

# ESL

## ENTERING

### 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.E.1.1: Listen in order to understand and respond appropriately in a variety of situations.**

**Indicators:**

- ESL.E.1.1.1 Follow simple two-step oral directions to complete a task.
- ESL.E.1.1.2 Understand basic language such as greetings, questions, classroom tasks, etc. and respond appropriately.
- ESL.E.1.1.3 Understand highly contextualized speech with repetition and rephrasing.
- ESL.E.1.1.4 Understand limited content area vocabulary supported by visual aids and/or realia.

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

**Indicators:**

- ESL.E.1.2.1 Listen attentively to stories and information given orally using picture clues to understand it.
- ESL.E.1.2.2 Use prior knowledge and experiences to construct meaning in a new situation.
- ESL.E.1.2.3 Follow along in role play activities described orally.
- ESL.E.1.2.4 Use gestures for clarification and to support communication.

**Benchmark ESL.E.1.3: Use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes.**

**Indicators:**

- ESL.E.1.3.1 Ask for clarification.

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

**Indicators:**

- ESL.E.1.4.1 Use learned phrases to respond to questions and give directions.
- ESL.E.1.4.2 Communicate basic wants, preferences, feelings, and needs in English.
- ESL.E.1.4.3 Communicate ideas using basic grammatical structures.
- ESL.E.1.4.4 Share concerns, personal experiences, feelings, etc. orally, in order to communicate prayer request and/or praises.
- ESL.E.1.4.5 Communicate how they would solve daily conflicts based on biblical values.
- ESL.E.1.4.6 Develop the necessary skills to be able to share the gospel in two languages.

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

**Indicators:**

- ESL.E.1.5.1 Ask and respond orally to simple questions about stories, facts, and events in one or two word sentences.
- ESL.E.1.5.2 Recite rhymes, songs, chants, and simple stories.
- ESL.E.1.5.3 Describe scenes, pictures, objects, and situations in four or five sentences using simple adjectives.
- ESL.E.1.5.4 Interact with peers in order to solve a problem or complete a task in the target language.
- ESL.E.1.5.5 Participates in simple role plays.

Key: 1. Discipline 1.1 Standard 1.1.1 Benchmark 1.1.1.1 Indicator

SCS Curriculum, English as a Second Language, Entering, Approved Jan. 2001, revised May, 2011

# ESL

## ENTERING

### 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.*

To meet this standard, the student will:

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

**Indicators:**

- ESL.E.2.1.1 Use decoding skills to read and understand the message.
- ESL.E.2.1.2 Use print from the environment (signs, labels, billboards, etc.) to derive and reinforce meaning.

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

**Indicators:**

- ESL.E.2.2.1 Follow directions using diagrams or pictures in different activities (board games, graphic organizers, worksheets, etc.).
- ESL.E.2.2.2 Read short rebus sentences and stories to answer simple comprehension questions.
- ESL.E.2.2.3 Read and follow simple written directions.

**Benchmark ESL.E.2.3: Understand that printed materials provide information.**

**Indicators:**

- ESL.E.2.3.1 Read simple words and/or simple sentences to match them with visuals/realia.
- ESL.E.2.3.2 Use children's Bible to decode and its pictures to recall stories they've already heard.

Key: 1. Discipline 1.1 Standard 1.1.1 Benchmark 1.1.1.1 Indicator

SCS Curriculum, English as a Second Language, Entering, Approved Jan. 2001, revised May, 2011

# ESL

## ENTERING

### STANDARD 3

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

To meet this standard, the student will:

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

**Indicators:**

- ESL.E.3.1.1 Communicate ideas and thoughts through drawings and/or simple words.
- ESL.E.3.1.2 Copy from a model text with attention to spacing.

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

**Indicators:**

- ESL.E.3.2.1 Write personal information (name, phone number, age, birthday, etc.).
- ESL.E.3.2.2 Write labels, notes, and captions for illustrations.
- ESL.E.3.2.3 Participate in journal writing (drawing, completing sentence starters such as “I like \_\_\_\_\_.”, simple sentences, etc.)
- ESL.E.3.2.4 Journal Bible stories using drawings.

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

**Indicators:**

- ESL.E.3.3.1 Use descriptive vocabulary to clarify details.
- ESL.E.3.3.2 Use basic grammatical constructions in simple sentences.

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

**Indicators:**

- ESL.E.3.4.1 Write words and short sentences from dictation with developmental spelling.
- ESL.E.3.4.2 Produce words (even long words) with invented spelling in order to communicate their message.

Key: 1. Discipline 1.1 Standard 1.1.1 Benchmark 1.1.1.1 Indicator

SCS Curriculum, English as a Second Language, Entering, Approved Jan. 2001, revised May, 2011