

## Introduction

In its ongoing research, Sube English recognizes the constant time and effort of English as a foreign language (EFL<sup>‡</sup>) teachers to align their curriculum with national standards. We have developed the following guidelines to help make this task easier.

## National TESOL Standards

The most important EFL standards are created by TESOL (Teaching English to Speakers of Other Languages). TESOL is used internationally to refer to the discipline of teaching English to non-native English speakers, including English as a Foreign Language (EFL). The term is also used to refer to English Language Learners (ELL) and to its major international professional organization, TESOL, which has conferences and publications worldwide.

### The organization of the EFL standards is divided into:

**Goals:** The goals reflect three all-encompassing areas in which students need to develop competence in English: (1) social language, (2) academic language and (3) sociocultural knowledge. Each of the three goals is supported by three content standards (see following detailed descriptions). Upon meeting all three of these standards, students will be proficient in English as a foreign language.

**Standards:** The nine content standards indicate more specifically what students should know and be able to do as a result of instruction.

- The standards in Goal 1 focus on using English to accomplish personal and social interaction tasks.
- The standards in Goal 2 are concerned with using English to further academic learning and to accomplish academic tasks.
- The standards in Goal 3 address the cultural parameters of using English with others, including non-verbal communication.
- The third standard of each goal specifically targets the use of learning strategies to enhance knowledge of the social, academic and sociocultural purposes of using English.

**Descriptors:** Under each of the TESOL Standards are descriptors that are broad categories of representative behaviors that students exhibit when they meet a standard. Sube English offers students the opportunity to use English effectively and respond accurately to personal, social and academic circumstances. These descriptors help curriculum developers and classroom teachers identify curriculum objectives and can be used in many ways, including creating a customized English curriculum, preparing lesson plans, meeting school and state requirements and EFL/ELD grant-proposal writing.

**Sample Progress Indicators:** Under each of the TESOL Standards are sample progress indicators that are assessable, observable activities that students may perform to show progress toward meeting the designated standard. These progress indicators represent a variety of instructional techniques that may be used by Sube English teachers to determine how well students are doing. The Sube English teacher is challenged by having students enter the same classroom with different levels of English and native language proficiency. The progress indicators represent a sampling of activities that can be demonstrated by learners at three proficiency levels of English (beginning, intermediate, advanced) and by students with limited formal schooling in their native languages. These indicators can be noted by the teacher in a space provided in the **Sube Curriculum Planner** to enhance and strengthen the curriculum in alignment with national TESOL Standards. This documentation will save the teacher's valuable time in preparing:

## Goal 1, Standard 1

To use English to communicate in social settings.

Students will use English to participate in social interactions.

### Descriptors

- a. Sharing and requesting information
- b. Expressing needs, feelings and ideas
- c. Using nonverbal communication in social interactions
- d. Meeting personal needs
- e. Engaging in conversations
- f. Conducting transactions

### Sample Progress Indicators

- a. Engage listener's attention verbally or nonverbally
- b. Volunteer information and respond to questions about self and family
- c. Elicit information and ask clarification questions
- d. Clarify and restate information as needed
- e. Describe feelings and emotions after watching a movie
- f. Indicate interests, opinions or preferences related to class projects
- g. Give and ask for permission
- h. Offer and respond to greetings, compliments, invitations, introductions and farewells
- i. Negotiate solutions to problems, interpersonal misunderstandings and disputes
- j. Read and write invitations and thank-you letters
- k. Use the telephone

# TESOL National Standards: Goal 1

## 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.**

### Descriptors

- a. Describing, reading about or participating in a favorite activity
- b. Sharing social and cultural traditions and values
- c. Expressing personal needs, feelings and ideas
- d. Participating in popular culture

### Sample Progress Indicators

- a. Describe favorite storybook characters
- b. Recommend a game, book or computer program
- c. Listen to, read, watch, and respond to plays, films, stories, books, songs, poems, computer programs and magazines
- d. Recount events of interest
- e. Ask information questions for personal reasons
- f. Make requests for personal reasons
- g. Express enjoyment while playing a game
- h. Talk about a favorite food or celebration
- i. Express humor through verbal and nonverbal means

## Goal 1, Standard 3

**To use English to communicate in social settings. Students will use learning strategies to extend their communicative competence.**

### Descriptors

- a. Testing hypotheses about language
- b. Listening to and imitating how others use English
- c. Exploring alternative ways of saying things
- d. Focusing attention selectively
- e. Seeking support and feedback from others
- f. Comparing nonverbal and verbal cues
- g. Self-monitoring and self-evaluating language development
- h. Using the primary language to ask for clarification
- i. Learning and using language “chunks” (phrases)
- j. Selecting different media to help understand language
- k. Practicing new language
- l. Using context to construct meaning

### Sample Progress Indicators

- a. Test appropriate use of new vocabulary, phrases and structures
- b. Ask someone the meaning of a word
- c. Understand verbal directions by comparing them with nonverbal clues (eg., folding paper into eighths, lining up)
- d. Tell someone in the native language that a direction given in English was not understood
- e. Recite poems or songs aloud or to oneself
- f. Imitate a classmate’s response to a teacher’s question or directions
- g. Associate realia or diagrams with written labels to learn vocabulary or construct meaning
- h. Practice recently learned language by teaching a peer

## Sube/TESOL Quick Reference Chart

Sube English suggested alignment with TESOL EFL goals/standards										
Sube Activities	PG	G1			G2			G3		
		S1	S2	S3	S1	S2	S3	S1	S2	S3
Action Game	Act-28			X	X	X				
All Aboard	Act-47	X			X	X		X	X	X
All about Me	LP-42									
Alpha Word Game	Act-31					X	X			
Alphabet Snake Puzzle	Act-33			X	X	X				
Animal Appetites	LP-32	X	X	X						
Animal Collage	LP-22				X	X	X			
Animal Guest Speaker	LP-23		X					X	X	X
Animal Parade	LP-23	X	X	X						
Animal Sing-Along	LP-23							X	X	X
Around the World *	Act-19	X	X	X	X	X	X	X	X	X
Around the World #1: Continents*	Act-20	X	X	X	X	X	X	X	X	X
Around the World #2: Making Our Passports*	Act-20	X	X	X	X	X	X	X	X	X
Around the World #3: Our Different Countries*	Act-21	X	X	X	X	X	X	X	X	X
Around the World #4: Our Suitcases*	Act-22	X	X	X	X	X	X	X	X	X
Biggest, Smallest	Act-58			X	X	X	X			
Body Cover #1	LP-62				X					
Body Cover #2	LP-63	X			X					
Body Trace	Act-10			X	X					
Building Game	Act-36	X		X	X	X	X			
Building with Shapes	Act-51				X	X	X			
Calendar Game	Act-38	X	X	X	X	X	X			
Call Me!	Act-39	X	X	X	X	X	X	X	X	X
Cartoon Booklet	LP-95				X	X	X			
Catalog Shopping #1	LP-74				X	X				
Catalog Shopping #2	LP-75		X		X	X				
Celebrate	LP-34							X		X
Charades	Act-10				X		X			
Charades: Animal Gestures	LP-24	X	X	X						
Charades: Eating	LP-35	X	X	X						
Charades: Opposites	LP-92	X	X	X						
Charades: Shapes	LP-93	X	X	X						
Clay Play	Act-34		X	X	X	X				
Cloze Sentences	LP-64				X	X	X			
Community Member Guest Speaker	LP-84		X					X	X	X
Comparing Friends	LP-94	X	X	X	X					
Comparing Objects	LP-95	X	X	X	X					
Constructing with Fractions	Act-53				X	X	X			
Corn Dolls *	Act-17		X	X	X					
Costume Collage	LP-72	X	X	X	X					

\*Special projects  
†These activities can be found in lesson plan/instructional enhancement and lesson closure.

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Sube Activities	PG	G1			G2			G3		
		S1	S2	S3	S1	S2	S3	S1	S2	S3
Count and Draw	Act-51				X	X				
Count and Write	Act-44	X			X	X	X			
Count It!	Act-25			X			X			
Count It! (with Spatial)	Act-26			X			X			
Create-a-Storybook	Act-12		X	X	X		X	X		
Create-a-Word	Act-35	X	X	X	X	X				
Describing Animals	LP-24	X	X	X						
Describing Clothing	LP-72	X	X	X						
Describing Food #1	LP-32	X	X	X						
Describing Food #2	LP-33	X	X							
Describing Opposites	LP-92	X	X	X	X					
Descriptive Circles	LP-63	X	X	X	X					
Draw/Label	Act-4				X	X				
Dream House *	Act-16	X	X	X	X	X	X	X	X	X
Dress Up!	Act-12			X	X	X			X	
Early Reader Project	Act-43	X	X	X	X	X	X			
Everyone Has Feelings	Act-48	X	X		X	X				
F Is for Food	LP-35	X	X	X	X	X				
Family Collage	Act-62	X	X	X	X	X	X			
Family Visit	LP-43	X	X	X				X	X	X
Fashion Dolls	LP-75	X	X	X						
Fashion Show	Act-14	X	X	X						
Favorite Animal	LP-22	X	X	X						
Favorite Color #1	LP-25	X	X	X						
Favorite Color #2	LP-25	X	X	X	X	X				
Favorite Sport	LP-92				X	X	X			
Field Trip to the Supermarket	LP-34		X					X	X	X
Flashcards: Story Writing	LP-52				X	X	X			
Four Point Collage	Act-64	X	X	X	X	X	X			
Food Drawing	Act-3	X		X	X					
Food Sing-Along	LP-35	X								
Fractional Parts	Act-55				X	X	X			
Fractions with Circles	Act-54				X	X	X			
Friendly Visit	LP-43	X	X	X				X	X	X
Fun Socializing	Act-8	X		X		X		X		
Furniture Shopping	LP-44				X	X	X			
Geo-Play	Act-40	X	X	X	X					
Giving Directions #1	LP-82	X	X	X	X	X				
Giving Directions #2	LP-84	X	X	X	X	X		X		
Go Fish!	Act-3			X	X				X	

\*Special projects  
 †These activities can be found in lesson plan/instructional enhancement and lesson closure.