

ESL Standards & Benchmarks

1. SPEAKING SKILLS

Students will speak clearly and confidently in both academic and social settings

KINDERGARTEN – GRADE 2

A) Punctuation

Beginning	Intermediate	Transitional
Speak clearly	Speak with appropriate intonation	Speak with clear diction
Use correct word stress		

B) Memorization and Repetition

Beginning	Intermediate	Transitional
Repeat words and phrases		
Learn and dramatize the language through songs, finger-plays, poems, chants and stories		
Practice rhythm, stress and intonation in rhymes, finger-plays, chants, songs and poems as appropriate		
Act out and/or retell a text		

C) Participation

Beginning	Intermediate	Transitional
Take turns in speaking	Exhibit self confidence in different social situations	Speak in extended sentences in classroom.
Take part in group discussions	Gain and maintain the interest and response of different audiences, varying the pace of their language for different effects (e.g. by exaggeration, humour)	Sustain a conversation
Name concrete objects		Ask abstract questions
Use greetings		
Use telegraphic speech		
Produce rote survival phrases		
Speak in very short phrases (2-3 words)		
Express opinions		
Ask and respond to simple questions		
Give short answers in classroom		
Initiate conversation		

1. SPEAKING SKILLS

Students will speak clearly and confidently in both academic and social settings

KINDERGARTEN – GRADE 2**D) Organization**

Beginning	Intermediate	Transitional
	Focus on the main point when speaking	
	Relate what is said to what was said before	
	Ask relevant questions	
	Self-correct	

E) Presentation

Beginning	Intermediate	Transitional
Take part in role play activities	Relate personal experiences and provide clarification	Relate personal experiences clearly
Relate personal experiences		Relate academic information
		Use visual aids to enhance communication

1. SPEAKING SKILLS

Students will speak clearly and confidently in both academic and social settings

GRADE 3 – GRADE 5**A) Punctuation**

Beginning	Intermediate	Transitional
Speak clearly enough to be understood	Speak with clear diction	
Use correct word stress	Speak with appropriate intonation	

B) Memorization and Repetition

Beginning	Intermediate	Transitional
Repeat words and phrases		
Learn and dramatize the language through songs, finger-plays, poems, chants and stories		
Practice rhythm, stress and intonation in rhymes, finger-plays, chants, songs and poems as appropriate		
Act out or retell a story		

C) Participation

Beginning	Intermediate	Transitional
Take turns in speaking	Exhibit self confidence in different social situations	Speak in extended sentences in classroom
Take part in group discussions	Gain and maintain the interest and response of different audiences, varying the pace of their language for different effects (e.g. by exaggeration, humour).	Sustain a conversation
Name concrete objects		Ask abstract questions
Use greetings		Make relevant comments
Use telegraphic speech		Make different types of contributions to groups adapting their speech to their listeners and the activity
Produces rote survival phrases		
Speak in short phrases		
Express opinions		
Make relevant comments		
Ask and respond to simple questions.		
Give short answers in classroom.		
Initiate conversation		

SPEAKING SKILLS

Students will speak clearly and confidently in both academic and social settings

GRADE 3 – GRADE 5**D) Organization**

Beginning	Intermediate	Transitional
Relate what is said to what has occurred before	Focus on the main point when speaking	Describe experiences
Ask relevant questions	Express opinions	Organize what they say
	Self-correct	
	Use simple and compound sentences with appropriate word order	
	Structure speech clearly, using markers so that listeners can follow the line of thought	
	Use vocabulary and syntax to communicate more complex meanings	

E) Presentation

Beginning	Intermediate	Transitional
Take part in role-play activities	Relate personal experiences and provide clarification	Relate personal experience clearly
Relate personal experiences	Use visual aids to enhance communication	Relate academic information
		Make an oral presentation that shows clear shape and organization, including an introduction and a conclusion

1. SPEAKING SKILLS

Students will speak clearly and confidently in both academic and social settings

GRADE 6 – GRADE 8**A) Punctuation**

Beginning	Intermediate	Transitional
Speak clearly enough to be understood	Speak with clear diction	
Use correct word stress	Speak with appropriate intonation	

B) Memorization and Repetition

Beginning	Intermediate	Transitional
Repeat words and phrases		
Learn and dramatize the language through songs, poems, chants and stories		
Practice rhythm, stress and intonation in rhymes, chants, songs and poems as appropriate		
Act out or retell a text		

C) Participation

Beginning	Intermediate	Transitional
Use isolated words	Exhibit self confidence in social situations	Speak in extended sentences in classroom.
Take turns in speaking	Gain and maintain the interest and response of different audiences, varying the pace of their language for different effects (e.g. by exaggeration, humour)	Initiate and sustain a conversation.
Take part in group discussions	Respond during content area discussions	Make different types of contributions to groups adapting their speech to their listeners and the activity
Name concrete objects	Ask abstract questions	Show spontaneity in speech
Use greetings		Contribute during content area activities and discussions
Use telegraphic speech		Communicate both socially and academically
Learn and use rote survival phrases		
Speak in short phrases		
Express likes/dislikes		
Make relevant comments		
Ask and respond to simple questions		
Give short answers in classroom		

Initiate conversation		
Express feelings and opinions		
Request assistance		
Use basic social language and identifies basic needs		

D) Organization

Beginning	Intermediate	Transitional
Relate what they say to what has gone on before	Focus on the main point when speaking	Produce extended discourse with appropriate transitions
Ask relevant questions	Self-correct	
	Use simple and compound sentences with appropriate word order	
	Use vocabulary and syntax to communicate more complex meanings	
	Form rudimentary sentences to initiate, minimally sustain and close communication.	
	Organize what is said	
	Structure their speech clearly, using markers so that listeners can follow a line of thought	
	Describe experiences	

E) Presentation

Beginning	Intermediate	Transitional
Take part in role-play activities	Use visual aids to enhance communication	Make an oral presentation that shows clear shape and organization
Relate personal experiences and provide clarification	Relate personal experience clearly	Use tone, gesture, pace and rhetorical devices for emphasis
	Relate academic information	Take up different roles

1. SPEAKING SKILLS

Students will speak clearly and confidently in both academic and social settings

GRADE 9 – GRADE 10**A) Punctuation**

Beginning	Intermediate	Transitional
Speak clearly enough to be understood	Speak with clear diction	
Use correct word stress	Speak with appropriate intonation	

B) Memorization and Repetition

Beginning	Intermediate	Transitional
Repeat words and phrases		
Learn and dramatize the language through songs, poems, chants and stories		
Practice rhythm, stress and intonation in rhymes, chants, songs and poems as appropriate		

C) Participation

Beginning	Intermediate	Transitional
Take turns in speaking	Ask abstract questions	Speak in extended sentences in classroom.
Take part in group discussions	Exhibit self confidence in social situations	Initiate and sustain a conversation.
Name concrete objects	Gain and maintain the interest and response of different audiences, varying the pace of their language for different effects (e.g. by exaggeration, humour)	Make different types of contributions to groups adapting their speech to their listeners and the activity
Use greetings	Respond during content area	Show spontaneity in speech
Form telegraphic questions		Contribute during content area activities and discussions
Learn and use rote survival phrases		Communicate both socially and academically
Speak in short phrases		
Express likes/dislikes		
Make relevant comments		
Use basic social language and identify basic needs		
Ask and respond to simple questions.		
Give short answers in classroom.		
Initiate conversation		
Express feelings and opinions		

D) Organization

Beginning	Intermediate	Transitional
Relate is said to what has occurred before	Focus on the main point when speaking	Produce extended discourse with appropriate transitions
Ask relevant questions	Use simple and compound sentences with appropriate word order	
	Structure speech clearly, using markers so that listeners can follow the line of thought	
	Use vocabulary and syntax to communicate more complex meanings	
	Self-correct	
	Form rudimentary sentences to initiate, minimally sustain and close communication.	
	Describe experiences	

E) Presentation

Beginning	Intermediate	Transitional
Take part in role-play activities	Use visual aids to enhance communication	Use tone, gesture, pace and rhetorical devices for emphasis
Relate personal experiences and provide clarification	Relate personal experiences clearly	Take on different roles, adapting them to suit the situation, including scribe, chairperson and spokesperson
	Relate academic information	Take part in a formal debate structure
	Make an oral presentation that shows clear shape and organization including an introduction and a conclusion	