

Context:

Southeast Asians & other newcomers in California's classrooms
Volume 19, No. 133, October/November, 1998

Newcomers' Programs: English Immersion & the Stanford-9

Context is published five times during the academic year as a way to provide staff with information and ideas concerning their newcomer students and parents. While the focus is on Southeast Asians, most articles and resources apply to other newcomer groups as well. District staff with LEP students receive a free subscription (contact Nguyet Tham at the Transitional English office). Outside subscribers pay \$10 per year to cover mailing and handling costs.

Editor:

Judy Lewis

Transitional English
Folsom Cordova USD
2460 Cordova Lane
Rancho Cordova
CA 95670
Phone (916) 635-6815
Fax (916) 635-0174
SEACRC@ns.net
jlewis@fcusd.k12.ca.us

Look in the classroom door: Sergey is Ukrainian and had 6 years of school in Russian and 1 year of English as a second language. Vitaliy, Russian, had 4 years of school and knows the Cyrillic alphabet but not the roman alphabet. Olga had 6 years of school in Moldova, so she uses the roman alphabet for a language similar to Romanian. Hayk, Armenian, had 5 years of school and knows the Armenian alphabet but not the roman or the Cyrillic. Narine, Armenian, had no prior schooling because of war in Azerbaijan. Sergio, Guatemalan Indian, speaks a Spanish as a second language, had 3 years in a village school, and lives in a non-literate community. Maria, Spanish, attended six years in an urban school, has a well-developed Spanish conceptual base, and lives with university-educated parents. Chue, Hmong, had no prior schooling, and lives in a non-literate community. Vaid, an Urdu-speaker from Pakistan, attended 2 years of Koran study and knows Arabic letters. Harmeet, part of a Hindi-speaking community that has been in Fiji for three generations, speaks old Hindi at home, spoke Fiji to people in the community, and was taught by an English-speaking teacher. These students, plus twenty others, are in a newcomers' class for grades 7 and 8.

Last April, students like these were required to take the Stanford-9 achievement test along with all the other students in California as part of the STAR program. Assuming that newcomers will again be tested in April, 1999, what should their teachers be teaching? What can students learn after a few months to a year in a structured English immersion program?

They Don't Prepare Me for This...

they don't prepare me for this
a sea of faces so different from my
own mirrored image

some so afraid
of my eyes so large
not almond-shaped
like their beautiful mama's

or of a skin so pale
could she be sick, some must be thinking

but prepared or not
I try

take out your math books, I request
in the Queen's English
isn't math a universal language?
but they sit perfectly still

they don't prepare me for this

so I take a math book
with great flourish point and say MATH BOOK!
immediately 33 math books
are produced

I smile in relief
they smile
in relief

they don't prepare me for this

but I'm gonna try
perhaps I could learn Vietnamese,
Cantonese, Mandarin, Farsi, Korean
and Spanish by Christmas.

Mayra Fernandez
from *Barrio Teacher*, 1992
www.quik13.com/mher/tesl

<p>Targets & Activities for Newcomers’ Centers</p> <p><i>(one year of structured English immersion with primary language support)</i></p>	<p>Stanford 9</p> <p><i>Content clusters in SESAT-1, SESAT-2 (kdg), Primary 1 (1st grade), Primary 2 (2nd grade), Primary 3 (3rd grade)</i></p>
<p>Grades 1-3 Newcomers: SOUNDS AND LETTERS</p>	
<ul style="list-style-type: none"> • Phonemic awareness activities in primary language (L1) to teach the processes. Use words with phonemes that exist in English and the L1 (see <i>Context</i>, vol. 18, no. 128) • Phonemic awareness activities in English. Use words with phonemes that exist in both languages. • Minimal pair listening practice (make-it-yourself bingo with target phoneme pictures) to give the student’s brain experience enough to discriminate new sounds. (For most Asian language speakers, use minimal pairs to train discrimination of ending consonant sounds. Pay attention to controlling tones when giving pairs). • Recognize, write name; use upper and lower cases. • Recognize, name, and write letters of the roman alphabet. • Recognize and read common environmental and worksheet words (read, write, add, subtract, exit, wait). • Practice blending sound to make words (don’t assume that decoding equals comprehension of meaning). Use words in phoneme families (see pages 12-13). Practice by reading decodable texts; ensure that students know the meanings. • Read together natural language books to develop vocabulary, practice reading strategies, and provide exposure to English syntax. 	<ul style="list-style-type: none"> • S1 (8 items) Auditory discrimination of sounds. • S1 (16 items), S2 (16 items). Auditory matching of beginning or ending sounds. • S1 (6 items). Visual discrimination of words and letters. • S1 (6 items), S2 (4 items). Letter recognition. • S1 (6 items), S2 (10 items). Decoding. • S1 (6 items), S2 (10 items). Encoding.
<p>Grades 1-3 Newcomers: WORD STUDY SKILLS</p>	
<ul style="list-style-type: none"> • Recognize plural endings in English (compare to way that L1 conveys number—Asian languages use numbers and classifiers, as in <i>one-flat thing-paper</i> and <i>two-bulky thing-rock</i>). • As developmentally appropriate, recognize past tense in English (compare to the way that L1 conveys completed action). With very young children begin with present tense verb accompanied by a “time” word (<i>I eat today, I eat yesterday, I eat tomorrow</i>), then shift to the inflected form (<i>ask/asked; go/went</i>). • Ensure L1 meanings for compound words, grouped into families. Learn phrasal verbs as units (<i>get up; get off</i>). • Recognize and use negation in English (compare to the way that L1 expresses negation). Recognize the missing letter in contractions (<i>can’t, didn’t, don’t, I’ll, I’m, it’s</i>). • Expose students to recognition of consonant sounds (initial singles and clusters; digraphs), and short, long, r-controlled vowels, and diphthongs. Optimal student performance occurs when words contain phonemes that are present in both English and the L1. 	<ul style="list-style-type: none"> • P1 (12 items), P2 (18 items). Structural analysis: compound words, inflectional endings, contractions. • P1 (12 items), P2 (18 items). Phonetic analysis—consonants: single consonants, consonant clusters, consonant digraphs. • P1 (12 items), P2 (18 items). Phonetic analysis—vowels: short vowels, long vowels, other vowels.



Grades 1-3 Newcomers: WORD READING	
<ul style="list-style-type: none"> • Use 500 high frequency words for activities, demonstration, grouping, practicing writing, etc. Choose other grade level words to develop vocabulary. Arrange for multiple exposures to words in activities that emphasize kinesthetics, listening and speaking before reading and writing, recognition of spoken word, matching of pictures and words. • Ensure that students know L1 meanings of words. • Use taped books with repeated listenings; use repeated choral reading; use natural language books and thematic units to develop concepts while learning vocabulary. 	<ul style="list-style-type: none"> • S1 (15 items), S2 (10 items). Match printed word with a spoken word. • S1 (15 items), S2 (10 items). Match printed word with a picture. • S2 (10 items). Match two printed words with a picture. • S2 (10 items). Match a dictated word with a printed word. • P1 (30 items). Match three printed words with a picture.
Grades 1-3 Newcomers: READING VOCABULARY	
<ul style="list-style-type: none"> • Focus on high frequency words, but add carefully chosen words from grade level literature, science, or social studies books (align with science and social studies content standards for each grade level). Concentrate on recognition rather than production (3 similar words in boxes on an overhead or worksheet; <i>which word means something with two wheels that you ride on?</i>) • Ensure that students know the L1 meanings of new words. • Teach the concepts of synonyms/antonyms, multiple meanings, and context clues in the L1 before using English examples. Use high frequency words for English. • Develop vocabulary in families of meaning (webs, ladders, etc). Use high frequency words and selected grade level concept words. Make topical word boards, vocabulary books; illustrate, translate, connect. 	<ul style="list-style-type: none"> • P2 (18 items), P3 (18 items). Synonyms: recognize grade level reading word that means the same. • P2 (6 items), P3 (6 items). Multiple meanings: use context to determine one of multiple meanings. • P2 (6 items), P3 (6 items). Context: use context to understand a new word.
Grades 1-3 Newcomers: SENTENCE READING	
<ul style="list-style-type: none"> • Develop classification skills with pictures/words of nouns, verbs, and adjectives; build sentences from high frequency words, begin with subject-verb (S-V), then add a direct object (O). Emphasize the predicate nominative and adjective forms. (Keep in mind that many languages classify predicate adjectives as verbs; <i>I am happy</i> is <i>I happy</i>, in which <i>happy</i> contains the concept of <i>am</i>). • Build sentences, using word cards and rebus pictures in a pocket chart; copy; illustrate; practice; translate. Take out cards to develop cloze reading activities. Swap cards to develop substitution activities, an awareness of the functions of words, and the importance of word order to meaning. Compare English word order to L1 syntax. • Rearrange pictures/words in the pocket chart to transform sentences to questions, negatives, and commands. • Practice indirect object by first using prepositional phrases (<i>to him</i>) on one card and placing it after and before the verb. Group transitive and intransitive verbs. • Grow sentences from S-V kernel sentences. 	<ul style="list-style-type: none"> • S2 (13 items). Comprehend simple sentence (S + V or S + V + direct object or predicate nominative or adjective). • S2 (13 items). Comprehend sentence transformations (questions, commands, and those with compound subjects, indirect objects, negatives). • S2 (4 items). Comprehend two-sentence stories.



Grades 1-3 Newcomers: COMPREHENSION

- | | |
|---|---|
| <ul style="list-style-type: none"> • Use high frequency words and rebus pictures to build riddles in pocket charts. Do riddles in L1, translate to English; practice reading in English; illustrate. • Use cloze activities by using sentences that have been built in the pocket chart; remove a card: “who knows what is missing?” Students choose one of four cards. • Choose/adapt stories from grade level texts, core literature lists, or Hirsch’s core knowledge program. Read to students, use choral reading, do <i>look for</i> and <i>what is it?</i> activities. Include reading passages taken from newspapers, dictionaries, grade level science & social science texts (align with content standards for grades). • Ask comprehension questions that are appropriate for grade level. Ensure students understand the questions in L1; use the same English question format over and over. • Teach reading strategies directly. • Identify and provide necessary background experience and concepts in L1; this is the key for unschooled and disadvantaged students. • Choose passages carefully, paying attention to passages that will expose students to core knowledge needed later in sheltered English and mainstream classes. Use these activities for exposure and input, not for mastery. • Adjust student products (output) to their proficiency levels. Non-speakers may <i>point to</i> or <i>circle</i> or <i>draw</i>, while English learners at higher levels and with prior education may write single word and short answer responses. L1-literate students can translate from English to L1 and from L1 to English. | <ul style="list-style-type: none"> • S1 (10 items), S2 (10 items). Listening vocabulary. • P1 (5 items). Two-sentence stories (riddles): <i>read</i> and choose the correct illustration. • P1. Cloze passages (15 items): <i>read</i> and choose the missing word. • S1 (16 items), S2 (16 items). Recreational genre: <i>listen</i> for specific detail; action/reason/sequence, extend meaning; inference. P1 (10 items), P2 (14 items), P3 (18 items): <i>read</i> for specific detail; action-reason-sequence; inference; extend meaning; reading strategies (P2), critical analysis (P3). • S1 (7 items), S2 (7 items) Informational genre: <i>listen</i> for specific detail; extend meaning, inference (S2). P1 (5 items), P2 (13 items), P3 (18 items): <i>read</i> for specific detail; action-reason-sequence; inference; extend meaning, critical analysis (P2, 3), strategies (P2, 3). • S1 (7 items), S2 (7 items), P1 (5 items), P2 (13 items), P3 (18 items). Functional genre: <i>listen</i> for action/reason/sequence and specific detail (S1, S2); <i>read</i> for specific detail; action-reason-sequence; inference; extend meaning, critical analysis (P1-3), strategies (P1-3). |
|---|---|

Grades 1-3 Newcomers: SPELLING

- | | |
|---|--|
| <ul style="list-style-type: none"> • Select words from the high frequency list to use for demonstrating patterns in spelling. Provide plenty of recognition practice. Use dictation often. Have students write in daily journals, from the first day in class. • Teach memorization skills explicitly. Teach use of attributes of words for classification and reclassification (semantic categorization). • Edit a sentence daily on the board or overhead, composed of words learned to date. Include a misspelled word as a “find it” challenge, then provide practice in spelling it correctly. Ensure students know L1 meanings of words. • Explicitly teach phoneme-grapheme relationships; be alert for errors due to differences between the phonemes of L1s and English; provide plenty of auditory discrimination practice (minimal pairs) for confused or non-existent sounds. Practice spelling by analogy (words grouped by pattern); emphasize high frequency words. • Teach common affixes (<i>-ly</i>, <i>-ful</i>, <i>-ness</i>, <i>bi-</i>, <i>tri-</i>, <i>un-</i>, <i>re-</i>, etc). | <ul style="list-style-type: none"> • P1 (5 items), P2 (5 items), P3 (5 items). Sight words: recognize correct spelling. • P1 (8 items), P2 (8 items), P3 (6 items). Phonetic principles–consonants: recognize correct and incorrect spellings. • P1 (10 items), P2 (9 items), P3 (6 items). Phonetic principles–vowels: recognize correct and incorrect spellings. • P1 (7 items), P2 (8 items), P3 (8 items): Structural principles recognize incorrectly applied inflectional endings; affixes. • P3 (5 items). No mistake in spelling. |
|---|--|



Inference, extend meaning, and critical analysis include: analysis, synthesis, classifying and sequencing of information, comparing and contrasting; finding cause and effect, fact and opinion, relevant and irrelevant material; drawing conclusions by interpolating or extrapolating beyond stated information; making predictions; and hypothesizing.

Grades 1-3 Newcomers: LANGUAGE	
<ul style="list-style-type: none"> • Edit a daily passage together, teaching recognition of the mechanics principles listed. Verbalize the process of editing. Make it fun. • Verb conjugation and substitution activities for present and past tense; agreement between pronoun subjects and verbs. • Transformation activities with sentences built from high frequency and selected other words: affirmative/ negative, declarative/question/command. • Choose a few common/proper noun and adjectives to teach; this is often an arbitrary usage rule, and exposure will be the only way for students to recognize the difference. • Classify and reclassify high frequency words into function groups (noun, verb, adjective, pronoun). For schooled students, this skill will transfer fairly easily; for unschooled students, there will have to be extensive practice with words in the L1 before understanding how to proceed in English. Have students practice recognizing these words and their relative position in a sentence. • Have students expand and combine "kernel" (subject + verb, subject + verb + object) sentences by adding words and short phrases (prefab language units). • Provide plenty of practice in classifying objects, pictures, words, phrases, sentences by <i>main idea</i> (attribute); students will not automatically know the <i>whole-part</i> relationships that underlie paragraph organization. Cultures and languages classify concepts differently and it will help if teachers compare the English patterns to those of other L1s. • Alphabetize frequently (this helps cement letter recognition and names, and reinforces the importance of left-to-right order in English). • Include reading passages from dictionaries, encyclopedias, language arts or literature grade level books, and newspapers in reading vocabulary and comprehension activities (above). 	<p>Mechanics</p> <ul style="list-style-type: none"> • P1 (7 items). Capitalization: days, initial word, months, I, proper/common nouns. P2 (7 items): family names; letter parts, titles of books. P3 (6 items): first word in quotation, titles of people, works of art. • P1 (7 items). Punctuation: exclamation point, period, question mark. P2 (7 items): apostrophe with contraction; comma between city and state; exclamation point, period, period with abbreviation). P3 (6 items): comma in series, period with declarative sentence, question mark with interrogative sentence, quotation marks in dialogue. • P1 (6 items), P2 (6 items): Usage: present tense, past tense, subject-verb agreement, verb formation. P3 (6 items) comparison of adjectives, pronoun case, usage problems. <p>Expression</p> <ul style="list-style-type: none"> • P1 (10 items), P2 (10 items), P3 (10 items). Sentence structure: fragments, correctly formed sentences; awkward construction, fragments, run-ons (P3). • P1 (10 items), P2 (10 items), P3 (10 items). Content and organization: extraneous sentence, purpose and audience, supporting sentence; sentence combining, topic sentence (P3). • P1 (4 items), P2 (4 items). ABC order: beginning with same letter, different letter. • P3. Study skills: dictionary (4 items): guide words, entries; general references (3 items): encyclopedia, language arts book, newspaper; organizing info.



Although schools have operated programs for newcomers for years, there are still no off-the-shelf standards-aligned English language development programs that are suitable for a high-intensity ESL/content integration approach that works with multiple languages and with students from vastly different backgrounds. There are bits and pieces of many programs that teachers use to create an instructional program. The unifying force is the teacher's knowledge of the essential elements of language and reading acquisition. In some districts, the content is selected from mainstream students' programs with a focus on material that is new to immigrants.

Primary language is used to link new words and concepts to existing knowledge; students without prior schooling develop school-related cognitive skills and concepts in the primary language as they learn English.

Although teachers can choose to align their instruction to national ELD standards developed by TESOL (Teachers of English to Speakers of Other Languages), to one of various state standards (California will adopt ELD standards very soon), to district-adopted reading/language arts standards, or to the standards used for developing adopted texts, eventually, they must look at

<p>Targets/Activities for Newcomers’ Centers <i>(one year of structured English immersion with primary language support)</i></p>	<p>Stanford 9 <i>Content clusters in Intermediate 1 (4th grade), Intermediate 2 (5th grade), Intermediate 3 (6th grade)</i></p>
<p>Students with no prior schooling</p> <ul style="list-style-type: none"> • Teach and practice classification of objects according to concrete attributes; reclassify. • Teach and practice classification of objects and concepts according to abstract attributes; reclassify. • Teach and practice memorization of unconnected and irrelevant material. • Teach and practice pencil motor skills and letter formation. • Teach and practice visual and auditory discrimination, memory, and matching. • Teach and practice logical syllogisms (“if,” “then”). • Teach and practice describing things from an “outside” point of view. • Use primary language parallels for learning classification, and memorization skills. • Teach phonemic awareness, using primary language first, then shifting to English phonemes. • Teach 44 English phonemes and usual graphemes, relating them to L1 equivalents where possible. • Teach syllabication patterns/rules. • Increase the amount of time spent on auditory discrimination of new phonemes, words. 	
<p>Grades 4-6 Newcomers: READING VOCABULARY</p>	
<ul style="list-style-type: none"> • Group high frequency and new words into families of synonyms; teach antonyms, homonyms, multiple meanings for new words. Have students keep word books, organized by topic, and on each page, related to one another with graphic organizers. • Every day edit a “mystery word” sentence together. Write a sentence of high frequency words; substitute a nonsense word for one of the words; think out loud to figure out what the mystery word might mean. • In reading passages, have students highlight the high frequency words; circle the key new words to learn; underline the important little words that affect meaning. 	<ul style="list-style-type: none"> • I-1 (16 items), I-2 (16 items), I-3 (16 items) Synonyms: recognize a synonym for a printed word from grade-level vocabulary. • I-1 (7 items), I-2 (7 items), I-3 (7 items) Multiple meanings: identify one of multiple meanings for a known word used in context. • I-1 (7 items), I-2 (7 items), I-3 (7 items) Context. assign meaning to an unknown word by using context clues.
<p>Grades 4-6 Newcomers: READING COMPREHENSION</p>	
<ul style="list-style-type: none"> • Link English words to existing L1 concepts; for unschooled students, concepts will have to be developed. Have students translate into L1. Use grade level content to develop English (US geography, history, government, customs, folk heroes, biographies, and diversity).. • See the grades 1-3 section for ideas on using pocket charts for syntax work (cloze, substitution, transformation). See also activities for group reading strategies. • Choose reading passages from grade level texts, dictionary, newspaper, newspaper. Select 3 to 20 sentences that capture the main concepts. Highlight high frequency words and circle new (key concept) words, selected by the teacher. • Develop 5-10 questions that can be used with any passage: ones that have stated answers; ones that require inference; ones that ask about character, setting, plot; <i>what is the title?</i>; connections; context clues. Put the questions on index cards, and use them until they become rituals. 	<ul style="list-style-type: none"> • I-1, I-2, I-3 (18 items) Recreational genre: specific detail, action-reason-sequence, inference, extend meaning; synthesize and evaluate (critical analysis); apply reading strategies. • I-1, I-2, I-3 (18 items) Textual genre (grade level textbook): specific detail, action-reason-sequence, inference, extend meaning; critical analysis; reading strategies. • I-1 (18 items), I-2 (18 items), I-3 (18 items) Functional genre (everyday life materials): specific detail, action-reason-sequence, inference, extend meaning; critical analysis; reading strategies.

Grades 4-6 Newcomers: SPELLING	
<ul style="list-style-type: none"> • Teach and practice homophones in high frequency list. (<i>weather/whether, knew/new</i>).. Choose reading passages that have these words, and explicitly teach how to use context to figure out which meaning should be assigned. • Use dictation daily for student self-monitoring and to diagnose which phonemes are troublesome for students. Use minimal pair practice to build students’ skills in identifying a phoneme; use word families (spelling by analogy) to predict which grapheme should be used. • Edit a passage together daily (recognize misspelled words, homophones, correctly spelled words).. • Teach inflected and other forms of high frequency words; for example: <i>act, action, active, actively, Civil Rights Act, Act I; house (n), house (v), houses, housed, housing, houseful, a white house, the White House, House of the Spirits</i>. 	<ul style="list-style-type: none"> • I-1 (5 items), I-2 (5 items), I-3 (5 items) Homophones: recognize correct spelling in context. • I-1 (5 items), I-2 (5 items), I-3 (6 items) Phonetic principles–consonants: recognize correct and incorrect spellings. • I-1 (5 items), I-2 (5 items), I-3 (6 items) Phonetic principles–vowels: recognize correct and incorrect spellings. • I-1 (10 items), I-2 (10 items), I-3 (10 items) Structural principles: recognize incorrectly applied inflectional endings and affixes. • I-1 (5 items), I-2 (5 items), I-3 (5 items) No mistake in spelling: recognize that all words are spelled correctly.
Grades 4-6 Newcomers: LANGUAGE	
<ul style="list-style-type: none"> • Edit a passage together daily, including all the items listed here and in the 1-3 section. • Highlight occurrences of a mechanics rule in passages. • Practice applying rules to sentences that are changed by substitution. For L1-literate students, compare English mechanics rules to those of the other language; for example, punctuation of dialogue varies considerably among languages. • Build sentences that include all the forms in grades 1-3 above, as well as compound and complex sentences, using high frequency words. Practice combining sentences, beginning with card-based sentences in a pocket chart. Practice expanding kernel sentences with adjectives and phrases. • Learn prepositions; practice recognizing prepositional phrases in passages. When building sentences in a pocket chart, put the entire phrase on one card. Practice phrasal verbs made of high frequency words (<i>get up, tell off</i>). • Conjugate verbs from the high frequency list. Use substitution activities to practice using the various tense forms of verbs. Translate practice sentences into L1. Practice subject-verb agreement. • Practice recognition of subject and verb in a sentence; practice recognition of incomplete and run-on sentences. Compare to L1 (“complete” sentence varies considerably; some other languages begin with topics or verbs rather than subjects). • Teach recognition of pronouns used as subjects, objects, and possessives; compare to L1 (many languages use one word for he/she/it and many differentiate between <i>we-two</i> and <i>we-many</i>). Emphasize tricky forms: <i>its/it’s</i>. • Practice classification of words into groups that can be labeled with a “main idea” word; practice with phrases; practice with sentences. • Teach comparatives and use of adjectives; compare to L1 (adjective often follows nouns). 	<p>Mechanics</p> <ul style="list-style-type: none"> • I-1 (7 items), I-2 (8 items) Capitalization: first word in quotation, letter parts, proper/common nouns, titles of people, works of art. I-3 (8 items): above plus proper adjectives. • I-1 (7 items) Punctuation: apostrophe with contractions and possessives, comma with conjunction in compound sentence, comma with items in a series, period with abbreviation, question mark, quotation marks with dialogue, quotation marks with titles of works. I-2 (8 items): above plus comma with appositive, colon with a list, comma with a coordinating conjunction, quotation marks with titles of published works. I-3 (8 items): above plus colon with a list, comma with a conjunction between clauses. • I-1 (6 items) Usage: comparison of adjectives, past tense, pronoun case, usage problems, subject-verb agreement with simple subject, verb formation. I-2 (8 items): above plus present tense. I-3 (8 items): (8 items): above plus future tense, subject-verb agreement with intervening pronoun. <p>Expression</p> <ul style="list-style-type: none"> • I-1 (10 items), I-2 (12 items), I-3 (12 items) Sentence structure: awkward construction, fragments, on-and-on, redundancy, run-ons. • I-1 (10 items), I-2 (12 items), I-3 (12 items) Content and organization: extraneous sentence, purpose and audience, sentence combining, supporting sentence, topic sentence.

Grades 4-6 Newcomers: STUDY SKILLS

- Use ESL dictionaries and newspaper (regular or weekly low-vocabulary versions).
- Alphabetize often (reinforces order and names of letters, as well as the skill of capturing several letters in order and retaining them in short-term memory)..
- Teach card catalog, table of contents, index, parts of a newspaper.



- I-1 (14 items), I-2 (11 items), I-3 (10 items)
Dictionary skills: alphabetization, dictionary entries, guide words.
- I-1 (4 items), I-2 (4 items), I-3 (4 items)
General references.
- I-1 (3 items), I-2 (4 items), I-3 (4 items)
Card catalog.
- I-1 (8 items), I-2 (8 items), I-3 (9 items)
Locating info: parts of a book, newspaper.
- I-1 (4 items), I-2 (4 items), I-3 (4 items)
Organizing info.

Exit criteria

What should elementary newcomer students know and be able to do when they're "ready"?

- Able to understand basic instructions in the classroom and around the school.
 - Able to understand school procedures (ask for a bathroom pass, return homework, obtain parent signatures, etc.)
 - Can read single syllable words with short and long vowels.
 - Know basic colors and numbers from 1 to 100.
 - Can perform basic math calculations appropriate to grade level.
 - Can use basic classroom tools and supplies.
 - Can carry on basic interpersonal conversation with short appropriate sentences.
 - Can understand and use basic school vocabulary.
 - Can draw pictures and explain them.
- In addition, students in grades 4-6:*
- Can orally translate directions, simple stories from English to LI.
 - Can write short sentences expressing own thoughts or retelling a passage at grade level.
 - Reads and understands at 2nd grade level.

what students will face in the SAT-9.

For this issue of *Context*, we look at the reading/language content clusters for the Stanford-9 test given in the spring of 1998, and suggest activities and targets for newcomer class instruction that are very focused and test-aligned.

Several assumptions are important:

- High-frequency words comprise 50-75% of any English text.
- Teacher-selected grade-level vocabulary words carry the meaning of the essential concepts for science, social studies, etc.
- Use of the primary language (L1) accelerates learning and pushes levels of proficiency higher faster.
- A high-intensity immersion program is most appropriate for students who have had some schooling in their home language (i.e., can read) and who live in a literate community.
- Language acquisition proceeds as a teacher uses English to teach.... whatever. However, students will need explicit and comparative teaching about sounds in words, parts of words, words in sentences, and sentences in paragraphs.
- Essential resources: index cards; pocket chart(s); writing and drawing materials; photographs, pictures, objects; picture dictionaries; bilingual dictionaries, staff, volunteers, or peers; selected passages from grade level core literature, science, social studies, newspapers, dictionaries, phone books, and other everyday

<p>Targets/Activities for Newcomers' Centers <i>(structured English immersion with primary language support)</i></p>	<p>Stanford 9 <i>Content clusters in Advanced 1 (7th grade), Advanced 2 (8th grade)</i></p>
<p>Students with no prior schooling See chart for grades 4-6.</p>	
<p>Grades 7-8 Newcomers: READING VOCABULARY</p>	
<ul style="list-style-type: none"> • See charts for grades 1-3 and 4-6; use high frequency and key concept words extracted from grade level texts, newspapers, telephone books, and dictionaries. 	<ul style="list-style-type: none"> • A-1 (16 items), A-2 (16 items) Synonyms: recognize a synonym for a printed word from grade-level vocabulary. • A-1 (7 items), A-2 (7 items): Multiple meanings: identify one of multiple meanings for a known word used in context. • A-1 (7 items), A-2 (7 items): Context: assign meaning to an unknown word by using context clues.
<p>Grades 7-8 Newcomers: READING COMPREHENSION</p>	
<ul style="list-style-type: none"> • See charts for grades 1-3 and 4-6; use high frequency words and passages extracted from grade level texts, newspapers, telephone books, and dictionaries. 	<ul style="list-style-type: none"> • A-1 (18 items), A-2 (18 items) Recreational genre: understand explicitly stated relationships (specific detail, action-reason-sequence), understand implicit relationships (inference, extend meaning); synthesize and evaluate (critical analysis); apply reading strategies. • A-1 (18 items), A-2 (18 items) Textual genre (grade level textbooks): understand explicitly stated relationships (specific detail, action-reason-sequence), understand implicit relationships (inference, extend meaning); synthesize and evaluate (critical analysis); apply reading strategies. • A-1 (18 items), A-2 (18 items) Functional genre (everyday life materials): understand explicitly stated relationships (specific detail, action-reason-sequence), understand implicit relationships (inference, extend meaning); synthesize and evaluate (critical analysis); apply reading strategies.
<p>Grades 7-8 Newcomers: SPELLING</p>	
<ul style="list-style-type: none"> • See charts for grades 1-3 and 4-6; use high frequency words, words that use common Greek and Latin roots, and concept words selected from content area texts. 	<ul style="list-style-type: none"> • A-1 (5 items), A-2 (5 items) Homophones: recognize correct spelling in context. • A-1 (5 items), A-2 (5 items) Phonetic principles–consonants: recognize correct and incorrect spellings. • A-1 (5 items), A-2 (5 items) Phonetic principles–vowels: recognize correct and incorrect spellings. • A-1 (10 items), A-2 (10 items) Structural principles: recognize incorrectly applied inflectional endings and affixes. • A-1 (5 items), A-2 (5 items) No mistake in spelling: recognize that all words are spelled correctly.



Grades 7-8 Newcomers: LANGUAGE	
<ul style="list-style-type: none"> • See charts for grades 1-3 and 4-6; use high frequency words and passages extracted from grade level texts, newspapers, telephone books, and dictionaries. Emphasize recognition (group and individual edits, substitutions).. • Teach new concepts using high frequency words: appositive (compare to topic-headed sentences in L1s); colon; dependent and independent clauses; correct uses of adjectives and adverbs (for example, <i>good/well</i>; <i>fast car/drive fast</i>); pronoun antecedents (compare to L1s); subject/object/possessive pronouns; modifiers; redundancy (<i>my dad he...</i>); parallel constructions. For L1-literate students, require translations from English to L1. 	<p>Mechanics</p> <ul style="list-style-type: none"> • A-1 (8 items), A-2 (8 items) Capitalization: direction as region, proper adjectives, proper/common nouns, titles of people. • A-1 (8 items) Punctuation: apostrophe with possessives, colon with list, comma with appositive, comma with introductory element, quotation marks, semicolon between independent clauses. A-2 (8 items): above plus colon with a list, comma with a conjunction in compound sentence, quotation marks with dialogue. • A-1 (8 items) Usage: adjective/adverb usage, past perfect tense, pronoun antecedent, pronoun case, usage problems, subject-verb agreement with compound subject, subject-verb agreement with intervening phrases. A-2 (8 items): above plus present tense. <p>Expression</p> <ul style="list-style-type: none"> • A-1 (12 items) Sentence structure: awkward construction, fragments, misplaced modifier, on-and-on, redundancy, run-ons. A-2 (12 items): above plus parallel constructions. • A-1 (12 items), A-2 (12 items) Content and organization: descriptive language, extraneous sentence, faulty subordination, purpose and audience, sentence combining, supporting sentence, topic sentence, transitions.
Grades 7-8 Newcomers: STUDY SKILLS	
<ul style="list-style-type: none"> • See charts for grades 1-3 and 4-6. 	<ul style="list-style-type: none"> • A-1 (7 items), A-2 (7 items) Dictionary skills: alphabetization, dictionary entries, guide words. • A-1 (3 items), A-2 (3 items) General references. • A-1 (3 items), A-2 (3 items) Card catalog. • A-1 (13 items), A-2 (13 items) Locating info: parts of a book, newspaper, telephone book • A-1 (5 items), A-2 (5 items) Organizing info.

reading materials; reading comprehension questions and language transformation exercises that can be used with any passage; audio-video equipment; multimedia computer.

There are many high quality programs that are useful for ELD programs, some of which are on the state adoptions list. However, it's important for teachers and others to have a very clear idea about what will be taught and acquired/learned. Knowing the essential, "can't-do-without" elements of what newcomer students need to learn, teachers can pick and choose the best pieces of various programs successfully. Eventually, test-

aligned high-intensity newcomer programs will become available as packages.

The charts in this issue are meant to suggest rather than prescribe. The same process can be used to align instruction to district standards or to mainstream textbook standards.

Sergey, Sergio, Maria, Hayk, and Chue will all benefit from a newcomers' program, no matter what the teacher chooses to present and teach, as long everyone is engaged and interested. However, newcomers do not have the luxury of several years to gradually acquire English before they are expected to meet the same high standards as other students.

<p>Targets/Activities for Newcomers' Centers</p> <p><i>(structured English immersion with primary language support)</i></p>	<p>Stanford 9</p> <p><i>Content clusters in Task 1 (9th grade), Task 2 (10th grade), Task 3 (11th grade)</i></p>
<p>Students with no prior schooling</p> <p>See chart for grades 4-6.</p>	
<p>Grades 9-12 Newcomers: READING VOCABULARY</p>	
<p>See chart for grades 4-6; use high frequency words and key concept words selected from grade level texts, grade level literature at reduced reading levels; newspapers, telephone books, and dictionaries.</p>	<ul style="list-style-type: none"> • T-1 (16 items), T-2 (16 items), T-3 (16 items) Synonyms: recognize a synonym for a printed word from grade-level vocabulary. • T-1 (7 items), T-2 (7 items), T-3 (7 items) Multiple meanings: identify one of multiple meanings for a known word used in context. • T-1 (7 items), T-2 (7 items), T-3 (7 items) Context: assign meaning to an unknown word by using context clues.
<p>Grades 9-12 Newcomers: READING COMPREHENSION</p>	
<p>See chart for grades 4-6; use high frequency words and passages extracted from grade level texts, grade level literature at reduced reading levels; newspapers, telephone books, and dictionaries.</p>	<ul style="list-style-type: none"> • T-1 (18 items), T-2 (18 items), T-3 (18 items). Recreational genre: understand explicitly stated relationships (specific detail, action-reason-sequence), understand implicit relationships (inference, extend meaning); synthesize and evaluate (critical analysis); apply reading strategies. • T-1 (18 items), T-2 (18 items), T-3 (18 items) Textual genre (grade level textbooks): understand explicitly stated relationships (specific detail, action-reason-sequence), understand implicit relationships (inference, extend meaning); synthesize and evaluate (critical analysis); apply reading strategies. • T-1 (18 items), T-2 (18 items), T-3 (18 items) Functional genre (everyday life materials): understand explicitly stated relationships (specific detail, action-reason-sequence), understand implicit relationships (inference, extend meaning); synthesize and evaluate (critical analysis); apply reading strategies.
<p>Grades 9-12 Newcomers: SPELLING</p>	
<p>See chart for grades 4-6; use high frequency words, words that use common Greek and Latin roots, and concept words selected from content area texts.</p>	<ul style="list-style-type: none"> • T-1 (5 items), T-2 (5 items), T-3 (5 items). Homophones: recognize correct spelling in context. • T-1 (5 items), T-2 (4 items), T-3 (4 items). Phonetic principles—consonants: recognize correct and incorrect spellings. • T-1 (5 items), T-2 (5 items), T-3 (5 items). Phonetic principles—vowels: recognize correct and incorrect spellings. • T-1 (10 items), T-2 (10 items), T-3 (10 items). Structural principles: recognize incorrectly applied inflectional endings and affixes. • T-1 (5 items), T-2 (5 items), T-3 (5 items) No mistake in spelling: recognize that all words are spelled correctly.



Grades 9-12 Newcomers: LANGUAGE	
<p>See charts for grades 1-3, 4-6, 7-8; use high frequency words and passages extracted from grade level texts, grade level literature at reduced reading levels; newspapers, telephone books, and dictionaries. Emphasize recognition.</p> <ul style="list-style-type: none"> Use high frequency words to teach and practice new concepts: independent clauses; semicolon; interrupter, compound subject and verb agreement; indefinite pronoun subject and verb agreement. 	<p>Mechanics</p> <ul style="list-style-type: none"> T-1 (8 items), T-2 (8 items), T-3 (8 items) Capitalization: direction as region, proper adjectives, proper/common nouns, titles of people. T-1 (8 items) Punctuation: apostrophe with possessives, colon with a list, comma with appositive, comma with a conjunction in compound sentence, quotation marks with dialogue, semicolon between independent clauses. T-2 ((8 items); above plus comma with introductory element, comma with interrupter, comma with items in a series. T-3 (8 items): above plus quotation marks. T-1 (8 items) Usage (8 items): adverb usage, present tense, pronoun antecedent, problems of usage, subject-verb agreement with compound subject. T-2 (8 items): adjective usage, past tense, pronoun antecedent, pronoun case, subject-verb agreement with compound subject/indefinite pronoun. T-3 (8 items): above plus future tense, subject-verb agreement with intervening phrase. <p>Expression</p> <ul style="list-style-type: none"> T-1 (12 items), T-2 (12 items), T-3 (12 items) Sentence structure: awkward construction, fragments, misplaced modifier, on-and-on, parallel structure, redundancy, run-ons. T-1 (12 items), T-2 (12 items), T-3 (12 items) Content and organization: descriptive language, extraneous sentence, faulty subordination, purpose and audience, sentence combining, supporting sentence, topic sentence, transitions.
Grades 9-12 Newcomers: STUDY SKILLS	
<p>See chart for grades 4-6.</p>	<ul style="list-style-type: none"> T-1 (7 items), T-2 (7 items), T-3 (7 items) Dictionary skills: entries, guide words. T-1 (3 items), T-2 (3 items), T-3 (3 items) General references. T-1 (3 items), T-2 (2 items), T-3 (2 items) Card catalog. T-1 (13 items), T-2 (13 items), T-3 (13 items) Locating info: parts of a book, newspaper, telephone book. T-1 (5 items), T-2 (5 items), T-3 (5 items) Organizing info.

It makes sense, then, for a teacher to choose from among all the alternatives the concepts, words, structures, language forms, and experiences that represent what the state and districts expect of all students. These fictional students will learn how to build sentences that contain, for example, compound subjects or dependent clauses even though their reading levels are at first or second grade. The content of instruction is separated from the reading level of the vocabulary.

And this is what newcomer teachers teach.

Resources

Through the Golden Door:

Educational Opportunities for Immigrant Adolescents with Limited Schooling

Mace-Matluck, Alexander-Kasparik, Queen (Center for Applied Linguistics, 1998). www.cal.org

Sheltered English Instruction:

Teaching English-Language Learners with Diverse Abilities

Echevarria, Graves, 1998. ISBN 0-205-16874-4. www.cal.org

Stanford Achievement Test Series: Compendium of Instructional Objectives

Harcourt Brace, 1996.

Pre-K to 12 ESL Standards

www.tesol.edu/assoc/k12standards/it/o1/html

California ELD Standards

(draft), Tel. 916.657.4674

Revised standards on the Board agenda for December 1998.

Multicultural Students with Special Language Needs:

Practical Strategies for Assessment and Intervention
Roseberry-McKibbin, 1995 (Academic Communication Associates, PO Box 586249, Oceanside CA 92058-6249). Includes LI language features, cultural sketches, differentiation of special ed from ESL.

Transcultural Picture Word List, 2nd ed.

Donaldson, 1999 (Learning Publications, Inc., PO Box 1338, Holmes Beach FL 34218-1338. 800 222-1525). Includes letters home and 200 high frequency words with translations in 35 languages.

Pronunciation Contrasts in English

Nilsen and Nilsen, 1973 (Prentice Hall Regents, 800 375-2375). ISBN 0-13-730938-4.

Longman Dictionary of Contemporary English

New edition, 1995, Addison Wesley Longman, 800 552-2259, ISBN 0-582-23750-5 (Paper)

Oxford ESL Dictionary

Hornby and Ruse, 1986 (Oxford University Press, 888 551-5454). ISBN 0-19-43103-0.

Oxford Picture Dictionary

2,000 concepts in pictures, English or bilingual in several languages. CD-ROM version. Workbooks, posters, etc. (Oxford University Press, 888 551-5454).

My Oxford Picture Word Book

500 words. Activity book. (Oxford University Press, 888 551-5454).

Longman Photo Dictionary

2,000 concepts in 80 semantic categories, workbooks. Addison Wesley Longman, 800 552-2259, www.awl-elt.com

**Word by Word Basic Picture Dictionary
Word by Word Regular Picture Dictionary**

Bilingual in several languages, workbooks, tapes, overheads, CD-ROM, tests, etc. Regular program for jr high through adult). Prentice Hall Regents, 800 375-2375.

Picture Perfect Word Book 1, 2

Hampton Brown, 800 333-3510.

1000 Pictures for Teachers to Copy

Wright (Addison Wesley Longman), 800 266-8855.

IDEA Pictures and Words

Ballard & Tighe, 800 321-4332, www.ballard-tighe.com

Phonics-based practice readers

Hampton Brown (Phonics and Friends A-D) 800 333-3510.
Sundance (Phonics Readers), 800 343-8204.

Natural language practice readers

Celebration Press (various), 800 552-2259.
Hampton Brown (ESL Library), 800 333-3510.
Mondo Publishing (Bookshop), 888 88-MONDO.
Newbridge (background knowledge), 800 867-0307.
Outside the Box, Inc. (various), 800 808-4199.
Oxford University Press (various), 888 551-5454.
Rigby (various), 800 822-8661.
Sundance (various), 800 343-8204.
Wright Group (various), www.wrightgroup.com

Quick coverage of phonemes, syllables

Essentials of Reading and Writing English (National Textbook Company, jr high-adult) 800 323-4900.

Discover Intensive Phonics, Reading Horizons (computer-based, letter recognition to decoding of 5-syllable words, elementary to adult), HEC Software, 800 333-0054, www.hecsoft.com

Graded reading levels

Capstone Press (various), 800 747-4992.
Penguin Readers (200-2300 words); Longman Readers;
Longman Classics. Addison Wesley Longman, 800 266-8855.

Pacemaker Curriculum (various subjects)

Globe Fearon, 800 848-9500.

Newcomer Program

Activity Copymasters & Teacher's Guide
Grades K-2 ISBN 0-13-369257-4, grades 3-6
ISBN 0-13-369257-4. Prentice Hall Regents, 800 375-2375.

The More than Just Surviving Handbook

ESL for Every Classroom Teacher
Law & Eckes, 1990, ISBN 0-920541-98-4.

Assessment and ESL

Handbook for K-12 Teachers
Law & Eckes, 1995, ISBN 1-895411-77-7.
Peguis Publishers, Ltd, 520 Hargrave Street,
Winnipeg MB Canada R3A 0X8.

California Reading Initiative for English

Learners, *Context* vol 17, no. 124,

Sounds of Literacy: Comparative Phonemes,
Context vol 18, no. 128.

mills.fcusd.k12.ca.us/ctrsite/index.html
(go to online resources>context>)

Academic Communication Associates

Many resources for categorization, phoneme discrimination, sentence building, and so on, 760 758-9593.

Core Knowledge

Items important to understanding the implicit meanings of text in America (*What Your 2nd Grader Needs to Know*, etc.) One guide to "background knowledge."

Computer multimedia programs

Rosetta Stone (Fairfield), No. CA rep 800 962-4923.
Let's Go (DynaEd), 800 765-4375.
Dynamic English (DynaEd), 800 765-4375.
ELLIS (Greenfield), 800 363-5547.

High Frequency 500: by syllable pattern and vowel phoneme (1-syllable words)

<u>/ay/ '8'</u>	sat	<u>/oy/ 'boy'</u>	them	right	<u>/ee/ 'me'</u>	<u>/ol 'on,' 'law'</u>
came	shall	boy	then	side	be	all
change	stand	point	well	size	deep	ball
day	than	voice	went	sky	each	box
face	that	<u>/ayr/ 'air'</u>	when	time	eat	brought
game	that's	air	yes	try	feel	called
gave	<u>/ar/ 'arm'</u>	care	yet	while	feet	dog
great	are	their		white	field	draw
lay	car	there	<u>/er/ 'her'</u>	why	green	fall
made	dark	where	earth	wide	he	gone
main	far	<u>/ow/ 'cow'</u>	first	wild	keep	got
make	hard	down	girl	write	least	hot
may	heart	found	heard		leave	job
name	large	ground	her	<u>/il 'it'</u>	leaves	long
page	part	hour	learn	been	me	no
place	start	house	learned	big	mean	not
play	<u>/oo/ 'book'</u>	how	sure	bring	need	of
rain	book	now	third	build	need	off
same	could	our	turn	built	piece	on
say	foot	out	turned	did	read	rock
space	full	round	were	fish	real	saw
state	good	sound	words	give	sea	small
stay	look	town	work	him	see	stop
take	put	<u>/eer/ 'ear'</u>	world	his	seen	strong
they	should	hear	<u>/ai/ 'I'</u>	if	she	talk
way	stood	here	by	in	these	tall
<u>/a/ 'am'</u>	took	near	dry	is	three	thought
add	would	year	find	it's	tree	top
am	<u>/oo/ 'boot'</u>	<u>/e/ 'egg'</u>	fine	its	we	walk
an	blue	best	five	list	each	walked
and	do	check	high	little	<u>/oh/ 'no'</u>	want
as	food	else	I	live	boat	was
asked	group	end	I'll	lived	both	watch
at	knew	felt	I'm	miss	close	water
back	moon	friend	ice	ship	cold	what
black	move	get	kind	since	don't	<u>/or/ 'or'</u>
can	new	head	kind	six	go	course
can't	room	held	life	still	gold	door
class	school	help	light	thing	grow	floor
fact	soon	kept	like	think	hold	for
fast	through	left	line	this	home	form
glass	to	less	live	which	know	four
had	too	let	might	will	low	horse
half	true	men	mind	wind	most	more
hand	two	next	my	with	oh	or
has	who	read	night		old	poor
have	you	red	quite		own	short
land		rest			road	warm
last		said			show	your
man		set			shown	<u>schwa</u>
map		tell			snow	a
past		ten			so	from
plants					those	the
ran					though	
sad					told	
					whole	

<u>/u/ 'up'</u>	Compounds	<u>v/cv open</u>	<u>vc/cv</u>
but	another	alone	after
come	cannot	across	almost
cut	didn't	easy	already
does	himself	about	also
done	however	above	although
front	into	again	always
just	itself	against	answer
much	outside	ago	better
must	someone	along	between
once	something	among	bottom
one	themselves	around	carry
run	upon	away	center
some	within	became	certain
such	without	because	children
sun	anything	become	country
up	everyone	before	common
us	everything	began	complete
young	understand	begin	distance
<u>/yu/ 'use'</u>	Inflections	behind	early
few	animals	below	follow
use	later	either	happened
<u>/ire/ 'fire'</u>	longer	enough	hundred
fire	being	even	language
<u>-cle</u>	during	notice	letter
able	going	open	matter
example	living	over	number
people	morning	paper	often
possible	nothing	story	order
simple	English	tiny	pattern
table	Affixes	toward	perhaps
	inside	<u>vc/v closed</u>	person
	instead	any	picture
	only	body	problem
	really	city	sentence
	question	ever	summer
	beautiful	every	surface
	carefully	family	system
	different	father	under
	finally	heavy	until
	important	many	winter
	probably	money	Misc
	suddenly	mother	American
	usually	other	area
		never	idea
		power	remember
		ready	together
		river	United States
		second	
		several	
		special	
		study	
		very	
		weather	
		whether	
		animal	



These are the 500 high frequency words as defined by Rebecca Sitton. The presence of weather words indicates that the source was newspapers rather than textbooks. Even so, these words are the ones that any student must quickly recognize and understand. Of the 20,000 or so English words a high-school graduate knows, this is a place for newcomers to begin.

They are arranged for use in teaching and practicing phonemes, spelling patterns, syllables, affixes, inflections, and other concepts tested on the SAT-9.

On the next page, the same words are arranged by "part of speech," or function. Following that are the verbs with their present, past, present participle, and past perfect and future forms. Also listed are a few phrasal verbs, which are always troublesome for English learners but rather invisible to native speakers.

Download the words as a tab-delimited text file, and open it in Excel or a database. Then you can sort by different criteria, such as initial phoneme, final blends, homophone, or multiple meaning words. mills.fcusd.k12.ca.us/ctrsite/index.html Click through to find resources for English literacy.

High Frequency 500: by function

ADJECTIVE

able
all
alone
another
any
beautiful
best
better
big
black
blue
both
bottom
certain
close
cold
common
complete
dark
deep
different
dry
each
early
easy
else
end
every
fast
few
fine
first
five
four
front
full
good
great
green
hard
heavy
high
hot
hundred
important
kind
large
least
left
less

light
little
live
long
longer
low
main
many
mean
more
most
much
new
next
old
one
open
other
past
poor
possible
ready
real
red
right
round
sad
same
second
several
short
simple
six
small
some
special
strong
sure
tall
ten
these
third
this
three
tiny
top
true
two
very
warm
white

white
whole
wide
wild
young

ADVERB

again
ago
almost
already
also
always
away
back
back
carefully
down
enough
ever
far
finally
here
last
later
never
not
now
often
once
only
perhaps
probably
quite
really
soon
still
such
suddenly
then
there
together
too
usually
well
yet

PROPER

American
English
United States

ARTICLE

a
an
the

CONJUNCTION

although
and
as
because
but
either
even
however
if
instead
just
or
so
than
that
though
whether
while
without

CONTRACTION

can't
didn't
don't
I'll
I'm
it's
that's

INTERJECTION

no
oh
yes

QUESTION

how
what
when
where
which
who
why

**NOUN**

air
animal
animals
anything
area
ball
boat
body
book
boy
box
car
center
change
check
children
city
class
country
course
day
distance
dog
door
each
earth
end
everyone
everything
example
face
fact
family
father
feet
field
fire
fish
floor
food
foot
form
friend
game
girl
glass
gold
ground
group
half

hand
head
heart
help
home
horse
hour
house
ice
idea
job
kind
land
language
leaves
letter
life
light
line
list
look
man
map
matter
men
mind
miss
money
moon
morning
mother
move
name
need
night
nothing
notice
number
order
page
paper
part
pattern
people
person
picture
piece
place
plants
point
power

problem
question
rain
rest
river
road
rock
room
run
saw
school
sea
sentence
ship
side
size
sky
snow
someone
something
sound
space
stand
state
story
summer
sun
surface
system
table
thing
time
town
tree
use
voice
watch
water
way
weather
wind
winter
words
work
world
year



PREPOSITION

about
above
across
after
against
along
among
around
at
before
behind
below
between
by
during
for
from
in
inside
into
near
of
off
on
out
outside
over
since
through
to
toward
under
until
up
upon
with
within

PRONOUN

he
her
him
himself
his
I
its
itself
me
my
our
she

their
them
themselves
they
those
us
we
you
your

VERB

add
am
answer
are
asked
be
became
become
been
began
begin
being
bring
brought
build
built
called
came
can
cannot
care
carry
change
check
close
come
could
cut
did
do
does
done
draw
eat
end
fall
feel
felt
find
follow
form

found
gave
get
give
go
going
gone
got
grow
had
happened
has
have
hear
heard
held
help
hold
is
keep
kept
knew
know
land
lay
lay
learn
learned
leave
let
like
line
list
live
lived
living
look
made
make
matter
may
mean
might
mind
miss
move
must
need
notice
open
order

own
play
point
put
ran
read
read
remember
rest
run
said
sat
saw
say
see
seen
set
shall
should
show
shown
stand
start
stay
stood
stop
study
take
talk
tell
think
thought
told
took
try
turn
turned
understand
use
walk
walked
want
was
watch
went
were
will
work
would
write

Internet TESL Journal

www.aitech.ac.jp/~iteslj

ESL Electronic Journal

www-writing.berkeley.edu/TESL-EJ

Great list of ESL links

www.cal.org/public/links/esl.html
www.eslmag.com/ESLResources/html

California ESL teachers

www.catesol.org
www.cde.gov/cilbranch/bien

ESL/EFL Lesson Plans

www.quik13.com/mher/tesl

List of phrasal verbs

www.eslcafe.com/pv/phrasalverbs

Grammar links

www.gl.umbc.edu/~kpokoy1/grammar.htm
www.edunet.com/english/grammar

ESL clip art (gif)

www.sla.purdue.edu/fl/JapanProj/FLClipart

Language Materials Project

www.lmp.ucla.edu
search for LI resources

Yamada Language Center

babel.uoregon.edu/yamada/guides.html
LI fonts for PC and Mac

Phrasal Verbs

add up
bring up
build up
call off
call on
care for
catch on
check in(to)
check off
check out
come across
do over
end up
feel up to
fill in
fill out
find out (about)
get across
get along (with)
get around
get around to
get by
get in
get out of
get over
get up
go with
grow up
hand in
hand out
have to do with
keep on
leave out
let down
look back on
look down on
look forward to
look into
look over
look up to
luck out
make fun of
make up
make up (with)
pick out
pick on
put away
put up with
put back
round off
run into
run out of



High frequency verbs: present, past, present participle, past perfect, future**Phrasal verbs**
continued

set up
 slip up
 stand out
 show up
 take care of
 take off
 try on
 try out
 turn around
 turn in
 turn down
 turn off
 turn on
 turn up
 watch out for
 wear out
 work out
 write up
 write down

add	add(s), added, am adding, have added, will add
be	am-are-is, was-were, am being, have been, will be
answer	answer(s), answered, am answering, have answered
asked	ask(s), asked, am asking, have asked, will ask
become	become(s), became, am becoming, have become, will become
begin	begin(s), began, am beginning, have begun, will begin
bring	bring(s), brought, am bringing, have brought, will bring
build	build(s), built, am building, have built, will build
called	call(s), called, am calling, have called, will call
can	can, could, am able to, was able to, will be able to
care	care(s), cared, am caring, have cared, will care
carry	carry(ies), carried, am carrying, have carried, will carry
change	change(s), changed, am changing, have changed, will change
check	check(s), checked, am checking, have checked, will check
close	close(s), closed, am closing, have closed, will close
come	come(s), came, am coming, have come, will come
cut	cut(s), cut, am cutting, have cut, will cut
do	do(es), did, am doing, have done, will do
draw	draw(s), drew, am drawing, have drawn, will draw
eat	eat(s), ate, am eating, have eaten, will eat
end	end(s), ended, am ending, have ended, will end
fall	fall(s), fell, am falling, have fallen, will fall
feel	feel(s), felt, am feeling, have felt, will feel
find	find(s), found, am finding, have found, will find
follow	follow(s), followed, am following, have followed, will follow
form	form(s), formed, am forming, have formed, will form
get	get(s), got, am getting, have got, will get
give	give(s), gave, am giving, have given, will give
go	go(es), went, am going, have gone, will go
grow	grow(s), grew, am growing, have grown, will grow
happen	happen(s), happened, is happening, have happened, will happen
has	have/has, had, am having, have had, will have
hear	hear(s), heard, am hearing, have heard, will hear
help	help(s), helped, am helping, have helped, will help
hold	hold(s), held, am holding, have held, will hold
keep	keep(s), kept, am keeping, have kept, will keep
know	know(s), knew, am knowing, have known, will know
land	land(s), landed, am landing, have landed, will land
lay	lay(s), laid, am laying, have laid, will lay
learn	learn(s), learned, am learning, have learned, will learn
leave	leave(s), left, am leaving, have left, will leave
let	let(s), let, am letting, have let, will let
lay	lie(s), lay, am lying, have lain, will lie
like	like(s), liked, am liking, have liked, will like
line	line(s), lined, am lining, have lined, will line
list	list(s), listed, am listing, have listed, will list
live	live(s), lived, am living, have lived, will live
look	look(s), looked, am looking, have looked, will look



make	make(s), made, am making, have made, will make
matter	matter(s), mattered, am mattering, have mattered, will matter
may	may, might, have permission to, had permission to, will have permission to
mean	mean(s), meant, am meaning, have meant, will mean
mind	mind(s), minded, am minding, have meant, will mean
miss	miss(es), missed, am missing, have missed, will miss
move	move(s), moved, am moving, have moved, will move
must	must, had to, am having to, had to, will have to
need	need(s), needed, am needing, have needed, will need
notice	notice(s), noticed, am noticing, have noticed, will notice
open	open(s), opened, am opening, have opened, will open
order	order(s), ordered, am ordering, have ordered, will order
own	own(s), owned, am owning, have owned, will own
play	play(s), played, am playing, have played, will play
point	point(s), pointed, am pointing, have pointed, will point
put	put(s), put, am putting, have put, will put
read	read(s), read, am reading, have read, will read
remember	remember(s), remembered, am remembering, have remembered, will remember
rest	rest(s), rested, am resting, have rested, will rest
run	run(s), ran, am running, have run, will run
say	say(s), said, am saying, have said, will say
see	see(s), saw, am seeing, have seen, will see
set	set(s), set, am setting, have set, will set
should	should, should, am supposed to, should have, should
show	show(s), showed, am showing, have shown, will show
sat	sit(s), sat, am sitting, have sat, will sit
stand	stand(s), stood, am standing, have stood, will stand
start	start(s), started, am starting, have started, will start
stay	stay(s), stayed, am staying, have stayed, will stay
stop	stop(s), stopped, am stopping, have stopped, will stop
study	study(ies), studied, am studying, have studied, will study
take	take(s), took, am taking, have taken, will take
talk	talk(s), talked, am talking, have talked, will talk
tell	tell(s), told, am telling, have told, will tell
think	think(s), thought, am thinking, have thought, will think
try	try(ies), tried, am trying, have tried, will try
turn	turn(s), turned, am turning, have turned, will turn
understand	understand(s), understood, am understanding, have understood, will understand



TO HAVE			
<i>Present</i>	Today....		
Singular	I have	you have	he, she, it has
Plural	we have	you have	they have
<i>Past</i>	Yesterday...		
Singular	I had	you had	he, she, it had
Plural	we had	you had	they had
<i>Present participle</i>	Right now...		
Singular	I am having	you are having	he, she, it is having
Plural	we are having	you are having	they are having
<i>Past perfect</i>	Many times...		
Singular	I have had	you have had	he, she, it has had
Plural	we have had	you have had	they have had
<i>Future</i>	Tomorrow...		
Singular	I will have	you will have	he, she, it will have
Plural	we will have	you will have	they will have

