

Components and Strands

There are three components and four strands interwoven throughout the English as a Second Language (ESL) Essential Standards. The extent to which each component is exhibited within the communication of an English learner reflects the level of that student's English language proficiency, as evidenced in the Performance Definitions. Linguistic complexity, vocabulary usage, and language control increase incrementally as students progress from one ELP level into the next. The four strands designate the four domains of language at each proficiency level.

Components of Language Development

- Linguistic Complexity – extent of elaboration of written or spoken communication (discourse), the types and variety of grammatical structures, the organization and cohesion of ideas and the use of text structures for specific genres (*example:* " *The earth's core is spherical in shape* " is more complex than " *round* ")
- Vocabulary Usage - ability to adjust word selection from general terms to more context specific language, and finally to specialized content-specific technical language (*example: knee – kneecap – patella*)
- Language Control - comprehensibility of a communication based on the amount and type of errors in grammar, spelling, fluency, pronunciation, or word choice (*example: the child's hands v. the children's hands*)

Strands by Language Domain

Listening – comprehension of spoken language, including

- sounds, stress, and intonation,
- directions,
- questions,
- discussions, and
- oral presentations and stories

Speaking – production of oral language, including

- sounds, stress, and intonation,
- directions and processes,
- questions,
- discussions, and
- oral presentations

Reading – comprehension of written language, including

- phonemic awareness,
- phonics and decoding,
- vocabulary development,