

EASY Correlation to TESOL ESL Standards—Grades 4-12

<u>Goal & Standard</u>	<u>Descriptors</u>	<u>EAS Y Part 1</u>	<u>EASY Part 2</u>
Goal 1, Standard 1: To use English to communicate in social settings: Students will use English to participate in social interactions.	1. sharing and requesting information	✓	✓
	2. expressing needs, feelings, and ideas	✓	✓
	3. using nonverbal communication in social interactions	✓	
	4. getting personal needs met		✓
	5. engaging in conversations		✓
	6. conducting transactions		✓
Goal 1, Standard 2: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment	1. describing, reading about, or participating in a favorite activity		✓
	2. sharing social and cultural traditions and values		
	3. expressing personal needs, feelings, and ideas	✓	✓
	4. participating in popular culture		
Goal 1, Standard 3: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence	1. testing hypotheses about language		
	2. listening to and imitating how others use English	✓	✓
	3. exploring alternative ways of saying things		✓
	4. focusing attention selectively		✓
	5. seeking support and feedback from others	✓	✓
	6. comparing nonverbal and verbal cues		
	7. self-monitoring and self-evaluating language development		✓
	8. using the primary language to ask for clarification		✓
	9. learning and using language "chunks"		✓
	10. selecting different media to help understand language		
	11. practicing new language	✓	✓
	12. using context to construct meaning		
Goal 2, Standard 1: To use English to achieve academically in all content areas: Students will use English to interact in the classroom	1. following oral and written directions, implicit and explicit	✓	✓
	2. requesting and providing clarification	✓	✓
	3. participating in full-class, group, and pair discussions		✓
	4. asking and answering questions	✓	✓
	5. requesting information and assistance		✓
	6. negotiating and managing interaction to accomplish tasks	✓	✓
	7. explaining actions		✓
	8. elaborating and extending other people's ideas and words		
	9. expressing likes, dislikes, and needs		✓



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Goal 2, Standard 2: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form	1. comparing and contrasting information		✓
	2. persuading, arguing, negotiating, evaluating, and justifying		
	3. listening to, speaking, reading, and writing about subject matter information		✓
	4. gathering information orally and in writing		✓
	5. retelling information		✓
	6. selecting, connecting, and explaining information		
	7. analyzing, synthesizing, and inferring from information		
	8. responding to the work of peers and others		✓
	9. representing information visually and interpreting information presented visually		✓
	10. hypothesizing and predicting		
	11. formulating and asking questions		✓
	12. understanding and producing technical vocabulary and text features according to content area		
	13. demonstrating knowledge through application in a variety of contexts		
Goal 2, Standard 3: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge	1. focusing attention selectively		✓
	2. applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text		
	3. using context to construct meaning		
	4. taking notes to record important information and aid one's own learning		✓
	5. applying self-monitoring and self-corrective strategies to build and expand a knowledge base		✓
	6. determining and establishing the conditions that help one become an effective learner (e.g., when, where, how to study)		
	7. planning how and when to use cognitive strategies and applying them appropriately to a learning task		
	8. actively connecting new information to information previously learned		
	9. evaluating one's own success in a completed learning task		✓
	10. recognizing the need for and seeking assistance appropriately from others (e.g., teachers, peers, specialists, community members)		✓
	11. imitating the behaviors of native English speakers to complete tasks successfully		✓
	12. knowing when to use native language resources (human and material) to promote understanding		



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Goal 3, Standard 1: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting	1. using the appropriate degree of formality with different audiences and settings		✓
	2. recognizing and using standard English and vernacular dialects appropriately		
	3. using a variety of writing styles appropriate for different audiences, purposes, and settings		
	4. responding to and using slang, idioms, and humor appropriately	✓	✓
	5. determining when it is appropriate to use a language other than English		
	6. determining appropriate topics for interaction		✓
Goal 3, Standard 2: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting	1. interpreting and responding appropriately to nonverbal cues and body language	✓	✓
	2. demonstrating knowledge of acceptable nonverbal classroom behaviors	✓	
	3. using acceptable tone, volume, stress, and intonation, in various social settings		✓
	4. recognizing and adjusting behavior in response to nonverbal cues		
Goal 3, Standard 3: To use English in socially and culturally appropriate ways: Students will use appropriate learning strategies to extend their sociolinguistic and sociocultural competence	1. observing and modeling how others speak and behave in a particular situation or setting	✓	✓
	2. experimenting with variations of language in social and academic settings		
	3. seeking information about appropriate language use and behavior		✓
	4. self-monitoring and self-evaluating language use according to setting and audience		
	5. analyzing the social context to determine appropriate language use		
	6. rehearsing variations of language use in different social and academic settings		✓
	7. deciding when use of slang is appropriate		

