Empowering pre-adolescent second-language learners in the middle school years

Robert Charles Quintana

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EMPOWERING PRE-ADOLESCENT SECOND-LANGUAGE LEARNERS IN THE MIDDLE SCHOOL YEARS

A Thesis
Presented to the
Faculty of
California State University,
San Bernardino

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts
in
Education

by
Robert Charles Quintana
December 2005
This project explores important sociolinguistic issues facing pre-adolescent English-language learners. The first topic involves literacy issues. The second focus is on communicative competence issues at the intermediate and advanced ELD levels, with pedagogical implications for students of middle-school age. Third, language and power relationships that affect pre-adolescent English-language learners are addressed. Fourth is a study of politeness as a sociolinguistic tool for pre-adolescent English-language learners. Finally, this project explores the benefits of these students’ acquiring the language of cooperative learning. Extensive research on these topics and their implications culminates in the development of a social studies curriculum unit designed for a middle-school classroom. Learning objectives will be derived from each of the five key areas of study.
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CHAPTER ONE

INTRODUCTION

Background of the Project

There are many compelling reasons for teachers to become interested in the field of second-language acquisition. One reason is the influx of immigrants to the United States whose primary language is not English. Educators, especially in California, need to be able to work with these students effectively; this involves not only helping students learn English, but also empowering them to overcome obstacles, question established norms, and become successful and productive members of society.

Another reason second-language acquisition is important in the United States is that it is becoming more and more important for English-speaking people to learn more languages. The knowledge of more than one language is a great asset to people seeking jobs and starting companies that wish to reach out to the many immigrant populations within the United States and move beyond the United States borders to tap into the global economy. In order to narrow the scope of this broad topic, this study
will focus on pre-adolescent students who are English-language learners.

Pre-adolescence is a fascinating stage of development fraught with unique challenges and opportunities. Because I have taught sixth-grade students for 10 years, it has become evident to me that pre-adolescence is a crucial time period for students to begin to master higher levels of literacy. Most students and teachers up to this age are focused on basic reading, writing, and math, mostly to pass to the next grade level and perform decently on required state examinations. Pre-adolescence naturally lends itself to development of a more critical understanding of literacy for students, including ways that literacy can be used to impact the world in a bigger way beyond themselves. Students at this age are very interested in defining their own identity in relation to their society and identifying themselves with issues of society.

Freire, in his articulation of critical pedagogy (1973), suggested that educators need to reinvent liberating education for their students’ situations. In this project, I hope to bring to light often-overlooked ideologies in education; reading beyond the word,
exploring the power of language, and teaching students to be competent in communication and use manners in communicating with each other. My goal is to explore how teachers can introduce critical pedagogy to pre-adolescent English learners and take them through Friere’s stages of consciousness growth: intransitive thinking, semi-transitive thinking, and finally, critical transitivity thinking. Intransitive thinking implies that a person’s fate is out of their hands. Semi-transitive thinking implies that people are partly empowered to make change but rely on a leader to do the change for them. Critical transitivity thinking implies that people are empowered enough to make changes on their own.

Piaget (1972) outlined four broad stages of cognitive development in order for an individual to reach formal logical reasoning ability: sensorimotor, preoperational, concrete operational, and formal operational. In order to reach the higher levels of cognitive development, children and adolescents must engage in spontaneous research or experimentation accompanied by collaboration and interchange between the students themselves. Traditional schooling many times excludes this interchange, recognizing only the interchange between teacher and
student. However, both independent and collaborative student activity should be included. Using one’s intelligence, according to Piaget (1973), is an exercise of critical spirit.

According to Kraizer (1990), an expert in child development, children require a variety of skills to cope with the stresses of growth and development. These skills include the ability to think independently, to make choices, to solve problems effectively, to communicate clearly, to develop and maintain high self-esteem, and to prevent injurious events. Most of these skills are taught as separate intervention skills which seem distant to the child learning them. Kraizer (1990) suggested that these essential life skills are best learned through curriculum-centered instruction from the pre-kindergarten through high school level. These skills should expand and develop as children interact with their parents, teachers, and peers. If for some reason they do not, these skills can be learned, augmented, or altered at any age with appropriate guidance and role models.

Bruner (1994) suggested that, in certain aspects, the rules on how to act in the world as well as how to sustain our identities in that world are derived from the
narratives we read and hear. Bearing this in mind, educators need to teach children how to analyze critically the literature they encounter so that they do not feel alienated and disconnected.

When educating students who might feel disconnected, educators should choose literature that students can relate to in a positive manner; the idea being that it helps students find an entry point into literacy (Brozo, 2002).

In addition to addressing pre-adolescent literacy and critical-thinking issues, this project is concerned with the topic of peer pressure. Peer pressure, both positive and negative, is markedly more intense during the adolescent years. Adolescent peer pressure can become more negative due to the rebellious tendencies of that period. In the literature review I hope to explore how to maximize the opportunity to reach adolescent students and to give them the literacy skills necessary to overcome the many pitfalls that may befall them on the road to adulthood.
Scope of the Project

In this quest, I have chosen five main concepts to focus upon: pre-adolescent literacy issues, language and power issues affecting pre-adolescents, communicative competence issues at the intermediate and advanced English-language development levels, politeness issues for pre-adolescents, and issues and means of acquiring the language of cooperative learning. I hope to explore how these concerns relate to the effective teaching of English to middle-school students who are ready not only to learn to read, speak, and write English but also to understand language in a way that empowers them to ask questions about what they learn, to critique language, and to use language in order to achieve higher levels of success in their education and in their lives.

The first key concept to be reviewed is pre-adolescent literacy. The definition of literacy has evolved over the last century from merely being able to sign one’s name to having a “critical literacy”--where to be literate means not only to know the basic mechanics of a language but also to be able to engage in a critical analysis of language. Some dictionaries describe the condition of being literate as one who is “educated,”
"cultured," or "able to read and write." I plan to research what comprises critical literacy and how best to encourage critical literacy among pre-adolescent second-language learners.

The second key concept is communicative competence issues at the intermediate and advanced ELD levels. Part of empowering students means teaching them how to communicate correctly given different situations. In the past, phonics-based instruction was emphasized, and the teaching of language was broken into parts. Then whole-language theories flourished. Now phonics-based instruction is back. In spite of this pendulum swing in instructional theory, what is important is how communicative competence applies specifically to English language learners.

My third key concept of study will be language and power issues for pre-adolescents. There is no doubt that language ability translates to power in many situations, including economic power, social hierarchies, job opportunities, educational opportunities, and career choices. Friere's theories on language and power are relevant, as is Fairclough's theory on "gatekeepers" of language. I hope to explore how second-language
acquisition is linked to personal power and freedom as well as explore the many challenges adolescent second-language learners face in this power struggle.

The fourth key concept is politeness issues for pre-adolescents. I have always had a keen interest in the role of politeness and manners in language. I intend to study the phenomena of politeness as a foundation for cooperative interaction among pre-adolescent students and as an empowerment tool for English learners in the school setting as well as in society at large.

The fifth and final key concept is acquisition of the language of cooperative learning among pre-adolescents. I will study how cooperative learning techniques improve second-language acquisition as well as help adolescent students face and overcome the pitfalls that more traditional independent and competitive learning techniques are unable to address.

What ties these five concepts together is an overarching view of language ability as an essential tool to people’s success or failure in life. Kraizer (1990) describes this importance of language, especially in pre-adolescence in the following way:
What we say and how we say it is important. Adults shape children by what we say and do to them through words. Children also have the power to shape themselves through language. What can’t be communicated, can’t be mastered, so giving children the words to understand what they feel and think and understanding the ways in which their language and thoughts shape their perceptions and actions is essential. (p. 135)

Limitations of the Project

Limitations may occur due to the current attempts to standardize teaching and assessment nationwide. In California, the educational focus seems to be on gaining the skills to pass standardized test and state examinations. Curricula are becoming superscripted and rigid, leaving less and less time for teachers to address the sociolinguistic needs of students. Teachers are being encouraged to focus on teacher-directed education that involves depositing the knowledge into students that they need in order to perform well on tests. However, education does tend to shift from one end of the continuum to the other over time. I just hope to find a harmonious
and productive balance for myself and my students somewhere in the middle.
CHAPTER TWO

LITERATURE REVIEW

Literacy for Pre-Adolescent English-Language Learners

Basic Literacy

There are many ideas about what defines literacy today. The institution of schooling explicitly defines literacy as reading and writing. Other mainstream views of literacy are that it has a beginning and an end, is related to formal schooling, and once acquired, the individual can get on with their lives or higher learning. According to Larson-Padamsee, Ewert, and Deshler (1996), definitions of “literacy” in the U.S. have evolved dramatically over the last century, from “signature literacy” (being able to sign one’s own name), to “critical literacy” (learning basic language arts skills while engaging in the process of social analysis).

Bennett (1991) suggested that until fairly recently it was assumed that literacy is a good thing, essential to active membership in modern industrial and urban societies, and therefore the state has a responsibility to make all its citizens literate through mass public
education. In this view literacy was often equated with the ability to decode print and/or encode speech into written symbols. Gee (1991) stated that for much of Western history, in fact, church-and school-based literacy involved the ability to fluently read aloud without necessarily comprehending well what was read. Most people today would not want to call this "reading." But if this is not literacy, then the job of the literacy teacher involves not print per say, but discourse systems. And that is a messy business indeed, involving as it does the world of facts, the world of social interaction and social relations, and the world of ideology (values, norms, beliefs).

These more complex perceptions of literacy obviously run counter to what underlies the dominant discourse of preoccupation for most American schools and educational programs with basic reading skills and the instruments used to measure them (i.e. basal texts and tests) that reduce the complexities of literacy to a single problem: decoding and low-level comprehension. Standardized tests, in turn, measure the extent of absorption, and indirectly the delivery of instruction (Walsh, 1991).
Advanced Literacy

Although the fundamental mechanics of a language are essential to basic literacy, it is evident that true literacy involves much more. There is a paradox in the concept of literacy, which can now be stated somewhat straightforwardly: one has to either define literacy quite narrowly as "the ability to encode (and decode) writing," or one has to define it in such away that simple reading and writing do not play a privileged role in the definition. If a view of literacy demands that people understand what they read, then what must be included in this view of literacy is the interpretation people give to the text. But this interpretation is always done in terms of some discourse system, one which will hardly ever be restricted to mere use with written language. Rather, it will be used to encode and decode oral language and events in the real world as well.

Gee (1991) suggested that literacy is the control of secondary uses of language, that is, uses of language in secondary discourses. Thus, there are as many applications of the word "literacy" as there are secondary discourses. One can define various types of literacy as follows: dominant literacy is control of a secondary use
of language used in dominant discourse. Powerful literacy is control of the secondary use of language, that which is used in a secondary discourse that can serve as a meta-discourse to critique the primary discourse or other secondary discourses, including the dominant discourses (Gee, 1991).

There is a growing body of research on literacy from the perspectives of anthropology, cognitive science, sociolinguistics, and the humanities that makes it difficult to view literacy any longer as an undiluted, unqualified good, or as a uniform cognitive skill which is neutral to the social, political, economic, and cultural conditions within which literacy takes particular forms (Bennett, 1991).

Freire (1973) offered an excellent example of this when he stated that to acquire literacy is more than to psychologically and mechanically master reading and writing techniques. It is to master these techniques in terms of consciousness: to understand what one reads and to write what one understands to "communicate" graphically. Acquiring literacy does not involve memorizing sentences, words, or syllables--lifeless objects unconnected to an existential universe--but is
rather an attitude of creation and re-creation, a self-
transformation producing a stance of intervention within
one’s context.

Considering Friere’s view, Walsh (1991) sustained
that his words illuminate a view of literacy which is
purposeful, contextual, and transformative, one that
places the learner rather than the teacher or the text at
the center of the literacy process. Friere’s view
encompasses more than the skills associated with reading
and writing per say; literacy is a creative activity
through which learners can begin to analyze and interpret
their own lived experiences, make connections between
these experiences and those of others, and, in the
process, extend both consciousness and understanding.

**Pedagogical Implications**

As one approaches the teaching of reading and writing
to pre-adolescent English learners, it is important to be
aware of the literacy abilities that students bring with
them. Literacy stems not only from prior schooling but
also from experiences with the ways reading and writing is
used in the home and community. Thus, it is helpful to
become aware of how reading and writing are used in the
home and community because these traditional literacy uses
influence students' ideas, beliefs, and assumptions about reading and writing. Good teaching builds on these ideas and includes the functions of literacy required by United States schools and society (Peregoy & Boyle, 1997).

When approaching literacy, there is no one pedagogy or method. Goodman (1986) offered some concrete terms and understanding that can help shape a transformative language instruction. First, there is no neutral education or approach to literacy instruction. Instructors need to recognize that everyone brings knowledge to the school setting. Second, teachers and learners need to have a consciousness that schools, community, and home environments are all driven by political practices. Third, the importance of the realization that only after examining one's personal standing in the school, community, or home setting is one capable of modifying it. Fourth, it is important to observe the inequities in school, community, and the home setting and to be able to question those in power. Fifth, enlightenment can occur when students move to a place of literacy where they can critically voice their opinions or beliefs.
If language learners are to achieve "mastery" or "full and effortless control" of a language they must have authentic language experiences. Gee (1991) proposed a principle having to do with acquisition: Any discourse (primary or secondary) is for most people most of the time only mastered not through learning, but instead through acquisition: that is, it requires exposure to models in natural, meaningful, and functional settings. Therefore teaching is not liable to be very successful—it may eventually even get in the way. Time spent on learning rather than acquisition is time not well spent if the goal is mastery in performance. According to Gee (1991), whole-language educators maintain that literacy cannot be broken down into separate sub-skills, nor can it be judged by artificially contrived measurements. Instead it is best promoted through authentic events that stimulate, motivate, challenge, and engage the learners in their own development.

Gee’s theory supports Piaget’s emphasis on the need for spontaneous experimentation and collaboration in order to move adolescent students from concrete operational thinking to formal operational thinking. This is easier
to understand in the realm of math and science but is pertinent to language development as well.

At the adolescent stage, students become overwhelmingly concerned with conflicts that arise in their daily lives--issues with friends, schoolmates, brothers and sisters, and teachers (Spock, 1994). It becomes very important to have the ability to verbalize and express concerns over these issues. The effects can be tragic if pre-adolescents are not able to solve problems and express their emotions in a positive way. Therefore, this ability to express oneself must be an integral part of a definition of adolescent literacy because adolescents are connecting their childhood experiences of literacy with a more mature independent literacy that comes with adolescence. Teachers have a special opportunity in the classroom to help these students find the words to discuss problems and address solutions.

There is much to absorb in the study of literacy. It seems clear, however, that research points to a more advanced definition of what constitutes literacy, which is not necessarily emphasized in the school setting. Much emphasis seems to be placed on the basics, especially with
English learners. This seems to be a shortfall in education because it is crucial that students move beyond basic literacy to more advanced and transformative literacy if teachers are to truly empower students. Moreover, when speaking of empowerment, one needs to investigate the link between language and power.

Language and Power

It is clear that mastery of language or lack thereof can directly influence the amount of freedom and power people have to determine their own destinies. Relationships based on language and power are created on a daily basis. Both the forms and the social issues of language are connected with ways of thinking, reasoning, and understanding that mediate between vested political and economic interests, on one hand, and the daily practices of people on the other hand. The final result is the ongoing creation of unequal power structures that are rationalized and reproduced even by those who are disadvantaged by these structures (Bennett, 1991).

In many minds, literacy is touted as a key to access and equality; however, access to literacy development is limited by unequal power relations (Walsh, 1991).
According to Bennett (1991) it is common that literacy skills are differentially distributed among classes and ethnic groups in United States society. Fairclough (1989) proposed that there are various dimensions of the relations of power and language, two of which are power in discourse and power behind discourse. Power in discourse purports that discourse is a tool whereby relations of power are actually exercised and enacted. Power behind discourse illuminates the underbelly of discourse, shaped by the persons of power in a given society.

**Power in Discourse**

It is through language that a person negotiates a sense of self within and across different sites at different points in time, and it is through language that a person gains access to, or is denied access to, powerful social networks that give learners the opportunity to speak (Pierce, 1995). Social identity is the part of an individual’s self-concept, which derives from one’s knowledge of one’s membership of a social group (or groups) together with emotional significance attached to that membership (Tajfel, 1982). The various ways that knowledge is defined in relation to learners reflects power and social order. Questions such as, "Whose
experience is valid?”, “What counts as legitimate knowledge?”, and “How is this knowledge transmitted and/or constructed”? are central to understanding how power manifests itself in educational practice (Auerbach, 1995).

Fairclough (1989) proposed that power in discourse has to do with powerful participants controlling and constraining the contributions of non-powerful participants. He also stated that these constraints can be defined broadly as constraints on content (what is said and done), relations (social), and subjects (subjects’ positions). All three can overlap and co-occur in practice. Social control is exerted not just by what is taught, but by what is omitted; students are rarely taught how to use higher-ordered levels of communication (Auerbach & Burgess, 1985). Fairclough (1989) also identified the concept of gatekeepers; a gatekeeper being someone who generally belongs to the societally dominant cultural grouping and controls an encounter that determines whether someone gets access to a valued objective.

Power in discourse basically exposes the hidden powers in language such as who can control a dialogue. One must have a sophisticated knowledge of language in order
to be the gatekeeper or the person in control of the discourse. These intricacies of language can be a big stumbling block for English-language learners and adolescents who have not developed the critical capacities to question and challenge people who might seek power over them in discourse. This power imbalance can leave them at a great disadvantage when attempting to achieve their objectives.

Power Behind Discourse

The idea of "power behind discourse" is that the whole social order of discourse is put together and held together as a hidden effect of power. In turn, the people behind the power set out to make their social dialect the standard and therefore become a part of a much wider process of economic, political, and cultural unification (Fairclough, 1989).

Fairclough defined ideological power as having the power to project one's practices as universal and common sense. An important mechanism to exercise this control is through discourse practices; thus, authority and power are re-manifested and perpetuated by the ways language is used and the purposes for which it is used.
In relation to showing how people maneuver and struggle for desirable resources, Bourdieu (1991) introduced four fundamental types of capital: economic (command over economic resources), social (resources based on a group membership) cultural (forms of knowledge), and symbolic (accumulated prestige). He then related how the subtleties of language such as accent, grammar, spelling, and style (which are part of cultural capital) can be a factor in social mobility.

Fairclough (1989) stated that literacy (reading and writing abilities) is unequally distributed and accessible. Those having access to prestigious types of discourse and powerful subject positions increase their publicly acknowledged status and authority. Bourdieu (1991) reiterated this view by describing how legitimation of the dominant cultural capital only serves the legitimation of power; this in turn increases symbolic capital. In relation to education, the working class children see it as legitimate that their middle-class peers have more success in the educational system based on their objective performance.

Power behind discourse takes linguistic power relations to the level of societal mechanisms and norms.
It shows the multiplication of linguistic power relationships to a point of influencing the very institutions and foundations of society.

**Implications for Pre-adolescent English-Language Learners**

How does the social position of the second language affect opportunities for the learning and the course of second language development? Many classroom studies of second-language learning have noted the mismatch of power relationships between the teacher and the students, with teachers typically seen as dominant figures who control the details of second language classroom discourse (Chaudron, 1988). This control is then reproduced in the real world through personal experiences or through family situations of trying to obtain to obtain capital. Mitchell and Myles (1998) demonstrated this by stating that adult second-language learners may regularly be subjected to discrimination and racial harassment. Yet they may depend for essential social goods and services on second language-medium interactions with representatives of the majority community, gatekeepers, with whom they must negotiate successfully to obtain housing, jobs, health care, and other necessities. Moreover, there
exists a tendency to overlook teaching students how to complain or defend their rights and thus they are expected to assimilate (Auerbach, 1995).

While societal tendencies are to control adolescents and persuade them to assimilate toward acceptable norms, adolescents are at a prime stage for the very opposite reaction. Spock (1994) suggested that in pre-adolescence (9-12 yrs.) students are very concerned over conflicts that arise in daily life. They are also forming patterns of belief and behavior and want to address issues of social rights and wrongs. At this stage Spock (1994) states,

Hearing a respected teacher or even a parent explaining his or her values reinforces the actual experiences children are having in their own lives. It is a time when real issues take on real significance, as children begin to understand the effects of tolerance and intolerance, respect and disrespect, love and hate. It is a time when they can learn to be tolerant of and appreciate religious beliefs, skin color, customs that are different from
their own- especially if a respected teacher shows the way. (p. 111)

It seems that pre-adolescent students are at the prime point in their lives to develop a greater understanding power and language.

The Participatory Approach in Teaching Power and Language

The participatory approach starts with the assumption that if literacy instruction is to be meaningful to participants and enable them to shape their realities, it must be centered on issues of importance to them. Once themes or issues from students’ lived experience are identified, participants explore them through dialogue; thus, analysis of students’ concerns becomes the context for language and literacy training. This prepares them for critical participation rather than passive assimilation. As learners become increasingly involved in directing their own education, they practice active participation in other areas of their lives (Auerbach, 1995).

In adolescence, children are seeking more power in their interactions, especially with adults. Yet,
sometimes in these years parents and teachers seek more power over kids in order to control them.

It seems, however that, true dialogue implies an equality among participants. Where there is not a goal of one party prevailing over the other. In dialogue of this kind, attentive listening to the other and purposeful avoidance of privileging one's own ideas or contributions over the others are salient. In dialogue, then, the goal is not necessarily to reach a conclusion rather it is to foster an environment where a multiplicity of views or opinions is valued and where communication remains possible.

(Spock, 1994, p. 87)

It is evident that power and language acquisition are closely linked and that power relationships are developed based on literacy or lack thereof. The first step in overcoming unequal power relationships is by identifying them and then working to create relationships that foster the maximum amount of learning for both students and instructor. Just as every parent would admit they learn a great deal from their children and vice versa, it is important to establish relationships between people of
mutual learning and interdependence. Friere’s ideas emphasize this interaction between people in which everyone brings something of value to the table, not just those deemed “teacher,” “instructor,” “doctor,” “sage,” etc. Empowerment of all parties occurs when the learning field is equalized and students’ anxieties are lowered in order to facilitate their optimum learning potential.

Communicative Competence Issues for English-Language Learners

Empowering a student means they will not only know how to communicate correctly, but they will know how to communicate correctly in the right situation. The focus of most teaching in the past has been to teach language by teaching its parts; in the 1990’s this shifted to whole language, and recently back to focus on parts. Both theories in isolation have their shortcomings. Both tend to focus on reading and lack an emphasis on oral communication, which is an integral factor in communicative competence. Especially with pre-adolescent English-language learners, oral communication is of paramount concern. Thus, in order to be competent in communication, several factors need to be addressed.
What is Communicative Competence?

Definitions of communicative competence vary from a simple one--ensuring one’s message is understood regardless of linguistic accuracy--to all-encompassing definitions that entail thorough knowledge of linguistic, sociolinguistic, and discourse rules (Bachman & Palmer, 1982). The history of these definitions is outlined below.

The term “communicative competence” was introduced by Hymes (1972), a sociolinguist, who criticized Chomsky’s notion of linguistic competence as being too limited and failing to consider the social and functional rules of language. Linguistic competence, knowledge about language forms, has been the mainstay of English language arts programs.

In Hymes’ view, a person who acquires communicative competence acquires both knowledge and ability to use language with respect to the following aspects: whether (and to what degree) something is formally possible; whether (and to what degree) something is feasible in virtue of the means of implementation available; whether (and to what degree) something is appropriate (adequate, happy, successful) in relation to context in which it is
used and evaluated; and whether (and to what degree) something is in fact done, actually performed, and what its doing entails (as quoted in Richards and Rodgers, 1986, p. 69).

According to Canale’s (1983) definition, communicative competence consists of four components: grammatical competence, discourse competence, sociolinguistic competence, and strategic competence. Various definitions of each are examined as follows.

Grammatical competence encompasses “knowledge of lexical items and the rules of morphology, syntax, sentence-grammar semantics, and phonology” (Canale & Swain, 1980, p. 29).

Discourse competence focuses on the relationships between sentences. It involves the ability to connect sentences in stretches of discourse and to form a meaningful whole out of a series of utterances (Brown, 1994).

Sociolinguistic competence goes beyond the sentences and discourse levels; “it requires an understanding of the social context in which language is used: The roles of the participants, the information they share, and the function of the interaction. Only in a full context of this kind
can judgments be made of a particular utterance” (Sauvignon; 1983, p. 37).

Strategic competence is “the verbal and nonverbal communication strategies that may be called into action to compensate for breakdowns in communication due to insufficient competence” (Canale & Swain, 1980, p. 30). Swain (1984 p. 189) then revised the definition to contain “communication strategies that may be called into action either to enhance the effectiveness of communication or to compensate for breakdowns.” Savignon (1983, p. 43) suggested that strategic competence is being knowledgeable about how to support communication through “paraphrase, circumlocution, repetition, hesitation, avoidance, and guessing, as well as shifts in register and style.”

Brown (1994 p. 227) summarizes his view of communicative competence as the ability to demonstrate knowledge and skills of a language both functionally and interactively. Therefore, communicative competence is the aspect of a language learner’s competence that enables them to “convey and interpret messages and negotiate meanings interpersonally within specific contexts.”
Language Competence

Language competence is not an easily discernable ability. It is comprised of varying components that are interdependent, simultaneously used, and interact with one another as well as with features of the context in which the language is used (Bachman, 1990, p. 86).

Language competence includes both organizational and pragmatic competence. Organizational competence is comprised of grammatical and textual competence. Grammatical competence relates to the construction and recognition of grammatically correct sentences. Textual competence pertains to the comprehension of the sentences' propositional content and organization into oral and written discourse units. Pragmatic competence is comprised of illocutionary and sociolinguistic competence. Illocutionary competence is the ability to send and receive intended meanings.

Communicative Competence and Language Proficiency

In general, language proficiency can be defined as the ability to use a language effectively and appropriately throughout the range of social, personal, school, and work situations required for daily living in a given society. In literate societies, language
proficiency includes both oral and written language. Therefore educators should desire their students to become competent in four language processes: listening, speaking, reading, and writing.

A good definition of language proficiency emphasizes not only the grammatical rules governing sounds, word forms, and word order to convey meaning (phonology, morphology, syntax, and semantics) but also knowledge of social conventions of language use (e.g. how to start and end a conversation smoothly; how to enter a conversation without interrupting other individuals; how and when to use informal expressions such as slang as opposed to more formal ways of speaking; how, whether, and when to establish a first-name basis in a formal relationship). Thus it is evident that judgments concerning language proficiency are deeply rooted in social and cultural norms. For this reason, the term communicative competence is often used instead of language proficiency (Peregoy & Boyle, 1997).

It is important to note that when people use language, they must coordinate all language subsystems (i.e. phonology, morphology, syntax, semantics, and pragmatics) simultaneously in a way that is appropriate to
the social situation in order to communicate effectively. Language proficiency represents a large and complex array of knowledge. Appropriate language usage involves both social and grammatical knowledge. People adjust their linguistic style from formal to informal, oral to written, according to their needs and purposes. Fully developed language proficiency, or communicative competence, thus includes development of a repertoire of oral and written language skills from which to choose to achieve communication across a range of social situations, including academic situations (Peregoy & Boyle, 1997). Canale and Swain (1980) stated that communicative competence emphasizes the idea that proficient language use extends beyond grammatical forms to include language functions as well as the social conventions of language to achieve communication.

Successful communication is defined as the transference of ideas, thoughts, attitudes, and opinions from a sender (the speaker) to receiver (the listener) with the receiver understanding the content of the message in the same manner as the sender intended (McCabe & Rhoades, 1988). The communication process becomes complex because we each communicate within our own frame of
reference. A person’s frame of reference is the sum total of his or her experiences and knowledge.

Implications for Pre-Adolescent English-Language Learner Students

Students learning English as a second language face a complex task that must take place gradually over time. Simultaneously, many will also develop and maintain proficiency in their home language, including literacy skills, thereby becoming bilingual and biliterate. According to current theories in second-language acquisition, communicative competence in a second language more readily and effectively develops when learners are exposed to and engaged in meaningful communication in that language (Bassano & Christison, 1995). Complementary mechanisms, including active involvement in language use, are equally essential for the development of communicative competence (Mitchell & Myles, 1998).

A technique that seems to promote communicative competence in English language learning students is engaging them in speech events. Examples of speech events with their own distinctive structures and routines in current urban society might be telephone conversations, service encounters, or job interviews. The ability to
participate appropriately in relevant speech events is an important part of communicative competence, now generally accepted as the broad eventual target of second language learning as well as of first language development (Mitchell & Myles, 1998).

Communicative competence is a broad concept that is integral to literacy. It parallels the earlier idea of advanced literacy in that in order to be communicatively competent, one must be able to manipulate the complexities of language in every possible way; the goal being to maximize the effectiveness of language. People strive for that ability over the course of their lives but it is especially important to encourage pre-adolescent second-language learners to move to these more sophisticated levels of language development. Current language arts programs focus heavily on the basic elements of language (namely reading and writing). These skills, however, are not enough for students to achieve communicative competence.

Politeness Issues for Pre-Adolescent English-Language Learners

One area that flows from advanced literacy, communicative competence, and language and power relations
is the concept of politeness. In order to be competent in a language, a person needs to know when and how to say things in appropriate situations in order to maximize his or her objectives. The subtleties of this area can be very confusing for second-language learners. The use of polite language can also be foreign to pre-adolescent students in general. Watching the Disney channel, one is confronted with the overwhelming prevalence of pre-adolescents who are speaking and behaving rudely. Children that speak rudely to their parents as well as their peers can be the norm in many situations both on television and in real life. However, the topic of politeness is a good place to continue this exploration of how to maximize the effectiveness of language acquisition.

Definitions of Politeness

There are several definitions of what constitutes politeness. Politeness is basic to the production of social order, and a precondition of human cooperation, so that any theory which provides an understanding of this phenomenon at the same time goes to the foundations of human social life. In addition to their status as universal principles of human interaction, politeness phenomena by their very nature are reflected in language.
Societies everywhere, no matter what their degree of isolation or their socioeconomic complexity, show these same principles at work; yet what counts as polite may differ from group to group, situation to situation, or from individual to individual (Gumperz, 1982).

**Brown and Levinson’s Theory of Politeness**

Brown and Levinson (1987) are theorists in the field of linguistics and experts in the role of politeness as it relates to sociolinguistics. They define politeness as the manifestation of respect and recognition of another’s face. Face is defined as one’s self-esteem and/or public identity. Face is further broken into two categories, negative face and positive face. Negative face is the desire of every competent adult member that his or her actions be unimpeded by others. Positive face is the desire of every member that his or her wants be desirable at least to some others. Politeness is required in certain situations because of its effect on this concept of face. Threat to a person’s face would include orders, threats, warnings, and dares. Disagreements can create a threat to one’s face if they involve social disapproval. Other threats to face include criticism, ridicule, insults and accusations. Brown and Levinson offer politeness
strategies that minimize these threats and therefore
maximize communication and language effectiveness.

Rationale of Politeness

Goody (1978) suggested that polite forms of discourse
are used to secure cooperation by avoiding situations that
would antagonize the listener. Further, Wildner-Basset
(1994) related that politeness simplifies social
interaction by offering a number of predictable
conversational strategies for accomplishing interactional
goals. In time, politeness strategies become habitual
formulas or routines that speakers use to accomplish their
objectives quickly and efficiently within a given cultural
context.

Politeness can be a key tool in neutralizing an
imbalanced power relationship. Formal situations are
characterized by an exceptional orientation to and marking
of position, status, and “face”; power and social distance
are overt, and consequently there is strong tendency
towards politeness. Politeness is based upon recognition
of differences of power, degrees of social distance, and
so forth, and is oriented to reproducing them without
change (Fairclough, 1989). Maynard-Smith (1986)
generalized to this extent: the problem for any social
group is to control its internal aggression while retaining the potential for aggression both in internal social control and, especially, in external competitive relations with other groups.

In this perspective, politeness, deference, and tact have a sociological significance altogether beyond the level of table manners and etiquette books; politeness, like formal diplomatic protocol, assumes a potential for aggression as it seeks to disarm it and makes possible communication between potentially aggressive parties. Goffman (1971) stated...

it is through the diplomatic fiction of virtual offence, 'or worst possible reading' of some action by A that potentially trespasses on B's interests, equanimity or personal preserve. By orienting to the 'virtual offence,' an offender can display that he has the other's interest at heart. Equally, a failure to orient to the virtual offence counts as a diplomatic breach. Thus is constructed a precise semiotics of peaceful vs. aggressive intentions which in assigning such momentous significance to what are often trivial substantive acts requires a
constant vigilance over the manner in which social interaction is conducted. (p. 90)

Hendry (1995) stated that the nature of politeness involves a system of strategies that result in the realization of power. Polite language has the power to manipulate people. Hendry studied Japanese culture and found a basic form of politeness called kiego. He suggests that using kiego persuades others to happily do things they are not inclined to do. Think of the scenario of a child demanding “I want some more candy!” If an adult gives in to that demand, it could be damaging to the adult’s face as well as that of the child’s. Then, envision a child asking politely, “May I please have another piece of candy?” Which way is the child more likely to get what they want? Also, whether the answer is yes or no, both the child and the adult are seen in a positive light because of the use of respectful language. This type of manipulation occurs throughout human relationships and languages and thus must be an integral part of language instruction.
Politeness and Pedagogy for Pre-Adolescent English-Language Learner Students

With programs such as the Polite Child sweeping the nation, it is clear that politeness has come to the forefront of education not only for its linguistic implications but for its pragmatic sense in establishing respect, order, cooperation, and proper protocol in the school setting. Behind the politeness theories is the realization that words have significant power and that one needs to be sensitive to how words are used both to place oneself in the best possible light as well as be sensitive to how one’s words will affect others who are hearing them.

With the importance of polite language being recognized in general, it is especially important that it be addressed in the English-language learner curriculum. Swan (1995) suggested that practical English instruction should include several politeness strategies like requests and statements as yes/no questions, the use of modal words like “could,” “would,” “may,” and “might,” and the use of softening expressions like “quite” and “kind of.” Swan further suggested that ESL pedagogy should address the various polite social language that may occur in the
following situations: introductions, greeting, doctor visits, small talk, getting people's attention, apologies, asking people to repeat, expressing thanks and good wishes, sympathy, and so forth.

Etiquette expert Fox (2004) listed the ten most important things to teach children when it comes to politeness in the U.S.: 1) using key words, such as "please," "thank you," "may I," "you're welcome," and proper greetings like "Good morning"; 2) writing thank-you notes; 3) looking people in the eye when speaking; 4) respecting oneself and others when speaking; 5) not interrupting people when they are speaking; 6) treating people as one wishes to be treated; 7) using good table manners; 8) giving a firm handshake; 9) being compassionate towards others; and 10) cleaning up after oneself. All of these form a good basis for ELD lessons that could be explored in great depth.

In researching politeness I have found many ties to the other key concepts explored thus far. Politeness relates to advanced literacy because politeness goes beyond basic speech to a more sophisticated use of language. It also tends to neutralize power relationships and increase the effectiveness of communication. Further,
being able to speak and interact in a polite way moves one closer to communicative competence.

Teaching politeness is of huge benefit to English learners because it is fairly basic to learn and yet it demonstrates a more sophisticated knowledge and manipulation of language. It is also of great benefit to adolescent students who crave power and equality with adults. Politeness can be seen as a great tool to manipulate and equalize social relations. What pre-teen or teen would not like to master the art of persuading people to do what they are not normally inclined to do? Put in this light, adolescents might just jump right on the politeness bandwagon rather than the in-your-face behavior seen in mainstream adolescent media.

Acquiring the Language of Cooperative Learning

Cooperative-learning strategies have become integral components in language-art programs throughout the United States. Due to inclusiveness of techniques and skills learned, cooperative-learning strategies offer an effective way to approach all language learning in the United States.
Society is designed so that citizens are cooperative with one another. Yet schools, for the most part, are set up so that students are independent and compete with one another. Oftentimes one sees students seated individually in a classroom to receive instruction; and they are definitely isolated when being assessed on a yearly basis with standardized testing. Given this emphasis on the individual in schools today, it is all the more important to explicitly teach cooperation and teamwork.

Cooperative learning brings students together and begins to empower them as they learn how to interact with others as well as seek peer help. This is especially important in large classroom settings where the ratio of teachers to students can be 1 to 32 or greater. When instruction is delivered to individuals, many students miss out because they may not have the courage to ask questions in front of the whole class. This is especially true with English learners who may not want to ask a question in front of a large class because they feel deficient in their English-language skills. This can spiral into a lack of participation and language use that is necessary for learning. Cooperative learning offers a more hospitable environment in which second-language
learners can feel more comfortable expressing themselves and asking questions.

**What is Cooperative Learning?**

Olsen and Kagan (1992) defined cooperative learning as a group learning activity that is organized to assure that learning happens through the information exchange among student groups. Woolfolk (1995) stated that cooperative learning is an arrangement in which students work in mixed-ability groups and are rewarded on the basis of the success of the group. Slavin (1995) observed that cooperative learning seems to result in the improved ability to see the world from another person's point of view, better relations among different ethnic groups in schools and classrooms, increased self-esteem, and greater acceptance of handicapped and low-achieving students. His studies show that when the task involves complex learning and problem-solving skills, cooperation leads to higher achievement than competition, especially for low-ability students. Because the outcomes of cooperative learning are strongly dependent on detailed planning and implementation, cooperative learning has become the most operationally well-defined and procedurally structured form of collaborative learning (Cuseo, 1992).
Why are Cooperative Groups Effective?

According to McCabe and Rhoades (1988), studies have consistently concluded that human interaction skills such as effective communication, problem solving, conflict management, and a knowledge of, and ability to, identify and utilize resources (whether they are intellectual, informational or recreational) are the skills needed for a successful future society. Citizens must possess a sense of responsibility for self and others; they must be dependable; and they must be able to use their own initiative if they are to be successful.

Higher achievement is not the only reason for using cooperative learning. The quality of life within classrooms improves when cooperative learning replaces competitive and individualistic learning. Students care about each other and become committed to each other’s success and well-being. Each day, students enter the classroom knowing that there are peers within the room who will be glad to see them, who care about them as persons, and who will help and assist them learn. In this type of setting every student has the opportunity to develop friendships. This is true regardless of ethnic and cultural differences, differences in primary languages,
and differences across many human abilities. The joint success and commitment to each other’s well-being results in positive relationships regardless of how heterogeneous the students are. The caring and committed relationships fostered within cooperative classrooms can literally change lives (McCabe & Rhoades, 1988).

The benefits of cooperative learning do not end at the close of the school day or school year. Cooperative learning provides an arena in which basic life survival skills are mastered. There is evidence that grades in school are not highly correlated with career success or with quality of life as an adult. Social skills are related to getting and keeping a job, and the quality of personal and family life. The more that skilled individuals work together to complete a task, the more likely they are to succeed in their careers and build meaningful relationships. Using cooperative learning makes the classroom more realistic in terms of the real world of work and family life and gives students a push toward success and happiness (Bassano & Christison, 1995).

When students begin to take a more active part in designing and conducting their language study—when they become more actively involved not only in practicing
tutoring each other but in the very arrangement of the classroom and preparation of materials--teachers have more time to work with individual students. Through careful and varied grouping of students, teachers are much more able to deal with a large class size and dissimilar interests and proficiencies among learners. Both of these are obstacles and frustrations shared by nearly all classroom teachers as they try to reach each individual learner (Bassano & Christison, 1995).

According to Bassano and Christison (1995), students in cooperative groups have a better opportunity to develop their oral language. Also these groups help initiate critical thinking, problem solving, and collaborative social skills.

Cooperative Goal Structure

In a cooperative group, students work together toward the completion of an assignment, and work together to achieve a common goal. Their success is dependent upon all group members doing an equal share of the work and helping other group members learn the material. The group is responsible for members' understanding the lesson content. These parameters lead to a sense of group, or
social, responsibility while developing group cohesion (McCabe & Rhoades, 1988).

Simple cooperation focuses on the instruction of social skills in heterogeneous and homogenous student groups while maintaining an emphasis on academic content. When entering a simple cooperation classroom, the first thing a person might notice is that students are clustered in small groups at workplaces around the room. While watching, a person would notice an unusual level of concentration in the groups with students focusing on the assignment and materials, and also one would be aware of the lack of distracting behaviors. Instead, students will be discussing their work, speaking one at a time, listening to each other, and encouraging each other to share their thoughts and ideas.

The teacher would be walking around the room, stopping at groups here and there to observe and offer guidance where needed. An atmosphere of support and friendliness would pervade the room. The groups of students might be discussing the best way to approach a problem, or they may be studying spelling, history, math, literature, or any of the other subjects normally taught in the classroom. And in spite of the usually high level
of relaxed concentration, the students are the usual mix of skill levels and emotional development found in any classroom (McCabe & Rhoades, 1988, p. 3). Thus once enacted, the cooperative learning structure allows for greater student interaction and more academic conversation time than the traditional methods of teaching.

**Implications for English-Language Learners**

There are many aspects to consider in using cooperative learning in a second-language acquisition setting. They can be narrowed down to positive interdependence, face-to-face verbal interaction, individual accountability, social skills, group processing, and appropriate grouping.

In order to achieve positive interdependence, teachers should make it clear to students that each student is responsible to his or her team as well as to one’s own learning; that each student has an obligation to learn the material and try to ensure that all teammates learn it too (Cooper & Mueck, 1990). Students have to believe, and act, as if they are in the learning situation together, and must care about each other’s learning (Johnson & Johnson, 1984).
Face-to-face verbal interaction is important; a high degree of personal interaction is needed so that students are active in the learning process by explaining, arguing, elaborating, and linking the new learning material to previously learned facts and concepts (Schmidt, 1989).

Individual accountability is achieved when students help one another, no group member can afford to sit back and "hitchhike" (Kaufman, Sutow, & Dunn, 1997).

Social skills are promoted and enhanced in the task-oriented group environment, because students must exercise their leadership (Kaufman et al., 1997). Through meaningful tasks completed cooperatively with peers, students are allowed to rebuild their social skills in their new language, such as knowing how to interrupt politely and effectively, how to successfully negotiate meaning, how to disagree tactfully, and how to come to a compromise (Bassano & Christison, 1995).

In classes with cooperative learning, students learn about each other and about different social or cultural values, opinions, beliefs. Students who carry out tasks that require listening to others, sharing ideas, information, opinions, and who are placed in a position of
being somewhat dependent upon each other to succeed, develop empathy (Bassano & Christison, 1995).

Group processing requires members to periodically assess how well they are working together and how they could improve to ensure successful and efficient completion of their academic tasks, as well as to achieve high scores on tests (Kaufman et al., 1997).

Finally, appropriate grouping requires the teacher to ensure that each group contains members with various attributes to strengthen problem-solving and social skill building of all group members (Kaufman et al., 1997).

Possible problems and initial reactions of students who are unprepared for collaborative grouping include the following: aggression, withdrawal, apathy, evasion, egocentrism, condescension, complaints, and disorderly conduct (Bassano & Christison, 1995). However, the rewards and outcomes of cooperative learning outweigh the disadvantages.

Student Empowerment in the Cooperative Classroom

According to Bassano and Christison (1995) there are four stages in the development of group skills. First, learners develop an awareness that collaborative learning exists and gain an understanding of its importance and
efficacy. Second, learners begin to understand what are some of the necessary skills in order to be effective group members. Third, learners begin to practice the words and skills in a somewhat self-conscious, mechanical (and often awkward) manner. This is akin to learning to drive a car and is often the most difficult step. Finally, after a good deal of practice, they will gain an unconscious, automatic use of collaborative skills both in and out of class.

In addition to these steps there are a few steps that teachers can take to prepare students for collaborative groups. First, teachers need to gain knowledge of the students' past schooling experiences and determine their expectations. Next, it is important to validate their past experience by beginning with the familiar. Further, instructors should allow students to get acquainted using icebreakers. Lastly, it is important to build strong awareness among students of why group skills are so important in learning a second language (Bassano & Christison, 1995).

Implications for Pre-Adolescent English Learners

Cooperative learning also fosters many of the skills necessary for students to transition to adolescence and
adulthood in a positive way. First it fosters an understanding of choice. Students have the power to choose their roles, their participation level, and their use of language. Learning about choice also includes understanding that failure to make a choice is in itself a choice. Further, choices involve consequences.

This leads to an understanding of responsibility, another important life skill. Taking responsibility involves recognizing what one has created through thoughts or actions and to be accountable for both the direct and indirect results of these thoughts and actions. Being responsible enhances one's sense of control, choice, and power.

Finally, cooperative learning fosters a sense of community. Children need to have a sense of their relationship to the rest of the world. Students need to learn how to feel support and extend support beyond themselves, their immediate family, and eventually, beyond the classroom. This sense of relationship is not only healthy for its own sake, but also supports the development of other life skills and appreciation for one's impact on others.
According to Piaget's theory of cognitive development, the three most important classroom issues are developing "how to learn" skills, providing transfer of learning, and teaching problem solving. "How to learn" skills are described as the individual's ability to organize his or her own behavior efficiently in order to extract meaning from a situation or to initiate steps to solve some predetermined problem. Problem-solving skills cannot, according to Piaget, be taught directly; rather, they must be developed through a process of experimentation and reinvention. Piaget emphasized the importance of peer interactions in cognitive development. He believed that only through this type of interaction does a student acquire the ability to see issues from other perspectives; and that through exchanges with others, students examine their own thinking, explore other alternatives, and reorganize their views and conclusions.

Cooperative-learning strategies are a great way to build all of the important linguistic skills that have been explored earlier in this project. It also is an important skill in its own right so that students can be empowered and successful both in school and beyond the institutional setting of school. Further, it is an
especially effective strategy to maximize the learning of English learners. Reality shows on TV like "The Law Firm" and "The Apprentice" depict the absolute need to be able to work with a team and cooperate in the business world and beyond. One can know all the intricacies of a language and be very linguistically adept, but if one is unable to express those skills in a group setting and work with other people, career options can be quite limited. Thus, the study of cooperative learning culminates this literature review and reinforces the concepts of language and power, communicative competence, and politeness.
Key Concepts of Empowerment for Pre-Adolescent English Language Learners

In the literature review five key concepts were examined that have particular effects on pre-adolescent English-language learners. If we begin at the bottom, we are faced with the reality that in society there are language and power issues that drive relationships and put people at either an advantage or a disadvantage for achieving their individual goals and participating fully in the goings of life and work.

English language learners are at a particular disadvantage for several reasons. First, they are just learning how to use English and are usually several years behind those who use English as their primary language. Second, they are adjusting and learning about social and cultural differences from their primary experiences and therefore have a great disadvantage in a competitive capitalistic society such as ours. Pre-adolescents are at a disadvantage as well in language and power issues, for several reasons. Pre-adolescents are just beginning the
process of wanting to challenge and engage equally with the "gatekeepers" of language like teachers and parents, but may lack the tools to go about it in an effective way. Rebellious tendencies in pre-adolescence tend to drive those in power to seek to control pre-adolescents even more in order to maintain power and squelch the budding independence that pre-teens and teens seek.

If we combine the issues of pre-adolescence and English language learning then we see a compounded disadvantage for students in this category which leads to the question, "How can a teacher most quickly and effectively give these students the tools they need to overcome these obstacles and achieve a sense of socio-linguistic empowerment?"

The answer to this involves a comprehensive English language arts program with an effective English-language-development component. The focus in this paper is on teaching polite language and politeness issues and teaching cooperative learning strategies and language. Teaching these more sophisticated skills along with the basics can be a great step in moving pre-adolescent English-learners to higher levels of discourse. If students are able to engage in secondary or advanced forms
of discourse then they are achieving communicative competence and advanced literacy in English. With literacy and communicative competence pre-adolescent English learners can begin to equalize the playing field between themselves and those who have built-in advantages and who are in a position to hold power over them. The ultimate goal of sociolinguistic empowerment can be achieved to some extent with some fairly quick and simple strategies and language.

Figure 1. Theoretical Model of Sociolinguistic Empowerment of Preadolescent English Language Learners Through Literacy
The theory behind this model is that one has to be aware of concepts of language and power as a foundation, and once he or she is aware they can use strategies such as cooperative learning and politeness to become more confident and capable. Once awareness is achieved there is dynamic possibility to achieve communicative competence and empowerment in secondary discourse; as Freire (1973) called this a creation and re-creation, a self-transformation producing a stance of intervention within one’s own context.
CHAPTER FOUR

RELATIONSHIP OF LESSON PLANS AND THEORETICAL MODEL

The theoretical research and strategies discussed in the literature review can be combined to create a comprehensive social studies unit that will empower pre-adolescent English-language learners. Objectives embedded within the lessons and unit address issues of literacy, sociolinguistic power, politeness, communicative competence, and cooperative learning. Each lesson addresses learning standards, English-language-development standards, and content standards. The subject matter of the lessons forms the basis by which higher-level critical-thinking skills can be used, so that students can find themselves represented in the material as well as move beyond themselves to understand other people and the greater society. Many of the lessons incorporate if not focus on the language of cooperative learning and interaction, which serves to magnify and enrich the learning experience.

The novel Lupita Mañana provides a provocative subject matter through which students can explore the
value of literacy, language and power relationships, politeness issues, and communicative competence all through the eyes of pre-adolescent English-language learners as protagonists (Lupita and Salvador) and their own personal experiences.

Lesson Plans

The unit is structured around task-based learning. According to Diaz-Rico (2004), tasks help students practice communicative events that they will encounter in the real world. Task chains require students to complete a specific objective that is monitored by the instructor. In order to complete the objective a student may use a variety of language modalities: listening, speaking, writing, reading, and presentations.

Most of the lessons have a common thread of having the students work in a collaborative learning situation in order to increase their communicative competence. Politeness is fundamental to collaboration and communicating therefore is present in every lesson. The lessons tend to revolve around one or two key concepts.

Lesson One lays down the foundation of collaborative learning and incorporates communicative competence by
having the students work together to agree upon a goal and then carry out that goal. This will require negotiation of the goal and evaluating how well they communicated in the process.

Lesson Two illustrates the idea of literacy by having students use a graphic organizer so that they can analyze and interpret their own lived experiences. They will then increase their literacy of a given topic by identifying what they would like to learn in relation to the topic. Students then demonstrate their communicative competence by reporting their background knowledge orally.

Lesson Three has the students become familiar with vocabulary related to given topic in order to increase their communicative competence. Once students have a working knowledge of the vocabulary they can explore the power in and behind the words, again increasing their literacy of the topic.

Lesson Four has the students explore politeness issues by demonstrating the power of using language to accomplish their goals. By successfully negotiating with a gatekeeper, students demonstrate their communicative competence.
Lesson Five has the students interpret and become aware of literary devices in language, thus increasing their literacy. They also have a chance to explore how messages can come across implicitly. Students then demonstrate their communicative competence through an oral presentation of their findings.

Lesson Six has the students determine how a setting can be influential, thereby becoming more literate about texts and their environment. Students then have an opportunity to work on mastery of their oral skills by presenting their projects.

Lesson Seven has the student piece together clues and use their background knowledge to exercise their formal-operational thinking.

Lesson Eight once again has the student explore literary devices to master a secondary use of language. They also have the opportunity to write what they understand.

Lesson Nine has the students communicate graphically their interpretation of the main ideas of the story. By completing this lesson students can make connections between their experiences and those of others.
Lesson Ten allows the students to exhibit their understanding of the text through authentic events by creating a news broadcast. The lesson requires students to use a different discourse system, one of newscasters.

Lesson Eleven takes in to account the students' increased literacy of the topic to relate to critical transitivity thinking. They are given the opportunity to think in ways that could create change through their own thoughts, words and actions.

These lessons serve as an introduction to critical transitivity thinking and are supposed to take pre-adolescents out of the basic thinking stages. The instructor and students can then work on other topics in the manner that is followed in the unit in order to continue the real-world applications of literacy and communicative competence that are needed to acquire secondary discourse systems.
CHAPTER FIVE

OVERVIEW OF THE CURRICULUM UNIT

Assessment of the Unit Plan

There are several ways to assess the effectiveness of this social studies unit in integrating the theory discussed in the literature review and in empowering pre-adolescent English learners in the way the sociolinguistic model outlines.

Assessment of the unit would begin with determining if student were able to identify a problem in society through discussion and the through the novel *Lupita Manana*. The teacher could assess through much observation during class and group discussion and through many of the oral and written presentations that students would give throughout the unit. Assessment of task chains would be performed while the students are working or when they finish an objective. The assessment of student comprehension can consist of posters, focus sheets, work sheets, or assessment sheets, or both (Diaz-Rico, 2004).

Secondly, I would assess whether the proper language had been taught and learned in order to give students the tools in which they could discuss and explore the issues
in a positive and effective way. There are many assessments of whether students are acquiring the language of cooperative learning throughout the unit. The teacher can do a lot of observational assessment during cooperative group lessons. Several student and group assessment sheets allow for the constant monitoring of the collaborative learning in order to allow the instructor and students to make changes in behavior and language. Monitoring of the groups is necessary in order for students to receive maximum benefits of the collaboration. Because cooperative learning strategies and politeness go hand in hand, these lessons also lend themselves to the assessment of whether students have acquired the polite language needed to maximize their interactions with their peers and with the teacher. I would use the English-language-development continuum heavily to determine what progress students made during the unit for the language objectives. The students' listening and speaking abilities, reading, and writing can be assessed in a manner that is ongoing by using the English-language-development continuum. This is to show where a student has begun and also shows his or her progress over a period of time. The continuum assists in pinpointing a student's
areas of strength and weakness in order to assist the student to build on prior skills. When using the continuum the student does not advance from one level to the next unless the previous level has been mastered.

Next, the teacher would assess whether students have moved to higher-level thinking on the subject matter and achieved some level of communicative competence and literacy in secondary discourse. This could be assessed in some of the latter lessons like the news broadcast and the essay where students have to put many of the learning objectives together to create an authentic assessment of overall comprehension as well as the students oral or written ability to explain what they have learned. The teacher would grade final presentations with a rubric that would indicate whether students had achieved a level of communicative competence that could be used in assessing how well the unit had been taught.

Finally, the instructor can assess whether the unit had taken the students to the ultimate goal of being sociolinguistically empowered to some degree about an issue that affects them, their families, and the society at large. This could be done by assessing some of the more complex lessons at the latter part of the unit. The
instructor can observe how involved students are in the subject matter, what kind of conflicts they are able to identify, and the solutions they come up with to tackle immigration issues.

The most telling assessment of student empowerment would be in how excited students are to engage in the extension activities. If students are excited about reading other novels that deal with immigration—especially those that show a different perspective—then they have been empowered. If students are passionate about delving deeper into immigration issues and how they might be able to affect change at the local, state, and federal levels, then they have been empowered. If students feel compelled to discuss these issues more broadly both inside and outside of the classroom, then they have been empowered. If students are eager to explore other societal issues based on their experience in this unit, then they have been empowered. All of this assessment of the unit will be indicative of whether this unit provides an avenue by which students can climb their way up the theoretical model of sociolinguistic empowerment represented in Figure 1.
As the culmination of this project, it is the goal of this unit to create a hands-on experience for students and teachers in the classroom that starts at the ground level and then takes both teachers and students on a transformative learning journey that incorporates all the key concepts discussed in the literature review.
APPENDIX

UNIT PLAN
Social Studies Unit

Lupita Mañana and Immigration

Unit Objectives

Learning-Strategy Objectives:
1. Become familiar with cooperative learning vocabulary in order to participate successfully in a group assignment.
2. Increase communicative competence through a variety of learning strategies.
3. Identify main parts of the story (characters, setting, plot including the main problem[s] and the resolution).

Language Objective:
1. Participate in social conversations and identify tone and mood in the sender’s voice.
2. Identify how conflict, character, and setting affect events in a story.
3. Use graphic organizers to improve reading comprehension.
4. Make a reasonable assertion of text.
5. To advance on the standards listed on the ELD continuum.

Content Objectives:
1. Become familiar with the vocabulary of immigration.
2. Complete various graphic organizers that depict what they know about immigration, what they want to know and what they learn about immigration as well as synthesizing main ideas of the novel.
3. Research key vocabulary and present information orally to the class.
4. Read the novel Lupita Mañana.
5. Explore comparisons between the main characters and themselves.
6. Explore reasons for immigration and its process in order to build students’ literacy.
Social Studies Unit

Lupita Mañana and Immigration

Extension Activities:
1. Compare and contrast Letters from Rifka with Lupita Mañana.
2. Delve deeper into immigration issues and how they can be affected at the local, state, and federal levels.
3. Explore the whole concept of borders; how were they created, and why?
Lesson 1: Collaborative Learning

Level: 6th grade Intermediate, Early Advanced, and Advanced English learners

Performance Indicators:

Learning-Strategy Objective  1. To develop communicative competence as a group member
Language Objective           2. To participate in social conversations with peers and adults on unfamiliar topics
Content Objective            3. To work collaboratively to achieve a goal

Warm-Up: Students will discuss real-world situations that require people to work together and list situations on the board. The instructor will introduce the strategy of collaborative group learning and the vocabulary that accompanies it (Focus Sheet 1.1).

Task Chain 1. Collaborative learning to complete a task
1. Students as a collaborative group make a paper airplane.
2. Students will make design decisions based on a goal of being most creative, most functional, etc.
3. Groups will present their finished products to the class.

Task Chain 2. Collaborative learning groundwork
1. Students will discuss the collaborative group process among their group members by filling out an assessment of themselves and their group (Assessment Sheets 1.1 & 1.2).
2. The instructor will collect self assessments and use them for a culminating discussion on the benefits of collaboration.
Assessment:

1. Informal assessment: The instructor will listen for appropriate vocabulary and group interactions. The instructor will relate positive outcomes to the proper use of collaborative process.

2. The instructor will evaluate Assessment Sheets 1.1, 1.2, & ELD Continuum.
Focus Sheet 1.1: Rules for Collaborative Learning

Basic Interaction                      Communication Skills
Share material                        Wait until speaker is
Use each other’s name                 finished before speaking
Make eye contact                      Use low voices
Sit eyeball to eyeball                Take turns
Form groups quietly                   Listen to speaker
Follow role assignments               Make sure everyone speaks

Teambuilding Skills                   Conflict Resolution
Disagree with idea,                   Reach consensus
    not person                         Respect opinion of others
Encourage each other                  Think for yourself
Offer your help                        Negotiate
Check for understanding               Compromise

Assessment Sheet 1.1: Self Assessment for Group Participation

Names:____________________________________________________

Now that you have finished your project, please take time to evaluate your work as well as the work of your group as a whole. Carefully answer the following items using the following code:

\[0 = \text{not at all} \quad 1 = \text{sometimes} \quad 2 = \text{often}\]

___ 1. I stayed on task with the assignment.
___ 2. I listened to others’ ideas/shared materials.
___ 3. I asked my group members/others for help when I did not understand.
___ 4. I offered suggestions/was helpful.
___ 5. I explained my ideas to others.
___ 6. I encouraged or complimented others.
___ 7. I found/helped fix mistakes in our work.
___ 8. I followed through on my share/part of the project.

_______ Total Score

09-16: Keep up the good work, Champ!
00-08: Need to get to work, Buddy!
Fully describe your contribution(s) to the group project. If you need more space, use the back of this page.

__________________________________________________________________________________________

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Estimate the percent of class research/discussion/writing/drawing time your group was on task: _______%

What percent of time would you say you personally were on task? _______%

Tell me who used the most leadership in your group. Please give an example that shows how this person used positive leadership.

__________________________________________________________________________________________

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How are you going to improve for the next assignment?

__________________________________________________________________________________________

__________________________________________________________________________________________

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Assessment Sheet 1.2: Collaborative Group Assessment

1. What one would we use to describe how the group was today?

2. What one word would describe the way we would like the group to be?

3. Is everyone participating?
   Yes  Usually  Occasionally  Rarely  Never

4. Is everyone in the group trying to make each other feel good?
   Yes  Usually  Occasionally  Rarely  Never

5. Is everyone trying to help each other talk and say what they think?
   Yes  Usually  Occasionally  Rarely  Never

6. Are you all listening to each other?
   Yes  Usually  Occasionally  Rarely  Never

7. Are you all showing that you are listening by nodding?
   Yes  Usually  Occasionally  Rarely  Never

8. Are you saying “That’s good” to each other when you like something?
   Yes  Usually  Occasionally  Rarely  Never

Lesson 2: Graphic Organizer to Show What You Know

Level: 6th grade Intermediate, Early Advanced, and Advanced English learners

Performance Indicators:

Learning-Strategy Objective 1. To use background knowledge to interpret new situations

Language Objective 2. To identify main potential conflict(s) the story and supporting details

Content Objective 3. To acquire key background vocabulary prior to reading

Warm-Up: Instructor and students read an overview of Lupita Mañana together (Focus Sheet 2.1).

Task Chain 1. Analyze any potential conflicts
   1. Based on the overview, students identify potential conflicts the characters will encounter.
   2. Students report answers orally.

Task Chain 2. Evaluate students’ knowledge of immigration and build vocabulary
   1. The instructor explains the use of a KWL chart (Activity Sheet 2.1).
   2. Students in pairs, fill out the Know portion of the chart.
   3. Students orally report what they know; the instructor writes answers on board.
   4. Students raise their hands if they have the same answer written on their paper; the instructor circles common answers.

Assessment:
   1. The instructor evaluates what students know about immigration by collecting the KWL chart and examining the content.
   2. Students’ work in pairs is evaluated using Assessment Sheets 2.1, 2.2, & ELD Continuum.
Focus Sheet 2.1: Overview of **Lupita Mañana**

Crossing over the border is a dangerous business but Lupita must cross from Mexico to the United States of America. After her father dies in a fishing boat accident in the seas near their small Mexican village, Lupita's family is left in poverty. Lupita and her big brother, Salvador, must smuggle themselves into the United States of America to earn money to support their mother and young siblings.

The United States is not the land of opportunity they had hoped. A new language, hard labor, and the constant threat of *la migra*—the immigration police—make everyday difficult, but for feisty Lupita, there is always hope for a better mañana—tomorrow. (Beatty, 1981)
Activity Sheet 2.1: K-W-L Graphic Organizer

What do I Know?

What do I Want to Know?

What did I Learn?
Assessment Sheet 2.1: Self Assessment for Group Participation

Names: _____________________________________________

Now that you have finished your project, please take time to evaluate your work as well as the work of your group as a whole. Carefully answer the following items using the following code:

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__ 7. I found/helped fix mistakes in our work.
__ 8. I followed through on my share/part of the project.

________ Total Score

09-16: Keep up the good work, Champ!
00-08: Need to get to work, Buddy!
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______________________________________________________________________________

Estimate the percent of class research/discussion/writing/drawing time your group was on task: ______% 

What percent of time would you say you personally were on task? ______% 

Tell me who used the most leadership in your group. Please give an example that shows how this person used positive leadership.

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

How are you going to improve for the next assignment?

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

Assessment Sheet 2.2: Collaborative Group Assessment

1. What one would we use to describe how the group was today?

2. What one word would describe the way we would like the group to be?

3. Is everyone participating?
   
   Yes  Usually  Occasionally  Rarely  Never

4. Is everyone in the group trying to make each other feel good?
   
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6. Are you all listening to each other?
   
   Yes  Usually  Occasionally  Rarely  Never

7. Are you all showing that you are listening by nodding?
   
   Yes  Usually  Occasionally  Rarely  Never

8. Are you saying "That's good" to each other when you like something?
   
   Yes  Usually  Occasionally  Rarely  Never

Lesson 3: Using a Graphic Organizer to Increase Knowledge

Level: 6th grade Intermediate, Early Advanced, and Advanced English learners

Performance indicators:

Learning-Strategy Objective 1. To use multiple research opportunities to acquire information

Language Objective 2. Apply knowledge of word relationships to derive meaning from literature texts in content areas

Content Objective 3. To build background knowledge to understand immigration

Warm Up: Review chart from the day before and identify vocabulary that was not well known by many students.

Task Chain 1. Begin the process of filling in the W part of the KWL chart as a class
1. The instructor will introduce any important vocabulary on immigration that has not been mentioned (Focus Sheet 3.1) and have students place it in the “W” column.
2. Students will complete vocabulary crossword puzzle (Activity Sheet 3.1).

Task Chain 2. Explore lesser or unknown aspects of immigration
1. Instructor assigns lesser known aspects of immigration taken from the “W” to be researched on.
2. Students will begin the process of researching an immigration term and creating a definition to be presented to the class.
3. Students will be encouraged to use multiple resources including computer resources, library, asking relative or other adults what they know, etc.
4. Students must refer to at least three sources in their description or definition of the word.
5. Students are to report new information to the class.

Assessment:
1. Instructor will evaluate the Filled out: "L" portion of Activity Sheet 3.1, and Assessment Sheets 3.1, 3.2, & ELD Continuum.
Focus Sheet 3.1: Key Vocabulary for *Lupita Mañana*

1. alien
2. amnesty
3. border
4. border patrol
5. documents
6. green card
7. illegal
8. immigration
9. legal
10. migration
11. migrant worker
12. poverty
13. refugee
14. smuggle
15. undocumented
16. visa
Activity Sheet 3.1: Immigration
Activity Sheet 3.1: Immigration (cont.)

Across

3. Forgiving punishment
5. An alien who visits another country to work
8. Official document issued by the US to legal aliens in order to work
9. Not having official papers
11. A Spanish term used to call a person who smuggles aliens into the US
13. Having political allegiance to another country
14. State of being poor
15. Not against the law

Down

1. Official document that proves one's identity and citizenship
2. To bring in something by hiding it
4. Official permission in a passport to enter a country
6. One who leaves their home area in times of war
7. Line separating political divisions
10. Official papers that give proof
12. Against the law
Assessment Sheet 3.1: Self Assessment for Group Participation

Names: ____________________________________________________________

Now that you have finished your project, please take time to evaluate your work as well as the work of your group as a whole. Carefully answer the following items using the following code:

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___ 7. I found/helped fix mistakes in our work.
___ 8. I followed through on my share/part of the project.

________ Total Score

09-16: Keep up the good work, Champ!
00-08: Need to get to work, Buddy!
Fully describe your contribution(s) to the group project. If you need more space, use the back of this page.

________________________________________________________________________
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________________________________________________________________________
________________________________________________________________________

Estimate the percent of class research/discussion/writing/drawing time your group was on task: ______% 

What percent of time would you say you personally were on task? ______% 

Tell me who used the most leadership in your group. Please give an example that shows how this person used positive leadership.

________________________________________________________________________
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________________________________________________________________________
________________________________________________________________________

How are you going to improve for the next assignment?
________________________________________________________________________
________________________________________________________________________

Assessment Sheet 3.2: Collaborative Group Assessment

1. What one would we use to describe how the group was today?

2. What one word would describe the way we would like the group to be?

3. Is everyone participating?
   - Yes
   - Usually
   - Occasionally
   - Rarely
   - Never

4. Is everyone in the group trying to make each other feel good?
   - Yes
   - Usually
   - Occasionally
   - Rarely
   - Never

5. Is everyone trying to help each other talk and say what you think?
   - Yes
   - Usually
   - Occasionally
   - Rarely
   - Never

6. Are you all listening to each other?
   - Yes
   - Usually
   - Occasionally
   - Rarely
   - Never

7. Are you all showing that you are listening by nodding?
   - Yes
   - Usually
   - Occasionally
   - Rarely
   - Never

8. Are you saying "That's good" to each other when you like something?
   - Yes
   - Usually
   - Occasionally
   - Rarely
   - Never

Lesson 4: Polite Language

Level: 6th grade Intermediate, Early Advanced, and Advanced English learners

Performance Indicators:

Learning-Strategy Objective 1. To listen to sender’s message in order to respond appropriately

Language Objective 2. Recognize appropriate ways of speaking that very based on purpose, audience, and subject matter

Content Objective 3. To demonstrate ability to use appropriate polite language in a given situation

Warm-Up: Remind students that when we speak to people and ask something of them we should be polite. Remind them that language has a powerful effect. Ask them to orally state situations where polite language is used.

Task Chain 1. Authentic use of polite language
1. The instructor should remind students that Lupita and Salvador encountered many situations in which they were asking something of someone.
2. In pairs, students will read the situations on Activity Sheet 4.1 and pick one to present orally. Instructor should advise students to use the vocabulary listed on the focus sheet.
3. Students will have fifteen minutes to prepare for their oral presentation.
4. All students will reproduce their chosen scenarios orally to the class.

Assessment:
1. Instructor will informally assess whether student can competently use the vocabulary on the focus sheet. If competency is not demonstrated, students should repeat presentation & ELD Continuum.
Activity Sheet 4.1: Using Polite Language in Various Situations

Polite Language

may I... could I... would you... hello

...please... thank you excuse me... goodbye

I am sorry I didn’t hear/understand you.

Have nice day/afternoon/night.

Good morning/afternoon/night.

Situations

1. Salvador and Lupita had to ask for employment.

   Demonstrate with polite language how you would ask for employment.

2. Salvador’s and Lupita’s mother had to borrow money.

   Demonstrate with polite language how you would borrow something from someone.

3. Salvador and Lupita had to ask for directions.

   Demonstrate with polite language how you would ask someone for directions. Ask the person to repeat a portion of the directions.

4. Salvador and Lupita had to meet people for the first time.

   Demonstrate with polite language how you would introduce yourself. Ask the person to repeat their name.
Assessment Sheet 4.1: Self Assessment for Group Participation

Names: ______________________________________________________

Now that you have finished your project, please take time to evaluate your work as well as the work of your group as a whole. Carefully answer the following items using the following code:

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___ 1. I stayed on task with the assignment.
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_________ Total Score

09-16: Keep up the good work, Champ!
00-08: Need to get to work, Buddy!
Fully describe your contribution(s) to the group project. If you need more space, use the back of this page.

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________________________________________________________________________

Estimate the percent of class research/discussion/writing/drawing time your group was on task: _______%

What percent of time would you say you personally were on task? _______%

Tell me who used the most leadership in your group. Please give an example that shows how this person used positive leadership.

________________________________________________________________________

________________________________________________________________________

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________________________________________________________________________

How are you going to improve for the next assignment?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Assessment Sheet 4.2: Collaborative Group Assessment

1. What one would we use to describe how the group was today?

2. What one word would describe the way we would like the group to be?

3. Is everyone participating?
   Yes  Usually  Occasionally  Rarely  Never

4. Is everyone in the group trying to make each other feel good?
   Yes  Usually  Occasionally  Rarely  Never

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6. Are you all listening to each other?
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7. Are you all showing that you are listening by nodding?
   Yes  Usually  Occasionally  Rarely  Never

8. Are you saying “That’s good” to each other when you like something?
   Yes  Usually  Occasionally  Rarely  Never

Lesson 5: Make an Inference

Level: 6th grade Intermediate, Early Advanced, and Advanced English learners

Performance Indicators:

Learning-Strategy Objective 1. To make inferences from text
Language Objective 2. Generate and respond to comprehension questions about text and relate to students' own experiences
Content Objective 3. To use inferences to understand given situations

Warm-Up: Instructor reads an excerpt that calls for the students to make an inference as to the meaning (Activity Sheet 5.1). Instructor guides their thoughts by using their interpretations and context clues.

Task Chain 1. Using background knowledge and context clues
1. Have students fill in excerpt meanings by making an inference. Then have them compare their responses to those of the instructor.
2. In pairs have students make inferences as to the meanings of the excerpts found in the (Activity Sheet 5.1).
3. Students then orally present their inferences to the class. Instructor guides students' inferences.
4. If students are unable to answer correctly then instructor will assist in gaining the correct answers.
5. Students are to fill out Assessment Sheets 5.1 & 5.2

Assessment:
1. The instructor will evaluate: Activity Sheets 5.1 and Assessment Sheets 5.1, 5.2, & ELD Continuum.
Activity Sheet 5.1: Making Inferences

1. When she heard the doors of the big green yangui car shut and the tourist start the engine. (p.9)

What does the author mean by yangui?

Your reply before looking at the text:

Your reply after looking at the text:

2. Lupita gasped at the amount. Salvador was very lucky. (p. 93)

Why would Lupita gasp at the amount?

Your reply before looking at the text:

Your reply after looking at the text:

3. "My mother taught me the words sheet, towel, and soap señor," Lupita volunteered. (p. 94)

Why would Lupita say that she knew these English words to her new boss at the hotel in Colton, CA?
4. “They are both Mexicans like yourself.” (p. 94)

Why would a Mexican-American say that to Lupita?

Your reply before looking at the text: ________________________________

Your reply after looking at the text: ________________________________

5. Looking at the white uniform, Lupita asked, “Are you a maid at the hotel here?” (p. 117)

Why would Lupita ask if she was a maid instead of something else?

Your reply before looking at the text: ________________________________

Your reply after looking at the text: ________________________________
Assessment Sheet 5.1: Self Assessment for Group Participation

Names: ____________________________________________________________

Now that you have finished your project, please take time to evaluate your work as well as the work of your group as a whole. Carefully answer the following items using the following code:

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_______ Total Score

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00-08: Need to get to work, Buddy!
Fully describe your contribution(s) to the group project. If you need more space, use the back of this page.

__________________________________________________________________________________________________________________________________________

Estimate the percent of class research/discussion/writing/drawing time your group was on task: ______%  
What percent of time would you say you personally were on task? ______%  
Tell me who used the most leadership in your group. Please give an example that shows how this person used positive leadership.

__________________________________________________________________________________________________________________________________________

How are you going to improve for the next assignment?

__________________________________________________________________________________________________________________________________________

Assessment Sheet 5.2: Collaborative Group Assessment

1. What one would we use to describe how the group was today?

2. What one word would describe the way we would like the group to be?

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   - Occasionally
   - Rarely
   - Never

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   - Usually
   - Occasionally
   - Rarely
   - Never

8. Are you saying “That’s good” to each other when you like something?
   - Yes
   - Usually
   - Occasionally
   - Rarely
   - Never

Lesson 6: Story Mapping

Level: 6th grade Intermediate, Early Advanced, and Advanced English learners

Performance Indicators:

Learning-Strategy Objective 1. To use a visual representation to retell a story and to analyze the influence of setting on the problem

Language Objective 2. Write narratives that describe the setting, characters, objects and events

Content Objective 3. To summarize a story

Warm up: Introduce the concept of a story map as a tool to summarize and retell a story.

Task Chain 1. Story mapping
1. Instructor will assign groups to create a story map of the novel Lupita Mañana (Activity Sheet 6.1).
2. Students will use large poster board to draw a geographically correct map of Lupita’s and Salvador’s journey.
3. Students should identify all the places they stopped on the map.
4. Students will write an excerpt of what happens at that point in the story on Activity Sheet 6.1.
5. Students will then label the places on their maps and write the excerpt neatly near the identified place.
6. Students are to present their story maps orally.

Assessment:
1. The instructor will informally assess for accuracy.
2. Students are to fill out Activity Sheets 6.1 Assessment Sheets 6.1, 6.2, and ELD Continuum
Activity Sheet 6.1: Story Mapping

Lupita and Salvador traveled through a lot of places on their way to Indio, CA. A few of these were mentioned in the book because something important to the story happened there. Write down an excerpt for each depicting what happened there. After, looking these places up on a map you and your partner will do the activities below.

Esenada

Tijuana

Colton

San Gorgonio Pass

Riverside

Palm Springs

Indio

1. Draw a map of Baja California and California on a piece of poster board.
2. Label on the map the places above.
3. Write near the places on the map the important thing(s) that happened.
4. Present your project to the class.
Now that you have finished your project, please take time to evaluate your work as well as the work of your group as a whole. Carefully answer the following items using the following code:

| 0 = not at all | 1 = sometimes | 2 = often |

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___ 7. I found/helped fix mistakes in our work.
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Total Score

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Fully describe your contribution(s) to the group project. If you need more space, use the back of this page.

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Estimate the percent of class research/discussion/writing/drawing time your group was on task: _______%

What percent of time would you say you personally were on task? _______%

Tell me who used the most leadership in your group. Please give an example that shows how this person used positive leadership.

__________________________________________________________________________________________

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How are you going to improve for the next assignment?

__________________________________________________________________________________________

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Assessment Sheet 6.2: Collaborative Group Assessment

1. What one would we use to describe how the group was today?

2. What one word would describe the way we would like the group to be?

3. Is everyone participating?
   - Yes
   - Usually
   - Occasionally
   - Rarely
   - Never

4. Is everyone in the group trying to make each other feel good?
   - Yes
   - Usually
   - Occasionally
   - Rarely
   - Never

5. Is everyone trying to help each other talk and say what you think?
   - Yes
   - Usually
   - Occasionally
   - Rarely
   - Never

6. Are you all listening to each other?
   - Yes
   - Usually
   - Occasionally
   - Rarely
   - Never

7. Are you all showing that you are listening by nodding?
   - Yes
   - Usually
   - Occasionally
   - Rarely
   - Never

8. Are you saying “That’s good” to each other when you like something?
   - Yes
   - Usually
   - Occasionally
   - Rarely
   - Never

Lesson 7: Descriptions

Level: 6th grade Intermediate, Early Advanced, and Advanced English learners

Performance Indicators:

Learning-Strategy Objective 1. To compare characters to themselves and analyze the effects of qualities of the character on the plot and the resolution of the conflict.

Language Objective 2. Speak clearly and comprehensively using standard English grammatical forms, sounds, intonation, pitch and modulation.

Content Objective 3. To use descriptive language to identify themselves and each other without using names

Warm-Up: Teacher will give a description of Lupita without using her name. See if students can guess the name of the person being described. Then, teacher will describe themselves without using name and see how long it takes students to identify who is being described

Task Chain 1. Explore yourself
1. Have students write a description of themselves on a piece of paper without writing their names.
2. Instructor will advise the students that the description can be a physical or character description and give examples.
3. Have students place folded descriptions into a strategically placed box.
Task Chain 2. *Identify through description*

1. Have a student, one at a time, pick a name out of the box and read it aloud to the class.
2. Continue this process until all students have been identified.
3. As students are identified discuss how other students were able to determine the correct identity.

Assessment:

1. Informally assess how well students demonstrated the ability to evaluate themselves and guide to an appropriate description & ELD Continuum.
Lesson 8: Maxims (What Do You Mean?)

Level: 6th grade Intermediate, Early Advanced, and Advanced English learners

Performance Indicators:

Learning-Strategy Objective 1. Use maxims to extend communicative competence
Language Objective 2. Recognize and use words with multiple meanings, common idioms, analogies, and metaphors in discussion and reading
Content Objective 3. To interpret common literary devices.

Warm-Up: Write "You can lead a horse to water, but you can't make it drink." on the board.

Task Chain 1. Identify meaning of maxims
1. In pairs have the students determine the meaning of the maxim. When they think they have the meaning they should raise their hands.
2. Instructor will choose someone to answer until the meaning is appropriately stated.
3. The instructor will advise the students that these are maxims and they are used in written and oral language and can present comprehension difficulties.

Task Chain 2. Using maxims to surmise situations in a story
1. Have students use Activity Sheet 8.1 to collaboratively define the four common maxims.
2. Have students choose two of the four maxims on Activity Sheet 8.1 and relate them to situations of their choice in Lupita Mañana.
3. Present the relations orally to the class.

Assessment:
1. The instructor will informally assess the students and guide them to an appropriate relation.
2. The instructor will evaluate Assessment Sheets 8.1, 8.2, & ELD Continuum
Activity Sheet 8.1: Maxims

Directions:

1. With your partner try and figure out what each of the four maxims means.

2. Then choose two out of the four maxims and relate them to situations encountered in the novel.

Maxims:

1. Opportunity knocks but once.
Your definition ____________________________________________

How it relates to the story_____________________________________

2. Actions speak louder than words.
Your definition ____________________________________________
3. Birds of a feather will gather together.

Your definition

How it relates to the story

4. Every beginning is hard.

Your definition

How it relates to the story
Assessment Sheet 8.1: Self Assessment for Group Participation

Names: ____________________________________________________

Now that you have finished your project, please take time to evaluate your work as well as the work of your group as a whole. Carefully answer the following items using the following code:

<table>
<thead>
<tr>
<th>0</th>
<th>1</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>not at all</td>
<td>sometimes</td>
<td>often</td>
</tr>
</tbody>
</table>

___ 1. I stayed on task with the assignment.
___ 2. I listened to others' ideas/shared materials.
___ 3. I asked my group members/others for help when I did not understand.
___ 4. I offered suggestions/was helpful.
___ 5. I explained my ideas to others.
___ 6. I encouraged or complimented others.
___ 7. I found/helped fix mistakes in our work.
___ 8. I followed through on my share/part of the project.

______ Total Score

09-16: Keep up the good work, Champ!
00-08: Need to get to work, Buddy!
Assessment Sheet 8.1: continued

Fully describe your contribution(s) to the group project. If you need more space, use the back of this page.

______________________________________________________________________________________________

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______________________________________________________________________________________________

Estimate the percent of class research/discussion/writing/drawing time your group was on task: ______%

What percent of time would you say you personally were on task? ______%  

Tell me who used the most leadership in your group. Please give an example that shows how this person used positive leadership.

______________________________________________________________________________________________

______________________________________________________________________________________________

______________________________________________________________________________________________

______________________________________________________________________________________________

How are you going to improve for the next assignment?

______________________________________________________________________________________________

______________________________________________________________________________________________

______________________________________________________________________________________________

Assessment Sheet 8.2: Collaborative Group Assessment

1. What one would we use to describe how the group was today?

2. What one word would describe the way we would like the group to be?

3. Is everyone participating?
   Yes Usually Occasionally Rarely Never

4. Is everyone in the group trying to make each other feel good?
   Yes Usually Occasionally Rarely Never

5. Is everyone trying to help each other talk and say what you think?
   Yes Usually Occasionally Rarely Never

6. Are you all listening to each other?
   Yes Usually Occasionally Rarely Never

7. Are you all showing that you are listening by nodding?
   Yes Usually Occasionally Rarely Never

8. Are you saying "That's good" to each other when you like something?
   Yes Usually Occasionally Rarely Never

Lesson 9: Triarama

Level: 6th grade Intermediate, Early Advanced, and Advanced English learners

Performance Indicators:

Learning-Strategy Objective 1. To learn that a physical product can demonstrate comprehension of text

Language Objective 2. Describe main ideas of a text using supporting details

Content Objective 3. To follow directions in pairs to construct a concrete item that demonstrates comprehension of the text

Warm-Up: Demonstrate instructor-made triarama.

Task Chain 1. Breaking down main idea for a summary
1. Ask students how they could break the story of Lupita and Salvador into three parts (a possibility: reason for leaving Mexico, journey out of Mexico, and life in the US
2. Advise them that they will be demonstrating three main ideas on their own triarama and will be assessed according to Activity Sheet 9.1.
3. Students then fill out three of the Activity Sheets 9.1.

Task Chain 2. Making a triarama
1. The instructor will pair students.
2. Instructor or student will pass out 2 large pieces of construction paper.
3. Instructor asks students to follow directions on Activity Sheet 9.2 to make the triarama
4. Students then use remaining paper pieces to depict the three main parts of the story.
Task Chain 3. *Presenting triarama*

1. Students present orally their triarama.

Assessment:
1. According to Activity Sheets 9.1 & 9.2
2. Assessment Sheets 9.1, 9.2, & ELD Continuum
### Activity Sheet 9.1 Problem-Solution Outline

<table>
<thead>
<tr>
<th>Who?</th>
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<tr>
<td>Problem</td>
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<tr>
<td>What?</td>
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<tr>
<td>Why?</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Attempted Solutions</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
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</table>

#### End Result
Activity Sheet 9.2: Triarama

Materials:

1. construction paper (9” x 9”)
2. construction paper scraps
3. glue
4. scissors
5. crayons/markers/colored pencils
6. pencils

Directions:

1. Fold the top right corner of the square down to the lower left corner. Repeat with the opposite corners.
2. Open and cut one fold line to the center of the square.
3. Draw a background scene on half the square.
4. Overlap the two bottom triangles and glue. Add stand up parts to complete the triarama.
Assessment Sheet 9.1: Self Assessment for Group Participation

Names: _____________________________________________________

Now that you have finished your project, please take time to evaluate your work as well as the work of your group as a whole. Carefully answer the following items using the following code:

| 0 = not at all | 1 = sometimes | 2 = often |

____ 1. I stayed on task with the assignment.
____ 2. I listened to others’ ideas/shared materials.
____ 3. I asked my group members/others for help when I did not understand.
____ 4. I offered suggestions/was helpful.
____ 5. I explained my ideas to others.
____ 6. I encouraged or complimented others.
____ 7. I found/helped fix mistakes in our work.
____ 8. I followed through on my share/part of the project.

________ Total Score

09-16: Keep up the good work, Champ!
00-08: Need to get to work, Buddy!
Fully describe your contribution(s) to the group project. If you need more space, use the back of this page.

________________________________________________________________________

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Estimate the percent of class research/discussion/writing/drawing time your group was on task: _______%

What percent of time would you say you personally were on task? _______%

Tell me who used the most leadership in your group. Please give an example that shows how this person used positive leadership.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

How are you going to improve for the next assignment?

________________________________________________________________________

________________________________________________________________________

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________________________________________________________________________

Assessment Sheet 9.2: Collaborative Group Assessment

1. What one would we use to describe how the group was today?

2. What one word would describe the way we would like the group to be?

3. Is everyone participating?
   Yes        Usually       Occasionally       Rarely       Never

4. Is everyone in the group trying to make each other feel good?
   Yes        Usually       Occasionally       Rarely       Never

5. Is everyone trying to help each other talk and say what they think?
   Yes        Usually       Occasionally       Rarely       Never

6. Are you all listening to each other?
   Yes        Usually       Occasionally       Rarely       Never

7. Are you all showing that you are listening by nodding?
   Yes        Usually       Occasionally       Rarely       Never

8. Are you saying "That's good" to each other when you like something?
   Yes        Usually       Occasionally       Rarely       Never

Lesson 10: Student Broadcast/Interview

Level: 6th grade Intermediate, Early Advanced, and Advanced English learners

Performance Indicators:

Learning-Strategy Objective  1. To use authentic events to demonstrate communicative competence

Language Objective  2. To identify the main ideas, points of view, and fact/fiction in broadcast and print media.

Content Objective  3. To speak in loud and clear voice as to be understood

Warm-Up: Show students a newscast and describe the dynamics of the presentation.

Task Chain 1. Creating a broadcast/interview
1. Have students write down the processes of each clip of news (anchors take turns, speak usually without interruption, accompany the presentation with film, photos, and witnesses, and usually make comments on the story)
2. Advise the students that the above elements will be assessed in their final presentation.
3. Students are given about 30 minutes per day for several days to create a newscast about Lupita and Salvador's journey together. Creativity is encouraged.
4. Students then volunteer to present until all have presented.
Final Assessment:

1. The instructor will evaluate Assessment Sheets 10.1, 10.2 & ELD Continuum.

2. The instructor will assess students on how well they orally synthesize what they have learned about the novel and immigration in this unit (i.e. use of new vocabulary, exploration of immigration issues as they relate to the novel, polite language use during the interview/broadcast format etc.).
Assessment Sheet 10.1: Self Assessment for Group Participation

Names:___________________________________________________

Now that you have finished your project, please take time to evaluate your work as well as the work of your group as a whole. Carefully answer the following items using the following code:

<table>
<thead>
<tr>
<th>0 = not at all</th>
<th>1 = sometimes</th>
<th>2 = often</th>
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___ 1. I stayed on task with the assignment.
___ 2. I listened to others' ideas/shared materials.
___ 3. I asked my group members/others for help when I did not understand.
___ 4. I offered suggestions/was helpful.
___ 5. I explained my ideas to others.
___ 6. I encouraged or complimented others.
___ 7. I found/helped fix mistakes in our work.
___ 8. I followed through on my share/part of the project.

_________ Total Score

09-16: Keep up the good work, Champ!
00-08: Need to get to work, Buddy!
Fully describe your contribution(s) to the group project. If you need more space, use the back of this page.

________________________________________________________________________
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Estimate the percent of class research/discussion/writing/drawing time your group was on task: ______% 

What percent of time would you say you personally were on task? ______% 

Tell me who used the most leadership in your group. Please give an example that shows how this person used positive leadership.
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
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________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

How are you going to improve for the next assignment?
________________________________________________________________________
________________________________________________________________________
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________________________________________________________________________

Assessment Sheet 10.2: Collaborative Group Assessment

1. What one would we use to describe how the group was today?

2. What one word would describe the way we would like the group to be?

3. Is everyone participating?
   Yes   Usually   Occasionally   Rarely   Never

4. Is everyone in the group trying to make each other feel good?
   Yes   Usually   Occasionally   Rarely   Never

5. Is everyone trying to help each other talk and say what you think?
   Yes   Usually   Occasionally   Rarely   Never

6. Are you all listening to each other?
   Yes   Usually   Occasionally   Rarely   Never

7. Are you all showing that you are listening by nodding?
   Yes   Usually   Occasionally   Rarely   Never

8. Are you saying “That’s good” to each other when you like something?
   Yes   Usually   Occasionally   Rarely   Never

Lesson 11: Relating Issues

Level: 6th grade Intermediate, Early Advanced, and Advanced English learners

Performance Indicators:

Learning-Strategy Objective 1. To use multiple sources for research

Language Objective 2. Write a multi-paragraph essay with consistent use of standard grammatical forms and correct parts of speech including correct subject/verb agreement

Content Objective 3. To broaden students' literacy so that they can identify issues that are in need of change and come up with possible solutions

Warm-Up: Advise students that they are going to conduct research on various aspects of immigration and will need to come up with possible solutions to problems they identify.

Task Chain 1. Research
1. Students, in groups, will review vocabulary in Focus Sheet 3.1 as well as Activity Sheet 1.1.
2. Students will then write essay responses to research questions #1 & 2 on Activity Sheets 11.1.

Task Chain 2. Venn diagram
1. For question #3 (Activity Sheet 11.) students are to use a Venn diagram (Activity Sheet 11.2) to first write about the pros and then the cons of legal and illegal immigration.
2. Students should use the Internet, government resources, and library to aid in their research.
Task Chain 3. Writing possible solutions
1. Students will use all of accumulated knowledge to answer question #4 on Activity Sheet 11.1.
2. Students will present their findings to the class.

Final Assessment:
1. The instructor will evaluate Assessment Sheets 11.1, 11.2, 11.3 & ELD Continuum.
Activity Sheet 11.1: Exploring Immigration Issues in a Broader Context

Please refer back to you Activity Sheet 1.1 and Focus Sheet 1.3. Use this information to help you answer the following questions:

1. What is the process to legally enter the United States? (you can use the internet, governmental resources, and the library)

2. Why do a large number of people skip the legal process and come to the United State illegally?

3. What are the pros and cons of coming illegally and legally? (use Venn diagram Activity Sheet 1.10)

4. What are some possible solutions to making the process better so that people will want to come over to the United States, legally?
Activity Sheet 11.2: Venn Diagram

Directions:
1. Fill out left side of diagram for each aspect of Legal Immigration
2. Fill out right side for each aspect of Illegal Immigration.
3. Fill out middle portion with things that are found in both Legal and Illegal Immigration.
Assessment Sheet 11.1: Self Assessment for Group Participation

Names:__________________________________________________________

Now that you have finished your project, please take time to evaluate your work as well as the work of your group as a whole. Carefully answer the following items using the following code:

0 = not at all  1 = sometimes  2 = often

___ 1. I stayed on task with the assignment.
___ 2. I listened to others’ ideas/shared materials.
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___ 5. I explained my ideas to others.
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___ 7. I found/helped fix mistakes in our work.
___ 8. I followed through on my share/part of the project.

_________ Total Score

09-16: Keep up the good work, Champ!
00-08: Need to get to work, Buddy!
Fully describe your contribution(s) to the group project. If you need more space, use the back of this page.

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Assessment Sheet 11.2: Collaborative Group Assessment

1. What one would we use to describe how the group was today?

2. What one word would describe the way we would like the group to be?

3. Is everyone participating?
   Yes    Usually    Occasionally    Rarely    Never

4. Is everyone in the group trying to make each other feel good?
   Yes    Usually    Occasionally    Rarely    Never

5. Is everyone trying to help each other talk and say what they think?
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6. Are you all listening to each other?
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7. Are you all showing that you are listening by nodding?
   Yes    Usually    Occasionally    Rarely    Never

8. Are you saying "That’s good" to each other when you like something?
   Yes    Usually    Occasionally    Rarely    Never

Assessment Sheet 11.3: Essay Rubric

4 = All four questions were answered thoroughly; research is evident; main points are stated; answers are in complete sentences

3 = All four question were reasonably answered; there is evidence of research; some main points may be missed; answers are somewhat in complete sentences (can redo if you wish)

2 = All four questions were attempted; evidence of research is weak; points are mostly missed; answers are somewhat in complete sentences (must redo)

1 = Only a couple of questions were attempted; no research evident; missed all points; incomplete sentences (must redo)
Assessment Continuum

Intermediate: Listening & Speaking

__LS1.1 Asks and answers instructional questions with some supporting elements ("Is it my turn to speak?")
__LS1.2 Listens attentively to stories/information and identify key details and verbal/nonverbal responses
__LS1.3 Is understood when speaking, using consistent standard English grammatical forms and sounds; however, some rules may not be in evidence (e.g., third person, singular, male/female pronouns)
__LS1.4 Actively participates in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information
__LS1.5 Retells stories and talks about familiar school related activities using expanded vocabulary, descriptive words, and paraphrasing

Early Advanced: Listening & Speaking

__LS2.1 Listens attentively to stories/ information on new topics across content areas, and identifies the main points and supporting detail
LS2.2 Summarizes major ideas and retells stories in greater detail by including by characters, setting, and plot.

LS2.3 Actively participates and initiates more extended social conversations with peers and adults on unfamiliar topics by asking and answering questions, restating, and soliciting information.

LS2.4 Recognizes appropriate ways of speaking that vary based on purpose, audience, and subject matter.

LS2.5 Asks and answers instructional questions with more extensive supporting elements (e.g. “What part of the story was the most important?”)

LS2.6 Applies knowledge of common English morphemes in oral and silent reading to derive meaning from literature and texts in content areas.

Advanced: Listening & Speaking

LS3.1 Speaks clearly and comprehensively using standard English grammatical forms, sounds, intonation, pitch and modulation.

LS3.2 Demonstrates understanding of idiomatic expressions by responding to, and using such
expressions appropriately (e.g. "It’s pouring outside.")

__LS3.3__ Consistently uses appropriate ways of speaking that vary based on purpose, audience, and subject matter

__LS3.4__ Identifies the main ideas, points of view, and fact/fiction in broadcast and print media

Intermediate: Reading

__R1.1__ Uses knowledge of English Morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words read aloud and in written texts

__R1.2__ Demonstrates internalization of English grammar, usage, and word choice, by recognizing and correcting errors when speaking or read aloud

__R1.3__ Recognizes some common roots and affixes when attached to known vocabulary (e.g. speak, speaker)

__R1.4__ Reads and uses more detailed sentences to orally describe relationships between text and their own experiences

__R1.5__ Reads and orally identifies examples of fact/opinion, sequence/chronological order, and
cause and effect in literature and content area texts

_**R1.6** Applies knowledge of language to derive meaning/comprehension by using expanded vocabulary and paraphrasing for oral and written response to texts

_**R1.7** Uses content-related vocabulary in discussion and reading

_**R1.8** Reads and uses detailed sentences to orally identify main ideas and use them to make predictions

**Early Advanced: Reading**

_**R2.1** Recognizes words that sometimes have multiple meanings in literature and texts in content areas (e.g. present (gift), present (time))

_**R2.2** Reads more complex narrative and expository texts aloud with appropriate pacing, intonation, and expression

_**R2.3** Describes main ideas using supporting details stated directly in the text

_**R2.4** Generates and responds to comprehension questions to text and relate to students own experience
R2.5 Identifies and distinguishes some significant structural (organizational) patterns in text, such as fact, opinions, inference sequence, chronological order and cause/effect in texts

R2.6 Reads a literary selection and orally identifies the main conflict in the plot and its resolution

R2.7 Recognizes simple analogies (e.g. fly like a bird) and metaphor used in literature and text in content areas

R2.8 Identifies motives of characters in a work of fiction

Advanced: Reading

R3.1 Applies knowledge of word relationships, such as roots and affixes, to derive meaning from literature and text in content areas

R3.2 Recognizes and uses words with multiple meanings, common idioms, analogies and metaphors from literature and texts in content areas

R3.3 Describes main ideas, supporting details, and cause/effect, and distinguishes between fact/opinion, including supporting evidence
_R3.4 Identifies and uses significant structural patterns in text including compare/contrast and sequence/chronological order

_R3.5 Recognizes and describes major characteristics of poetry, drama, fiction, and nonfiction within major themes, whether implied or stated directly within literary texts

_R3.6 Identifies various techniques to influence readers' perspective and evaluate the author's use of the techniques

_R3.7 Compares and contrasts the motive of the character in work of fiction

Intermediate: Writing

_W1.1 Uses standard word order, but may have inconsistent grammatical forms (e.g. subject/verb agreement)

_W1.2 Produces independent writing that is understood when read, but may include inconsistent use of standard grammatical forms (*)

_W1.3 Begins to use a variety of genres in writing (e.g. expository, narrative, poetry)

_W1.4 Independently creates cohesive paragraphs that develop a central idea with consistent use of
standard English grammatical forms (Some rules may not be evidence)

_W1.5 Uses more complex vocabulary and sentences appropriate for language arts and other content areas (e.g. social studies)

_W1.6 Independently writes a letter using detailed sentences

_W1.7 Produces independent writing that may include some inconsistent use of capitalization, periods, and correct spelling

(*written evidence needed)

**Early Advanced: Writing**

_W2.1 Writes a detailed summary of a story

_W2.2 Arranges compositions according to simple organizational patterns

_W2.3 Uses standard word order, but may have some inconsistent grammatical forms, including inflections, capitalization and spelling

_W2.4 Independently writes a persuasive letter with relevant evidence

_W2.5 Writes a multi-paragraph narrative and expository compositions and examples appropriate for content
areas, with consistent use of standard grammatical forms independently (*)

W2.6 Spells correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g. qu consonant doubling, changing the ending of a word from -y to -ies when forming the plural) and common homophones (e.g. hair-hare)

W2.7 Spells correctly roots, inflections, suffixes, prefixes, and syllable constructions

W2.8 Produces independent writing with consistent capitalization, punctuation, and spelling

(*written evidence needed)

Advanced: Writing

W3.1 Writes short narratives that include examples of writing appropriate for language arts and other content areas (e.g. social studies)

W3.2 Writes a persuasive composition using standard grammatical forms

W3.3 Writes narratives that describe the setting, character, objects, and events

W3.4 Writes multi-paragraph narrative and expository compositions by using standard grammatical forms and
correct parts of speech including correct
subject/verb agreement (*)

__W3.5 Independently uses all of the steps of the writing
process

__W3.6 Edits writing for punctuation, capitalization, and
spelling

__W3.7 Produces writing that demonstrates a command of the
conventions of standard English

(*written evidence needed)
REFERENCES


