ESL
DEVELOPING

STANDARD 1
The student will develop oral communication skills in order to communicate with different audiences for a variety of purposes.

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

Indicators:
ESL.D.1.1.1   Follow verbal directions by comparing them with visual aids or non-verbal cues from teachers or peers.
ESL.D.1.1.2   Understand age-appropriate social discourse and content area discourse with occasional repetition and rephrasing.
ESL.D.1.1.3   Develop content area vocabulary and use knowledge of language to support comprehension of speaker's message.
ESL.D.1.1.4   Start demonstrating understanding of idiomatic expressions by responding to and using them appropriately.

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

Indicators:
ESL.D.1.2.1   Use prior knowledge/experiences, familiar word order, context clues, questions to check understanding, mental pictures while listening to construct meaning in a new situation.
ESL.D.1.2.2   Show comprehension of Bible verses and Bible stories by retelling memory verses and stories and by answering vocabulary and reading comprehension questions.

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

Indicators:
ESL.D.1.3.1   Ask for clarification and assistance with a task.
ESL.D.1.3.2   Formulate and pose questions during classroom discussions.
ESL.D.1.3.3   Summarize information, events, stories, content area texts, etc. orally.

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

Indicators:
ESL.D.1.4.1   Engage in conversations for personal expression and enjoyment.
ESL.D.1.4.2   Participate in conversation with peers and adults on familiar topics by asking and answering questions and requesting information.
ESL.D.1.4.3   Share concerns, personal experiences, feelings, etc, orally, in order to communicate prayer request and/or praises.

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

Indicators:
ESL.D.1.5.1   Participate actively in cooperative group activities and projects.
ESL.D.1.5.2   Give short oral reports, information, speech with coherence and cohesion.
ESL.D.1.5.3   Ask and respond orally to simple questions about stories, facts and events in multiple word sentences.

Key: 1. Discipline 1.1 Standard   1.1.1 Benchmark   1.1.1.1 Indicator

ESL.D.1.5.4   Restate in own words the main idea of subject area content.

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

Indicator:
ESL.D.1.6.1   Speak clearly and comprehensively by using Standard English, grammatical forms, pronunciation, phrasing and intonation.

Benchmark ESL.D.1.7:   Reflect and identify their strengths as listeners and speakers, areas of improvement, and the strategies they found most helpful in oral communication situations.

Indicator:
ESL.D.1.7.1   Begin to identify how their skills as readers help them improve their oral communication skills.

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

Indicators:
ESL.D.2.1.1   Use context clues to figure out the meaning of unfamiliar words and phrases.
ESL.D.2.1.2   Recognize common cognates.
ESL.D.2.1.3   Use several reading comprehension strategies before, during and after reading to understand the text. (Making predictions, drawing conclusions and making inferences etc.)

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

Indicators:
ESL.D.2.2.1   Identify simple words with multiple meanings.
ESL.D.2.2.2   Summarize informational or narrative selections.
ESL.D.2.2.3   Compare and contrast characters; describe setting and events in text.
ESL.D.2.2.4.   Demonstrate knowledge of story structure and sequence
ESL.D.2.2.5   Read text and use detailed sentences to identify main ideas orally and use them to make predictions supported by details.

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

Indicators:
ESL.D.2.3.1   Use knowledge of complex syntax (sentence structure) and grammatical features to derive meaning from narrative text.
ESL.D.2.3.2   Collect and organize information from multiple resources for presentations and/or projects.
ESL.D.2.3.3   Describe how graphic displays and textual aids convey meaning.
ESL.D.2.3.4   Use the bible to read stories/passages independently and answer comprehension questions.

Benchmark ESL.D.2.4: Reflect on and identify their strengths as readers, areas of improvement, and the strategies they found most helpful before, during, and after reading.
Indicators:
ESL.D.2.4.1   Identify (initially with support and direction) a few strategies that they found helpful before, during, and after reading (What questions do you ask yourself to check and see whether you understand what you are reading? What do you do if you don't understand? When you come to a word or phrase you don't know, what strategies do you use to solve it? How do you check to see if you were right?)

Key: 1. Discipline 1.1 Standard   1.1.1 Benchmark   1.1.1.1 Indicator

ESL.D.2.4.2   Explain (initially with support and direction) how their skills in listening, speaking, and writing help them make sense of what they read.

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

Indicators:
ESL.D.3.1.1   Write a brief expository composition that includes a thesis and some supporting details.
ESL.D.3.1.2   Use resources to extend vocabulary choices in writing (bilingual dictionaries, English dictionaries, picture dictionaries, thesaurus)
ESL.D.3.1.3   Pre-write, edit, and revise own writing based on class or peers review.

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

Indicators:
ESL.D.3.2.1   Write three or more paragraphs including a beginning, middle and end on a prompt/theme.
ESL.D.3.2.2   Use thematic and content-specific vocabulary introduced in class for writing across the curriculum.
ESL.D.3.2.3   Use language leveled descriptive vocabulary to clarify details, comparing and /or contrasting.
ESL.D.3.2.4   Select words from an expanded personal vocabulary to communicate ideas clearly across the curriculum.
ESL.D.3.2.5   Write responses to selected literature that exhibit understanding of the text, using detailed sentences and transitions.
ESL.D.3.2.6   Write in different forms for different purposes (expository and persuasive compositions, poems, plays, autobiographies, reports)
ESL.D.3.2.7   Journal personal reflections based on biblical stories and biblical values using a variety of strategies.

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

Indicators:
ESL.D.3.3.1   Use direct quotes and compound sentences to enhance meaning and express complex thoughts.
ESL.D.3.3.2   Demonstrate knowledge of verb tenses, subject-verb agreement, modals, WH-words,etc.
ESL.D.3.3.3   Produce cohesive and coherent written text by organizing ideas, using effective transitions, and choosing precise wording.

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

Indicators:
N/A

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