

SUBE AND THE ELD STANDARDS

INTRODUCTION

Along with fulfilling national TESOL standards, every teacher must align curriculum with state Department of Education standards. To expedite this time-consuming paperwork, SUBE ESL is providing a sample tool for curriculum alignment with the New Mexico State Department of Education Standards for English Language Development (ELD) that follows. The New Mexico State Department of Education works closely with TESOL to benefit their ESL/ELD students.

SUBE ESL provides an ELD QUICK REFERENCE CHART that can be used on a weekly basis to document the SUBE ESL activities aligned with your state Standards. In addition, a blank reproducible chart is included so that teachers can add their additions, modifications, and new ideas. By listing the standards fulfilled by SUBE ESL in the space provided in the Overview Planners, the teacher is keeping documentation that will help with:

- Standards alignment with weekly lesson plans
- Progress reports, assessments, and evaluations teacher portfolios and presentations
- Data for grant proposal preparation, visits from the State Department of Education, and other administrative purposes.

The New Mexico ELD (English Language Development) Content Standards are organized as follows: First, the Strand (e.g., Reading and Listening for Comprehension) is given. Then, the Content Standard (I, II or III) is listed with its definition (e.g., Content Standard I: Students will apply strategies and skills to comprehend information is read, heard, or viewed. Following the Content Standard is the Benchmark (e.g., Benchmark I-A: Listen to, read, react to, and retell information). Every Benchmark contains a detailed list of activities from which the teacher may choose to enhance SUBE ESL. To best utilize these Benchmarks, the teacher can use the blank space in the Overview Planner to note which Benchmarks are being fulfilled weekly. For example, if the class plays Memory Games, the teacher consults the SUBE/ELD Quick Reference Chart and notes in the Overview Planner (or the blank reproducible chart provided): date;Memory Game;ELD Cont. St. I, Benchmark I-A and I-B; B (beginning level). In this way yearly progress is easy to document at any time.

The website of the English Language Development section of the New Mexico State Department of Education is: www.sde.state.nm.us, phone number 505-827-6906.

Outside of New Mexico, please refer to the Department of Education in your state for more information.

New Mexico State Department of Education ELD (English Language Development) Standards

The State Department of Education of New Mexico has designed alignment of English Language Development Language Arts for English Language Learners (ELL students.) The suggested SUBE/ELD Quick Reference Chart (pg.5,6) addresses the Beginning Level, K-5. We have included the excerpts below because we have found that they are also filled with wonderful ideas for activities that would further enhance your curriculum.

Strand: Reading and Listening for Comprehension

CONTENT STANDARD I: Students will apply strategies and skills to comprehend information that is read, heard or viewed.

Benchmark I-A: Listen to, read, react to, and retell information

Demonstrate alternative ways to indicate comprehension such as artistic expression, responding in L1, code switching, role-playing, using gestures, etc. Preview and read simple or familiar books. Repeat familiar rhymes, songs, and simple stories. Use pictures to comprehend text, and to associate text to prior knowledge. Recognize some sound/symbol relationships and make connections to L1. Respond nonverbally or verbally in L1 and/or L2 to what is heard. Repeat words and phrases when asked or as verbal practice. Use non-verbal gestures or body language to participate in experiences. With scaffolding, begin to retell familiar stories and participate in short conversations. Respond to simple stories read to student using physical actions and other means of nonverbal communication (e.g., matching objects, pointing to an answer, drawing pictures). Listen to stories read aloud. Respond orally and/or nonverbally to stories read to the student, by answering factual comprehension questions using appropriate gestures, expressions, illustrative objects and or one- or two-word responses. Identify the basic sequence of events in stories read to the student using key words or pictures. Respond orally to stories read to the student by answering factual comprehension questions using phrases or sentences. Respond to basic directions and questions using physical actions and other means of non-verbal communication (e.g., matching objects, pointing to an answer, drawing pictures). Follow one-step or two-step context-embedded directions for classroom- or work-related activities. Answer questions with one- or two-word responses. Independently use common social greetings and repetitive phrases. Repeat spoken words and phrases. Practice pronunciation and intonation in oral interaction. Use picture clues and or key words to develop a story plot or summary. Ask and answer questions using phrases or sentences. Orally communicate basic needs. Respond verbally to yes/no questions in L2. Begin to use comprehension aids, such as picture dictionaries, manuals, maps and other media as reference tools. Listen attentively to stories and conversations, while beginning to formulate meaning. Listen to stories read aloud; respond nonverbally or verbally to what is heard. Identify images, sounds, activities and written words through body language or simple words and phrases. Demonstrate comprehension of oral presentations and instructions through non-verbal responses (e.g., gestures, pointing, drawing). Respond to yes/no questions verbally. Repeat spoken words and phrases. Ask and or answer questions using simple sentences or phrases. Independently use common social greetings and repetitive phrases. Respond to questions and one- or two-step directions using physical actions and other means of non-verbal communication. Retell stories and talk about simple school-related activities. Begin to use comprehension aids, (e.g., picture dictionaries, manuals, maps and other media as reference tools). Read simple words and phrases representing previously learned vocabulary. Follow teacher's directions when acquiring and using new information. Use pictures, letter combinations, patterns and print to begin to read.

Benchmark I-B: Locate and use a variety of resources to acquire information across the curriculum.

Independently select books or materials of various genres. Use picture dictionary to build vocabulary. Correlate spoken and written words. Point out text features such as title, table of contents, index and chapter headings. Use a personal word list or word walls. Use non-text based materials to gather information. Begin to identify different means of sequential patterns (e.g., alphabetical order, numeration, classification) to access information. Demonstrate familiarity with a variety of types of resources (e.g., picture books, caption books, short informational text, and electronic resources). Recognize and locate common informational materials (e.g., newspaper, brochures, encyclopedias, catalogs, atlases and textbooks). Use classroom and library resources and symbols as points of reference. Demonstrate an interest of various topics.

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Benchmark I-C: Demonstrate critical thinking skills to comprehend written, spoken and visual information.

Follow visual and (simple) oral and written directions. Point out text features such as title, tables of contents, illustrations index and chapter headings. Draw pictures from their own experiences in relation to a story or topic. Use illustrations, key words or phrases, or draw images in order to sequence a story or express ideas. Respond to stories read to students, using physical actions and other means of nonverbal communication (e.g., matching objects, pointing to an answer). Use visual clues, (e.g., physical actions, manipulatives, props) to illustrate main ideas and content information. Express likes and dislikes. Identify simple problems with the help of visual clues. Respond orally to stories read to the students by answering factual comprehension questions using one- or two-word responses. Respond appropriately to some social and academic interactions. Identify the main idea in a story read aloud using key words and/or phrases. Begin to use comprehension and resource aids in order to solve problems.

Benchmark I-D: Acquire reading strategies.

See self as a reader. Recognize word patterns in text. Know some letter sounds. Recognize names/words in context. Identify the front cover, back cover, and title page of a book. Follow the words from left to right and from top to bottom on the printed page. Understand that printed materials provide information. Recognize that sentences in print are made up of separate words. Distinguish letters from words. Identify letters, words, and sentences. Correlate spoken words to printed words. Recognize and name all uppercase and lowercase letters of the alphabet. Demonstrate phonemic awareness and knowledge of alphabetic principals (e.g., sequence of sounds, initial, medial and final, sound symbol relationship). Use English phonemes that correspond to phonemes previously heard (e.g., long and short vowels, initial and final consonants). Identify and produce rhyming words in response to an oral prompt. Pronounce most English phonemes correctly while reading aloud. Recognize sound/symbol relationship and basic word formation rules in phrases, simple sentences, or simple text. Demonstrate decoding and word recognition skills (e.g., blending, segmentation, long and short vowel sounds, recognition of consonants, initial, medial and final sounds).

Strand: Speaking and Writing for Expression.

CONTENT STANDARD II: Students will communicate effectively through speaking and writing.

Benchmark II-A: Demonstrate competence in speaking to convey information.

Orally label objects and pictures. Begin to communicate orally through picture stories, captions, lists, letters, patterned poetry, and repetitive-pattern stories. Communicate meaning by using guided language-experience stories supported by pictures and using graphic organizers. Respond orally or nonverbally to stories read, using physical actions and other means of nonverbal communication (e.g., matching objects, pointing to an answer, drawing pictures). Use basic vocabulary, previously learned content vocabulary for communication and personal expression. Engage in introductory conversations and simple, structured greetings. Use simple repetitive phrases (e.g., "Thank you." "You're welcome."). Use non-verbal communication to express needs, feelings and ideas, point, draw, and gestures. Produce simple vocabulary (single words or short phrases) to communicate basic needs in social and academic settings (e.g., locations, greetings, classroom objects). Respond with appropriate short phrases or sentences in a variety of social and academic settings (e.g., answer simple questions). Begin to speak with a few words or sentences using some English phonemes and rudimentary English grammatical forms. Answer simple questions with one-or two-word responses. Give basic personal information (name, grade and age). Identify familiar content vocabulary that is supported by visuals. Respond orally to stories read by answering factual comprehension questions using one-or two-word responses. Communicate orally basic personal needs and desires. Participate in group oral activities (e.g., scripted plays, short memorized dialogues, songs, chants, story retelling).

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Benchmark II-B: Apply grammatical and language conventions to communicate.

Identify objects and pictures using single word. Write English alphabet and numerals accurately. Write phrases and simple sentences using common words and short patterns. Use guided pre-writing strategies: drawing, models, etc. Copy words, simple sentences and simple stories from books, blackboards or other written text. Relate a personal story through drawing and/or labeling. Begin to use standard writing conventions including top/bottom, left/right and front/back. Write a few words or phrases about an event or character from a story read by the teacher. Locate the title, table of contents, author, and illustrator of text. Use pictures and context to make predictions about story content. Connect information and events in a text to make predictions. Begin to share information in writing or verbally, using simple sentences and phrases. Begin to develop spelling strategies and skills by: representing spoken language with emergent and/or conventional spelling, writing most letters of the alphabet, analyzing sounds in a word and writing dominant consonant letters. Recognize simple punctuation. Begin to communicate in writing through picture stories, lists. Identify and use capital letters to write the word "I" and the first letter in one's own name.

II-C: Demonstrate competence in the skills and strategies of the writing process.

Develop writing strategies and skills by copying words posted and commonly used in the classroom. Use pictures and or invented spelling to tell a story. Begin to dictate simple stories. Develop and use personal word lists to facilitate writing. Develop simple captions for pictures. Begin to communicate in writing through picture stories, captions, and lists. Dictate a story based on one's own experience. Write one's own name and the names of others. Use simple sentences to write responses to selected literature and content area material. Write using patterned sentences. Write and draw to express one's thoughts and ideas. Use standard writing conventions including: top/bottom, left/right, front/back. Use phonemic awareness and letter recognition to write. Use models to write short narrative supported by pictures and personal letters. Write descriptions of familiar people, places or objects. Use basic vocabulary in writing. Relate a personal narrative through drawing, labeling and/or simple sentences. Communicate meaning by using guided language-experience stories, supported by pictures and using graphic organizers. Use a personal graphic organizer to help express thoughts and ideas. Use a picture dictionary to assist in developing vocabulary in writing. Begin to communicate through writing basic needs, thoughts, feelings and emotions. Begin to write with correct language usage.

Strand: Literature and Media.

CONTENT STANDARD III: Students will use literature and media to develop an understanding of people, societies and the self.

Benchmark III-A: Use language, literature and media to gain and demonstrate awareness of cultures around the world.

Read literature at beginning levels, at student's own comfort level, and above student's comfort level. (1 + 1 Theory). Listen to, respond to and begin to read literature from various cultures and regions. Listen and respond to stories based on familiar themes and plots, with sufficient scaffolding to be aware of specific vocabulary, dialect, and subject matter. Begin to expand on content by using other cultural examples and media opportunities. Listen to and model literature-specific vocabulary and expressions. Reread literature selections in order to develop comprehension and understanding. Begin to identify the characters and simple story lines from selected myths and stories from around the world. Begin to relate the characters and events to their own life experiences. Demonstrate familiarity with stories and activities related to various ethnic groups and countries. Relate literature to world events as a base for developing knowledge. Increase vocabulary by listening to, reading and responding to literary works. Identify the importance of cultural art and drama as part of expanding knowledge of other countries. Identify the characters and simple story lines from selected myths and stories from around the world. Utilize the library to extend the use of literature and content area resources.

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Benchmark III-B: Identify and use the types of literature according to their purposes and function.

Preview and read various types of literary selections. Demonstrate familiarity with the types of books and materials (e.g., picture books, captions books, short informational texts, nursery rhymes, re-enactment of familiar stories). Participate in the various literature studies with appropriate scaffolding, vocabulary development, concrete materials and other media opportunities. Begin to identify key words, context cues and pattern structures. Begin to understand the idea of character, setting and plot. Listen and respond to stories based on familiar themes and plots with sufficient scaffolding to be aware of specific vocabulary, dialect and subject matter. Reread literature selections in order to develop comprehension and understanding. Begin to identify characters, setting and important events.

SUBE/ELD Quick Reference Chart

SUBE ESL'S SUGGESTED ALIGNMENT WITH N.M. DEPT. OF EDUCATION ELD STANDARDS FOR K-5 BEGINNING LEVEL (B)

SUBE GAMES		Standard I				Standard II			Standard III	
	Benchmarks	B1-A	B1-B	B1-C	B1-D	B11-A	B11-B	B11-C	B11-A	B11-B
1	Show and Tell, pg. 23					X	X			
2	Where Is It?, pg. 24,25					X				
3	Count It!, pg. 26					X				
4	Count It! w/spatials, pg. 26					X	X			
5	Tell Me The Colors!, pg. 26						X			
6	What Color Is It?, pg. 27						X			
7	How Do You Feel?, pg. 27	X	X							
8	Action Game, pg. 28	X		X						
9	Hide, Seek and Name, pg. 28	X		X						
10	Where Do You Put It?, pg. 29		X							
11	What Do You Like?, pg. 29			X						
12	Verb Flash, pg. 30			X						
13	Where Do They Work?, pg. 30				X					
14	Alpha Word Game, pg. 31				X					
15	Let's Go!, pg. 31				X					
16	Name That Verb!, pg. 32				X					
17	Alphabet Snake Puzzle, pg. 32				X					
18	Hot and Cold, pg. 33	X								
19	Clay Play, pg. 33					X				
20	Number Basket, pg. 34		X				X			
21	Create-a-Word, pg. 34				X					
22	Building Game, pg. 35					X				
23	Musical Greetings, pg. 35					X				
24	Calendar Game, pg. 36		X			X				
25	Telling Time, pg. 37	X					X			
26	Call Me!, pg. 37			X						
27	Geo-Play, pg. 38		X			X				
28	King and Queen, pg. 39					X				
29	Nice to Meet You!, pg. 39	X		X						
30	Musical Journey, pg. 40,41		X							

SUBE/ELD Quick Reference Chart

SUBE ESL'S SUGGESTED ALIGNMENT WITH N.M. DEPT. OF EDUCATION ELD STANDARDS FOR K-5 BEGINNING LEVEL (B)

SUBE PROJECTS		Standard I				Standard II			Standard III	
		B1-A	B1-B	B1-C	B1-D	B11-A	B11-B	B11-C	B11-A	B11-B
1	Memory #1 and #2, pg.1	X	X							
2	Yeewhaw! Bingo, pg. 2	X								
3	Food Drawing, pg. 3	X		X						
4	Go Fish!, pg. 3			X						
5	Draw/Label, pg.4			X						
6	Match up!, pg. 4			X						
7	Silverware Placemats, pg.5			X						
8	Silly Sentence Game, pg. 6					X	X			
9	Vocabulary Journal, pg. 7		X		X	X	X	X		
10	Fun Socializing, pg. 7			X		X	X			
11	Verb Gameboard, pg. 8					X	X			
12	Charades, pg. 8					X	X			
13	Body Trace , pg. 9					X				
14	Notebook Trace, pg.14					X				
15	Simon Says, pg. 10					X				
16	Create A Storybook, pg.11		X		X					
17	Dress Up!, pg.11			X						
18	Town Mural, pg.12					X				
19	Fashion Show, pg. 13		X	X	X				X	
20	Treats, pg. 14			X		X	X			
21	Junior Olympics, pg. 15						X			
22	*Dream House, pg. 16								X	
23	*Corn Dolls, pg. 17,18	X		X						
24	*Around The World, pg. 19-22	X	X	X	X	X	X	X	X	X

*Special Projects

