

ESL

BEGINNING

STANDARD 1

The student will develop oral communication skills in order to communicate with different audiences for a variety of purposes.

To meet this standard, the student will:

Benchmark ESL.B.1.1: Listen in order to understand and respond appropriately in a variety of situations.

Indicators:

- ESL.B.1.1.1 Follow multiple oral commands with visual aids and/or non verbal gestures.
- ESL.B.1.1.2 Understand simple speech produced by peers and adults on familiar topics and respond appropriately.
- ESL.B.1.1.3 Understand content area vocabulary supported by visuals and written text provided during instruction.

Benchmark ESL.B.1.2: Use different listening strategies in order to comprehend main ideas and important details in a variety of situations.

Indicators:

- ESL.B.1.2.1 Listen attentively to stories/information given orally, using picture clues and context to comprehend.
- ESL.B.1.2.2 Use prior knowledge/experiences, familiar word order, context clues, questions to check understanding, mental pictures while listening, etc. to construct meaning in a new situation.
- ESL.B.1.2.3 Show comprehension of Bible verses and Bible stories by matching pictures to oral/written sentences, retell Bible stories and recite verses.

Benchmark ESL.B.1.3: Use speaking strategies appropriately to communicate with different audience for a variety of purposes.

Indicator:

- ESL.B.1.3.1 Ask for clarification and repetition, and for assistance with a task.

Benchmark ESL.B.1.4: Use spoken language for daily activities within and beyond the school setting.

Indicators:

- ESL.B.1.4.1 Use learned phrases to respond to questions and give directions.
- ESL.B.1.4.2 Participate in conversation with peers and adults on familiar topics by asking and answering questions and requesting information.
- ESL.B.1.4.3 Share concerns, personal experiences, feelings, etc, orally, in order to communicate prayer request and/or praises.

Benchmark ESL.B.1.5: Use English to interact in the classroom.

Indicators:

- ESL.B.1.5.1 Ask and respond orally to simple questions about stories, facts and events.
- ESL.B.1.5.2 Interact with peers in order to solve a problem or complete a task in the target language.
- ESL.B.1.5.3 Give simple oral reports.

Key: 1. Discipline 1.1 Standard 1.1.1 Benchmark 1.1.1.1 Indicator

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Benchmark ESL.B.1.6: Demonstrate comprehensible pronunciation and intonation for clarity in oral communication.

Indicator:

ESL.B.1.6.1 Speak clearly with an awareness of English intonation and phonological patterns.

Key: 1. Discipline 1.1 Standard 1.1.1 Benchmark 1.1.1.1 Indicator

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STANDARD 2

The student will develop reading skills and demonstrate an understanding of a variety of text forms (informational texts, graphics, and other literary texts) and how they communicate meaning.

Benchmark ESL.B.2.1: Use a range of strategies to construct meaning.

Indicators:

- ESL.B.2.1.1 Use decoding skills to read and understand the message.
- ESL.B.2.1.2 Use context clues to figure out the meaning of unfamiliar words and phrases.
- ESL.B.2.1.3 Use several reading comprehension strategies (initially with support) before, during and after reading to understand the text. (making predictions, drawing conclusions and making inferences etc.)

Benchmark ESL.B.2.2: Read and demonstrate comprehension of main idea and supporting details.

Indicators:

- ESL.B.2.2.1 Participate in discussions describing characters, setting, events and plot.
- ESL.B.2.2.2 Identify the topic or main idea of text.
- ESL.B.2.2.3 Restate the facts and details of text.
- ESL.B.2.2.4 Read and follow multiple step written directions to complete tasks and assignments.
- ESL.B.2.2.5 Demonstrate the understanding of a text by retelling the story or restating information from the text.
- ESL.B.2.2.6 Follow directions using diagrams or pictures in different activities (board games, graphic organizers, worksheets, etc.)

Benchmark ESL.B.2.3: Understand that printed materials provide information.

Indicators:

- ESL.B.2.3.1 Use simple reference materials to acquire concepts (dictionaries etc.)
- ESL.B.2.3.2 Use printed materials to find answers to questions.
- ESL.B.2.3.3 Understand that material is written for different purposes (persuading, informing, entertaining and instruction.)
- ESL.B.2.3.4 Use children's Bible to read stories independently.

Benchmark ESL.B.2.4: Use knowledge of words and cueing systems (language structure, letter-sound relationship, context clues) to improve comprehension.

Indicators:

N/A

Key: 1. Discipline 1.1 Standard 1.1.1 Benchmark 1.1.1.1 Indicator

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STANDARD 3

The student will generate, gather, and organize ideas and information to communicate effectively by writing to different audiences for an intended purpose..

Benchmark ESL.B.3.1: Use a variety of strategies to brainstorm, collect, and organize information in order to identify main ideas and supporting details.

Indicators:

- ESL.B.3.1.1 Support a central idea with relevant details and examples.
- ESL.B.3.1.2 Produce writing that strengthens the link between oral and written language.
- ESL.B.3.1.3 Pre-write, revise, edit own writing based on teacher feedback.

Benchmark ESL.B.3.2: Choose words and phrases to convey meaning using a variety of sentence types.

Indicators:

- ESL.B.3.2.1 Write several sentences on a topic related to a visual prompt.
- ESL.B.3.2.2 Write several sentences on a topic in paragraph format.
- ESL.B.3.2.3 Use language leveled descriptive vocabulary to clarify details.
- ESL.B.3.2.4 Write simple sentences in response to selected literature showing understanding of the text.
- ESL.B.3.2.5 Write in different forms for different purposes (short stories, descriptions, journals, short expository text)
- ESL.B.3.2.6 Journal personal reflections based on Bible stories/biblical principles using drawings and familiar words and phrases.

Benchmark ESL.B.3.3: Use parts of speech appropriately to communicate meaning clearly.

Indicators:

- ESL.B.3.3.1 Use possessives, apostrophes, prepositions, contractions, pronouns, adjectives, etc. correctly to clarify and enhance meaning.
- ESL.B.3.3.2 Use verb tenses appropriately in present, past, future and progressive.
- ESL.B.3.3.3 Write simple declarative, interrogative, imperative, and exclamatory sentences appropriate for content areas based on a classroom model.

Benchmark ESL.B.3.4: Spell familiar and unfamiliar words using a variety of strategies such as word structures, word meanings, sound-symbol relationship, etc.

Indicators:

- ESL.B.3.4.1 Write sentences from dictation with more conventional spelling of familiar words.

Key: 1. Discipline 1.1 Standard 1.1.1 Benchmark 1.1.1.1 Indicator

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