Introduces, explains, and analyzes Human Organization Theory (HOT)
- Creates groupings, selects leaders, and elicits criteria for group interaction
- Elicits criteria of a good poem and effective posters
- Reads to students description of own life
- Introduces the text *The Miracle Worker* and shows the film *The Miracle Worker* and provides comprehension questions and analysis grid
- Elicits steps of the writing process and provides starters for introduction, body, conclusion for final project
- Assigns final project: writing an autobiography
- Monitors revising and editing process

STUDENT ACTIVITIES

- ✿ Complete a free writing activity regarding "Who am I?"
- ✿ Read and paraphrase the poems "Me" by Walter de la Mare and "who are you, little i?" by e. e. cummings
- ✿ Write a poem about self
- ✿ Create criteria for poems and revise poems on the basis of the criteria
- ✿ Share personal experiences related to all 14 categories of the HOT
- ✿ Create posters related to the 14 categories of HOT by cutting pictures from publications
- ✿ Write a report on the teacher's life
- ✿ Work with other students in groups to create, review, test, revise, and answer questions regarding the HOT
- ✿ Write report on own life
- ✿ Brainstorm personal feelings regarding Helen Keller's disabilities and research the lives of Helen Keller and Anne Sullivan
- ✿ Read *The Miracle Worker* by William Gibson and watch the movie *The Miracle Worker* and compare the two
- ✿ Write an autobiography, following a model
- ✿ Create criteria of a good autobiography
- ✿ Use writing process to revise autobiography according to criteria



RESOURCES AND MATERIALS

1. The poems "Me" by Walter de la Mare and "who are you, little i?" by e. e. cummings
2. The play *The Miracle Worker* by William Gibson
3. The film *The Miracle Worker* by Arthur Penn
4. Chart paper
5. Markers
6. Various print media
7. Access to computers/online resources
8. Access to library resources



TIME REQUIRED

Planning: Eight hours to determine procedures and gather materials

Implementation: 30 days of 45-minute lessons

Assessments: Ongoing throughout implementation



ASSESSMENT TOOLS AND TECHNIQUES

Assessment of student work was ongoing and included evaluations by the teacher and by the students themselves, based on teacher-made criteria and collaboratively generated criteria. Through observations, rubrics, and checklists, students were assessed on the following:

- Oral reports, poems, creation of posters, development of questions, written reports, autobiography
- Reading log indicating the literary elements and techniques used by authors
- Group collaboration
- Analysis of peers' written suggestions for improvement in clarity and logic of writing
- Use of language

INSTRUCTIONAL/ENVIRONMENTAL MODIFICATIONS

- ✓ Pair/group less proficient students with more proficient students
- ✓ Frequently change the position of student desks to facilitate intra-group communication, pair work, and individual activities
- ✓ To help all students concentrate on different tasks, to facilitate understanding for those who are more visual, and to inform those who were absent, big colorful charts were created and displayed in the classroom

STUDENT WORK/PRODUCTS

- Poem about self
- Questionnaire about the Human Organization Theory (HOT) chart
- Report on teacher's life
- A personalized Human Organization Theory chart
- Posters illustrating the components of human life (HOT)
- A report about student's own life
- Answers to comprehension questions about the play *The Miracle Worker*
- A T-chart describing characters in the play
- Autobiography (past, goals, plans)

student work samples

○

When the Day comes

Looking up at the sky, and
Watching all the stars, I feel that one day
One of them will be I

○

Even though I don't know
When that day will be.
I gotta live life and
Try to be the best I can be,
So when the day comes
Ready I'll be

○

To shine and shine
Just like this

Autobiography Using Human Organization Theory

Teacher's comments

This student wrote two versions of her autobiography. In both she has established and maintained a clear focus. She has developed each HOT component with original, logical, and vivid supporting facts, anecdotes, and examples. The second draft was better organized in an essay format, but the first draft was more emotionally powerful. The student has accepted my suggestion to write a third version blending the emotional grip of the first with the organization features of the second..

she has skillfully used the writing process, drafting, revising and editing in order to improve the essay content, organization and conventions. she still has some work to do on mechanics.

Autobiography using Human Organization Theory

I was born in Haiti on November 1, 1983, in a place called Port au-Prince. I passed most of my days in what they called "dormitory" because my mother died when I was three, so I didn't have any other place to go with my two little brothers who are dead now. I don't remember when the first one died, but I know that the second died in 1996; I remember because I was old enough to understand and cry. I don't remember my mother's face, but I know that she was pretty because every time my father talks to me about her, he always starts by saying how beautiful she was. I do not know what it means to live with a family, because I have never got the chance. I always consider my friends to be my family. It was very hard to live in a dormitory. Sometimes I got bit up by the older ones. I cried almost every night, because I wanted to see my mother and father. My father was in the U.S. where he had a good job that could provide for him and me. As little as I was I knew that it was not his fault if he left me in Haiti. I knew that my father wanted the best for me.

Through the 14 components of the Human Organization Theory, I had the possibility to know deeply who I am and which part of my life needs some work. To be sincere, sometimes I do things that can badly affect my health. But I feel well and strong. I went to my doctors many times and they always told me that if children who grow up without their mother or father, they develop bad habits, which was my case. Now I'm trying to do what's good for my health. Not long ago, something very bad happened to me, where one of my friends invited me to dinner and I accepted with the big smile on my face. At the dinner the food was so delicious that I savor every peace and after that I discover that there was pork in the rice. I was so mad that I cried and it took me days to get over it. Since that day I have never gone to another dinner because I know who I am and what is important to avoid anything that may affect me or my belief. Sometimes it's only a grass fire, it flares up but only live ashes and the heat goes away. Food means a lot to me because I believe that you are what you eat, so I make sure that I eat in a restaurant that is clean and I don't eat pork and many other things that I believe are bad for your health.

I'm not good at making friends, but I always want to get a lot of them because I like to be around people who care about each other. I really like to talk. Sometimes I do not know what I am saying, but I like to talk anyway. People who keep silent are mostly sad. I care a lot about the way I dress and the food that I eat. I like to look cute even if I feel uncomfortable with the dress I wear. I can say that I am an educated person because I am in 12th grade. I like to read books and to do research. School is very important to me, because it gives me hope. I am not homeless but I am not rich. I never had a real job, but I hope that some day I will get a good job that pays off.

I never feel really safe maybe because I never got my mother and I got my father around only lately. The only people I used to see around me were different from me; they had come from different places. I had never felt protected by my parents. But now I have my father. I know he will never let anyone hurt me.

I know myself better than anyone else. I know where I need to improve and where I am good so I don't feel inferior. I am aware of my rights so much that sometimes I become arrogant. But I know other people's rights as well. I am proud of my name, the same as my great-grandmother. I believe in myself and I'm happy to be alive. I will always remember what my friend told me one day: "You have to smile at life, my angel, because if you don't, you will shrivel up like an old goat skin in the sun." I know all my dreams will come true. I can feel it.

