

English as a Second Language – Social and Instructional Language • Unpacked Content

Unpacking the Social and Instructional Language Essential Standard (What does this mean a child will know and be able to do?)

Essential Standard #1: English language learners communicate for Social and Instructional purposes within the school setting

Social language involves everyday topics including greetings, personal experiences, current events, community events, information about family and friends, health and safety, social events, and personal opinions.

Instructional language involves everyday classroom and academic topics including classroom materials/supplies, information gathering, school or classroom rules, instructions, directions, class discussion/discourse, school events, and requests for information.

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: “a shiny new convertible with music blaring raced down the lane” is more complex than “a car”*)
- Vocabulary Usage - ability to adjust word selection from general terms to more context specific language, and finally to specialized content-specific technical language (*example: people –population – demographics*)
- Language Control - comprehensibility of a communication based on the amount and type of errors in grammar, spelling, fluency, pronunciation, or word choice (*example: our house v. are house*)

Strands by Language Domain

Listening – comprehension of spoken language, including

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