

South Carolina ESOL Standards



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INTRODUCTION

These ESOL standards have been developed by the State Department of Education with the assistance of ESOL teachers throughout South Carolina for use as guidance in the instruction of English language learners (ELLs) in the state's public schools. The central objective of these standards is that our ELLs become proficient in English in all four language domains: listening, speaking, reading, and writing. It is important for both ESOL and mainstream educators who teach ELLs to remember that these are not stand-alone standards but are linked to the state's English language arts and mathematics academic standards and are designed to be used in conjunction with the regular grade-appropriate content standards.

While the ESOL standards and indicators within each of the four language domains generally reflect a progression from the easiest to the most difficult tasks for ELLs, this arrangement should be regarded as a framework for the levels of English mastery rather than the order in which tasks should be taught. The teacher's ordering of tasks will depend upon such factors as the amount of formal education that individual students have had in their native language, the English skills that they have already acquired, their age, and their grade level.

Recent research indicates that literacy for nonnative speakers who are learning the English language—especially in reading comprehension and writing at the sentence and paragraph level rather than simply at the word level—is associated with well-developed oral proficiency. This oral proficiency should be developed in a systematic way, and care must be taken to ensure that oral language development goes well beyond basic interpersonal communication skills (BICS) and includes the cognitive academic language proficiency skills (CALPS). The editors of the 2006 report of the National Literacy Panel on Language-Minority Children and Youth make the following assertion in their executive summary: “Extensive oral English development must be incorporated into successful literacy instruction. The most promising instructional practices for language-minority students bear out this point: Literacy programs that provide instructional support of oral language development in English, aligned with high-quality literacy instruction are the most successful.”

Students who are learning the English language must learn not only to read and to write with proficiency in English but also to listen and to speak on a level that demonstrates their full comprehension and fluency in English. South Carolina's ELLs deserve our very best efforts toward this end, and as educators, we must all continue to hold high expectations for their success. It is the hope of the South Carolina Department of Education that these ESOL standards will help all the state's ELLs to meet our expectations in this regard.

For additional information on the use of these ESOL standards, you may contact Catherine Neff, Title III/ESOL consultant, at 803-734-2880 or cneff@ed.sc.gov.

Listening (L)

Standard L1 The student will comprehend instructions given orally in English.

INDICATORS

- L1.1 Follow one-step directions.
- L1.2 Follow two-step directions.
- L1.3 Follow multiple-step directions.

Standard L2 The student will comprehend essential elements of oral discourse in such forms as speeches, conversations, and texts read aloud in English.

INDICATORS

- L2.1 Comprehend words, phrases, and simple sentences.
- L2.2 Recognize and understand the main idea, purpose, or theme.
- L2.3 Recognize and understand important supporting ideas and details.
- L2.4 Identify the setting and the various characters who appear.
- L2.5 Understand the figurative language and idiomatic expressions used.

Standard L3 The student will determine the attitude and/or perspective of a speaker who is using the English language.

INDICATORS

- L3.1 Distinguish between fact and opinion.
- L3.2 Identify the speaker's point of view, motivation, tone, stance, or position with regard to an issue.
- L3.3 Draw inferences and conclusions and make predictions.

Speaking (S)

Standard S1 The student will establish conversational connections that express concrete information clearly in English.

INDICATORS

- S1.1 Give simple and multiple-step directions.
- S1.2 Provide personal information.
- S1.3 Ask and answer simple questions.
- S1.4 Use common social idioms, basic greetings, and standard repetitive phrases.

Standard S2 The student will participate in a conversation in English by making clear, logical, and detailed responses.

INDICATORS

- S2.1 Identify people, places, objects, and basic concepts (e.g., numbers, days of the week, foods, occupations, time).
- S2.2 Recount personal experiences and tell stories as oral responses to conversational cues.
- S2.3 Summarize information and paraphrase the conversations of others.
- S2.4 Use figurative language and idiomatic expressions.

Standard S3 The student will expand oral information logically and clearly in English.

INDICATORS

- S3.1 Explain the elements of a conversation or a presentation by summarizing or paraphrasing it.
- S3.2 Explain ideas and convey information in both temporal (i.e., sequencing) and spatial order (i.e., positional words).
- S3.3 Clarify and support or refute ideas by using details, examples, and other means of elaboration.

Standard S4 The student will correctly and effectively convey his or her attitude and/or perspective in English in conversations and other forms of oral communication.

INDICATORS

- S4.1 Express and establish his or her point of view by using clear and precise language.
- S4.2 Defend his or her point of view by using forms of evidence such as specific details and concrete examples.
- S4.3 Defend his or her point of view by making valid and appropriate appeals to the listener's reason and emotions.

Reading (R)

Standard R1 The student will demonstrate pre-/early English reading skills.

INDICATORS

- R1.1 Identify high-frequency words, including irregular verbs such as *said*, *was*, and *is* and irregular plural nouns such as *mice* and *geese*.
- R1.2 Identify frequently used compound words and contractions.
- R1.3 Identify relationships between words by using onsets and rimes (word families).
- R1.4 Comprehend simple phrases and sentences.
- R1.5 Use word clues such as the relationships between words, syntax, morphology, and cognates to decipher the meaning of unfamiliar words in phrases and sentences.

Standard R2 The student will understand key words and phrases in English.

INDICATORS

- R2.1 Understand that words can have multiple meanings, both denotative and connotative.
- R2.2 Use an understanding of key words and phrases to derive the meaning of simple passages.
- R2.3 Use one or more strategies to determine the meanings of unfamiliar words and phrases (e.g., background or prior knowledge; contextual clues and illustrations; knowledge of morphology, syntax, phonics, word relationships; knowledge of synonyms, antonyms, homophones, homographs, cognates, and false cognates).

Standard R3 The student will comprehend instructions written in English.

INDICATORS

- R3.1 Follow one-step instructions.
- R3.2 Follow two-step instructions.
- R3.3 Follow multiple-step instructions.

Standard R4 The student will determine the major elements of a text written in English.

INDICATORS

- R4.1 Identify the central theme or problem.
- R4.2 Identify the author's main purpose.
- R4.3 Identify the main characters and the nature of their conflicts.
- R4.4 Identify the setting.

Standard R5 The student will recognize important details in texts written in English.

INDICATORS

- R5.1 Identify important supporting ideas and themes.
- R5.2 Understand the meaning of information conveyed through various graphic sources (e.g., diagrams, charts, tables, simple illustrations).

Standard R6 The student will understand the content and the methodology used in texts written in English.

INDICATORS

- R6.1 Draw inferences and conclusions and make predictions about main ideas, characters, and setting.
- R6.2 Understand the relationship between cause and effect.
- R6.3 Understand the use of compare/contrast strategies.
- R6.4 Understand the chronological ordering of ideas and information.

Standard R7 The student will determine the attitude or perspective of the author and/or the characters in a text written in English.

INDICATORS

- R7.1 Distinguish between fact and opinion in texts.
- R7.2 Identify the author's point of view, motivation, tone, stance, or position with regard to an issue.
- R7.3 Analyze the characters to determine their motivations, intentions, prejudices, and general outlook; the changes in opinion and behavior they undergo; and the nature of their interactions with the other characters.

Standard R8 The student will analyze various writing styles and forms in English texts.

INDICATORS

- R8.1 Identify analogies (e.g., metaphors), symbols, patterns such as rhyming and repetition, and other rhetorical devices.
- R8.2 Apply an understanding of the structure of English sentences to derive meaning from a text.
- R8.3 Understand a variety of forms of writing such as personal and fictional narratives and persuasive, descriptive, and expository compositions.

Writing (W)

Standard W1 The student will demonstrate pre-/early English writing skills.

INDICATORS

- W1.1 Identify a relationship between oral and/or visual communication and written words.
- W1.2 Use correct letter formation.
- W1.3 Use word boundaries and directionality.
- W1.4 Use high frequency words and functional vocabulary in labeling graphics and in forming phrases and sentences that express concrete as well as abstract information.

Standard W2 The student will use graphic organizers or outlines to plan, organize, and develop his or her writing in English.

INDICATORS

- W2.1 Use graphic organizers or outlines to decide on appropriate content and titles for his or her compositions.
- W2.2 Use graphic organizers or outlines to organize information logically.
- W2.3 Use graphic organizers or outlines to write appropriate topic sentences for paragraphs on the basis of the particular subject.
- W2.4 Use graphic organizers or outlines to determine the validity and appropriateness of particular details.

Standard W3 The student will write English compositions in a variety of forms.

INDICATORS

- W3.1 Write personal or fictional narratives that trace a sequence of events and contain details about character and setting.
- W3.2 Write persuasive and expository compositions that establish the validity of a thesis through the development of logical supporting points and concrete details.
- W3.3 Write descriptive compositions that express ideas with enough clarity and detail to give the reader a clear impression of the object, person, or place described.

Standard W4 The student will revise his or her writing as well as that of others for logic, consistency, and clarity.

INDICATORS

- W4.1 Revise drafts to improve coherence and the logical progression of ideas by rewriting and sharpening the focus of the topic and/or concluding sentences of key paragraphs.
- W4.2 Revise drafts to improve coherence and the logical progression of ideas by adding appropriate transition words and phrases.
- W4.3 Revise drafts for appropriate word choice.
- W4.4 Revise drafts to achieve a consistency of style, tone, and point of view that is appropriate for the particular topic as well as the intended audience.
- W4.5 Revise drafts to include a variety of sentence types as appropriate.

Standard W5 The student will correct the grammar and mechanics of his or her writing as well as that of others.

INDICATORS

- W5.1 Recognize and correct word errors such as the misuse of the parts of speech (e.g., a noun incorrectly used as a verb), the inappropriate use of capitalization, and the misuse of the apostrophe.
- W5.2 Recognize and correct grammatical and structural problems such as subject-verb and pronoun-antecedent agreement errors, pronoun case errors, and dangling and misplaced modifiers.
- W5.3 Recognize and correct punctuation errors such as run-on sentences, comma splices, and misuse of quotation marks and the hyphen.