English as a Second Language ESL Level 1

Open   **ESLAO**

This course builds on students' previous education and language knowledge to introduce them to the English language and help them adjust to the diversity in their new environment. Students will use beginning English language skills in listening, speaking, reading, and writing for everyday and essential academic purposes. They will engage in short conversations using basic English language structures and simple sentence patterns; read short adapted texts; and write phrases and short sentences. The course also provides students with the knowledge and skills they need to begin to adapt to their new lives in Canada.

LISTENING AND SPEAKING

OVERALL EXPECTATIONS

By the end of this course, students will:

1. demonstrate the ability to understand, interpret, and evaluate spoken English for a variety of purposes;

2. use speaking skills and strategies to communicate in English for a variety of classroom and social purposes;

3. use correctly the language structures appropriate for this level to communicate orally in English.

SPECIFIC EXPECTATIONS

1. Developing Listening Comprehension

By the end of this course, students will:

Listening for Specific Information

1.1 demonstrate comprehension of specific information in simple directions, instructions, and short classroom presentations on personal and familiar topics, with contextual and visual support *(e.g., respond non-verbally to classroom directions; follow a series of Total Physical Response commands to arrange objects; follow directions to order a group of pictures; retell key events from a simple story read aloud; arrange symbols on a map while following a short, visually supported teacher presentation)*

Listening to Interact

1.2 demonstrate understanding of clearly articulated, simple English on personal and familiar topics in highly structured interactive situations *(e.g., answer questions about personal information, interests, and experiences; participate in paired and small-group exchanges on familiar topics; take part in a think-pair-share session)*

2. Developing Fluency in Speaking

By the end of this course, students will:

Speaking to Interact

2.1 engage in simple spoken interactions on personal and familiar topics *(e.g., ask and respond to simple questions about name, age, family,* favourite school subjects, weather, leisure activities, and places and services in the community; express likes and dislikes related to particular food, music, and recreational activities; play simple interactive games such as "Broken Telephone" or "Twenty Questions")*

Using Conversational Strategies

2.2 use a few familiar conversational expressions and simple non-verbal communication cues to negotiate simple spoken interactions *(e.g., simple courtesy expressions such as "Please", "Thank you", "I'm sorry", "Can I help you?"; attention-getting expressions such as "Excuse me", "Could I please have …"; conversation-closing expressions such as "It was nice to meet you", "Sorry, I have to go now"; non-verbal cues such as nodding and head shaking)*

Speaking for Academic Purposes

2.3 present ideas and information orally for academic purposes in simple, highly structured situations *(e.g., identify science equipment and explain content area concepts such as geometric shapes and mathematical operations while referring to a student-created poster; tell part of a story in a round-robin storytelling activity; retell key events from a photo montage or picture sequence)*

Teacher prompt: "Please tell the class five facts (or things) about your topic. Use your poster to help you explain."

3. Developing Accuracy in Speaking

By the end of this course, students will:

Grammatical Structures

3.1 use correctly the grammatical structures of spoken English appropriate for this level *(see the Language Reference Chart for ESL Level 1 on pages 68–69)*

Teacher prompt: "How do you make the word 'chair' show more than one (or plural)? How do you make the word 'water' plural? How are they different? Why?"

Sound Patterns

3.2 use appropriately a few basic pronunciation, stress, rhythm, and intonation patterns of spoken English to communicate meaning accurately *(e.g., distinguish between short and long vowels [**li**p/**li**ne]; consonants and consonant clusters [**t**ea/**tr**ee/**thr**ee]; and voiced and unvoiced consonants [**b**it/**p**it]); finish statements with falling intonation and questions with rising intonation)*

Teacher prompt: "Listen to my voice when I read these questions. What do you hear at the end of each question? Move your hands to show what my voice does."

Communication Strategies

3.3 use a few basic clarification strategies appropriately to bridge gaps in spoken communication *(e.g., use gestures and mime to clarify meaning; ask for repetition when they do not understand a message)*

READING

OVERALL EXPECTATIONS

By the end of this course, students will:

1. read and demonstrate understanding of a variety of texts for different purposes;

2. use a variety of reading strategies throughout the reading process to extract meaning from texts;

3. use a variety of strategies to build vocabulary;

4. locate and extract relevant information from written and graphic texts for a variety of purposes.

SPECIFIC EXPECTATIONS

1. Reading for Meaning

By the end of this course, students will:

Reading a Variety of Texts

1.1 read a few different types of simple texts designed or adapted for English language learners *(e.g., written instructions, group language-experience stories, simple personal information forms, brief information paragraphs, levelled readers)*

Demonstrating Understanding

1.2 demonstrate an understanding of simple texts in a variety of ways *(e.g., follow a recipe; participate in a group retell activity; order words or sentence strips in a pocket chart; match Canada's provinces and territories with their capital cities)*

Responding to and Evaluating Texts

1.3 respond to simple texts created or adapted for English language learners *(e.g., create a pictorial representation of a story; write a journal entry about a text; take part in a dramatic tableau or an enactment of a text in reader's theatre)*

Text Forms

1.4 identify the characteristics of some simple text forms *(e.g., instructions: numbered steps; telephone and address listings: alphabetical order by surname; timetables: date, name of activity; product labels: expiry date, bar code; checklists: columns and rows; greeting cards: identification of purpose, such as "birthday", "thank you"; simple poems: line breaks, end-of-line rhymes)*

Literary Elements

1.5 identify some simple literary elements in short prose texts and simple poems on familiar topics *(e.g., rhyming words, descriptive adjectives, repeated words)*

Teacher prompt: "What words do you see repeated (or used again and again or used more than one time) in this poem? Why do you think the author repeated those words?"

2. Using Reading Comprehension Strategies

By the end of this course, students will:

Reading Strategies

2.1 use a few reading comprehension strategies before, during, and after reading to understand texts *(e.g., preview vocabulary; create key questions as a class before reading; brainstorm and relate prior knowledge and experiences to topics in texts; apply sight recognition and phonetic decoding to read words and sentences; use pictorial clues to predict meaning; reread key words to clarify meaning)*

Teacher prompt: "How does the picture help you to understand or guess what the paragraph (or written text) will be about?"

Text Features

2.2 identify some features of simple texts that help convey meaning *(e.g., titles, headlines, illustrations and photographs, captions and labels, charts, graphs, symbols, page numbers, table of contents)*

Connecting Devices

2.3 identify a few simple connecting devices and transition words that are used to show relationships among ideas in simple texts *(e.g., numbered or bulleted steps in a process or list; transition words such as "and", "but", "then", "because")*

Grammatical Structures

2.4 demonstrate an understanding of the grammatical structures of English used in texts appropriate for this level *(see the Language Reference Chart for ESL Level 1 on pages 68–69)*

3. Developing Vocabulary

By the end of this course, students will:

Vocabulary Building Strategies

3.1 use a few simple vocabulary acquisition strategies to build vocabulary *(e.g., use pictures and illustrations to clarify meaning; make word lists of personally relevant vocabulary ["locker", "hockey", "mosque"]; compile thematic lists of key concept vocabulary for classroom study ["journal", "topic", "assessment"]; use bilingual stories to infer meanings of English words)*

Teacher prompt: "What strategies help you (what do you do) to learn and remember new words?"

Word Recognition Strategies

3.2 recognize simple patterns of word structure and use them to determine the meaning of unfamiliar words *(e.g., regular and irregular plural noun endings, regular present and past tense verb endings, regular comparative and superlative adjective endings)*

Use of Resources

3.3 use a few different resources to determine and/or confirm the meaning of unfamiliar words *(e.g., use pictorial and bilingual dictionaries, classroom word walls, and personal word banks to confirm or clarify meaning; check meaning with a first-language partner)*

4. Developing Research Skills

By the end of this course, students will:

Locating Information

4.1 locate key information relating to the school and community in a variety of simple texts *(e.g., posters, notices, telephone directories, websites, schedules, diagrams, maps, first-language sources such as multilingual school handbooks)*

Extracting and Organizing Information

4.2 extract and organize key facts from informational texts designed or adapted for beginning learners of English *(e.g., find words in learner dictionaries by using alphabetical order; complete a simple chart of First Nation peoples in Canada and the regions where they originated)*

Critical Thinking

4.3 identify the source of information used *(e.g., Ministry of Transportation map of Ontario; Citizenship and Immigration Canada brochure; Internet schedule of local transit company; store or company flyer)*

WRITING

OVERALL EXPECTATIONS

By the end of this course, students will:

1. write in a variety of forms for different purposes and audiences;

2. organize ideas coherently in writing;

3. use correctly the conventions of written English appropriate for this level, including grammar, usage, spelling, and punctuation;

4. use the stages of the writing process.

SPECIFIC EXPECTATIONS

1. Writing for Different Purposes

By the end of this course, students will:

Academic Purposes

1.1 write short texts to convey information and ideas for academic purposes using a few simple forms *(e.g., create a group language-experience story about a tour of the school; write and sequence captions for a series of photographs of a class activity; compose a guided autobiographical narrative; complete a short cloze passage using a word bank; write an acrostic or concrete poem following a model)*

Personal Purposes

1.2 write short texts to express ideas and feelings on personal and familiar topics using a few simple forms *(e.g., create greeting cards; write e-mail messages to classmates and e-pals; complete a summer school registration form; write a simple postcard to a friend; write a brief telephone message or note; produce a journal entry following a model)*

Community and Workplace Purposes

1.3 write short texts to communicate basic personal information and ideas using a few simple forms *(e.g., fill in an application for a library card or transit pass; request brochures and information from online agencies; compile a personal "to-do" list for the first months at school; compose a thank-you note for a class visitor using sentence scaffolds)*

2. Organizing Ideas in Writing

By the end of this course, students will:

Organizing Ideas

2.1 organize information in chronological, sequential, or spatial order in a scaffolded paragraph *(e.g., write about daily routines and descriptions of home or classroom using a teacher-provided model; write travel directions or the procedure for opening a locker using sentence scaffolds)*

Linking Ideas

2.2 use connecting devices and transition words and phrases to show simple chronological, sequential, spatial, and causal relationships *(e.g., use simple connectives such as "and", "then", "after" to link ideas; use modifiers such as "beside", "under", "on the right side" to indicate spatial relationships; use "because" to indicate cause and effect)*

3. Developing Accuracy in Writing

By the end of this course, students will:

Grammatical Structures

3.1 use correctly the grammatical structures and conventions of written English appropriate for this level *(see the Language Reference Chart for ESL Level 1 on pages 68–69)*

Spelling Strategies

3.2 use some simple spelling strategies to spell words accurately *(e.g., consult class word walls and personal word lists of high-frequency words; employ common and predictable English sound-symbol relationships and spelling patterns)*

4. Using the Writing Process

By the end of this course, students will:

Using Pre-writing Strategies

4.1 use a few pre-writing strategies to generate vocabulary and develop and organize ideas for writing *(e.g., brainstorm and record ideas on a topic; view non-narrative films and visuals for information; use their first language to generate ideas; draw or sketch to formulate thoughts)*

Teacher prompt: "How does jotting (or writing) down ideas in your first language help you to prepare (or get ready) for writing?"

Producing Drafts

4.2 produce draft pieces of writing, following a model provided by the teacher *(e.g., sentence frames; a model paragraph; a cloze paragraph; a scaffolded paragraph)*

Revising and Editing

4.3 revise, edit, and proofread drafts, using teacher-directed strategies *(e.g., use a teacher-prepared checklist; participate in a teacher-student conference)*

Publishing

4.4 use a few elements of effective presentation to publish a final product *(e.g., legible printing and cursive writing, titles, margins, spacing, drawings, captions, simple labels, different font sizes and colours to attract the eye)*

Metacognition

4.5 identify and use a few writing strategies before, during, and after writing, and reflect after writing on the strategies they found most helpful *(e.g., respond to teacher prompts during a writing conference; use a vocabulary list for quickly referring to new words)*

Teacher prompt: "How did our conference (or meeting, talk) help you with your writing?"

SOCIO-CULTURAL COMPETENCE AND MEDIA LITERACY

OVERALL EXPECTATIONS

By the end of this course, students will:

1. use English and non-verbal communication strategies appropriately in a variety of social contexts;

2. demonstrate an understanding of the rights and responsibilities of Canadian citizenship, and of the contributions of diverse groups to Canadian society;

3. demonstrate knowledge of and adaptation to the Ontario education system;

4. demonstrate an understanding of, interpret, and create a variety of media texts.

SPECIFIC EXPECTATIONS

1. Using English in Socially and Culturally Appropriate Ways

By the end of this course, students will:

Register

1.1 determine and use the appropriate language register in a few social and classroom contexts (*e.g., use common social greetings and courtesies with peers and teachers; obtain a teacher's attention in an appropriate manner; take turns with peers in conversations and classroom discussions; conclude a brief conversation in an appropriate manner*)

Non-verbal Communication

1.2 use a few non-verbal communication cues appropriately in classroom contexts (*e.g., use an appropriate speech volume to suit the particular situation; nod to indicate agreement; make appropriate eye contact with teachers and classmates*)

2. Developing Awareness of Canada, Citizenship, and Diversity

By the end of this course, students will:

Knowledge About Canada

2.1 demonstrate knowledge of some basic facts about Canada (*e.g., identify Canada's regions, provinces, territories, and capital cities; identify some Canadian symbols, animals, attractions, and sports; communicate information about common Canadian observances and holidays such as Remembrance Day and Canada Day*)

Canadian Citizenship

2.2 demonstrate knowledge of a few basic elements of Canadian citizenship (*e.g., explain the symbolism of the Canadian flag; say or sing the words to the Canadian national anthem; demonstrate awareness of and respect for diversity of culture, language, physical and intellectual ability, age, gender, and sexual orientation; identify elements that should be included in a code of behaviour for a Canadian classroom*)

Canadian Diversity

2.3 communicate information about some basic social forms and practices that may vary from culture to culture (*e.g., naming customs, forms of address, relationship to elders, responsibilities within the home, celebrations*)

Teacher prompt: "How did you get your name? What does your name mean in your language?"

3. Adapting to School Life in Ontario

By the end of this course, students will:

Knowledge of the Ontario Secondary School System

3.1 describe a few procedures and rules in use in the Ontario secondary school system *(e.g., school attendance procedures, emergency procedures, the school code of conduct, appropriate dress at school, appropriate ways to address school staff, responsibility for textbooks and lockers, procedures for field trips)*

Teacher prompt: "What are some rules we always follow in this school?"

Study Skills and Strategies

3.2 use appropriate notebook conventions and formats in all subject areas *(e.g., dates, titles, headings, dividers)*

Strategies for the Cooperative Classroom

3.3 work cooperatively with a partner or in a group *(e.g., use appropriate behaviour in coeducational, mixed age, or mixed cultural groupings, including showing equal respect for male and female classmates)*

Knowledge of School and Community Resources

3.4 identify a few school and community resources that are available to support learning *(e.g., key school staff and locations, school guidance services, school settlement workers, newcomer resources available from www.settlement.org, school and public libraries)*

Teacher prompt: "How can you find school and community resources (or help, services, information) in your home (or first) language? Can you bring some in to share with the class?"

4. Developing Media Knowledge and Skills

By the end of this course, students will:

Understanding Media Texts

4.1 view, read, and listen to simple media texts to obtain information and complete assigned tasks *(e.g., report the weather as forecast on television; compile sports scores from the newspaper; obtain transportation schedules from websites; scan flyers to price school supplies)*

Interpreting Media Texts

4.2 identify the purpose and intended audience of a few different types of media texts *(e.g., advertising flyers, travel brochures, settlement services pamphlets, DVDs, websites)*

Creating Media Texts

4.3 create simple media texts for a few different purposes *(e.g., posters or brochures about the school or community, a collage on first impressions of Canada)*

Language Reference Chart – ESL Level 1

This chart shows the structures that students are expected to learn through work done in all four strands. These structures should be taught in context rather than in isolation (e.g., as part of a food unit, students learn the difference between count and non-count nouns by surveying the foods found in their homes).

I. Grammatical Structures

Nouns	- count: singular and plural of regular and high-frequency irregular nouns (e.g., *table/tables, child/children*) - non-count (e.g., *water, money, bread, coffee, sugar*) - possessive form of proper nouns (e.g., *Pablo's hat*) - articles *a, an, the*
Numbers	- cardinal - ordinal (e.g., *first, fifth, twentieth*)
Pronouns	- subject: *I, you, he, she, it, we, they* - object: *me, you, him, her, it, us, them* - demonstrative: *this/these, that/those* - impersonal expressions: *It + be* (e.g., *It's noisy in the classroom.*)
Verbs	*be* (e.g., *I am a student.*) *there is/are* *have* (e.g., *I have a sister.*) *can:* for ability and permission (e.g., *I can dance. I can go to the dance.*) - simple present (e.g., *I live in Canada.*) - simple past regular verbs (e.g., *They talked to me.*) - simple past high-frequency irregular verbs (e.g., *He came late.*) - simple future (e.g., *We will meet in the library.*) - present progressive (e.g., *She is sitting.*) - contractions with *be, do* (e.g., *She's sitting. We don't like that music.*) - imperative forms (e.g., *Come in. Sit down.*) *let's* (e.g., *Let's ask the teacher.*)
Adjectives	- possessive: *my, your, his, her, its, our, their* - high-frequency (e.g., *red, big, rainy, young, Canadian, round*) - comparative/superlative (e.g., *taller/tallest; happier/happiest*) *some, any, every, all*
Adverbs	- used to modify adjectives (e.g., *very* tall, *really* late) - some adverbs of frequency and time (e.g., *today, always, never, sometimes, then*) *too*

I. Grammatical Structures (continued)

Transition words and phrases	• conjunctions: *and, but, or, because*
Question forms	• *yes/no* (e.g., *Are you a student? Yes, I am/No, I'm not. Do you live in Canada? Yes, I do/No, I don't. Did they talk to you? Yes, they did/No, they didn't. Will you join our group? Yes, I will/No, I won't.*) • information questions: *what, where, when, who, why, how*
Negation	• *be* in simple present (e.g., *He is not here/He isn't here.*) • *do* (e.g., *We don't like that. It doesn't work. We didn't watch the game.*) • *will* (e.g., *They won't eat these cookies.*)
Prepositions	• of location (e.g., *in, on, at, under, beside, on the right/left*) • of direction (e.g., *to, from*) • of time (e.g., *at, before, after, on, in*)
Sentences	• simple sentence: subject + verb + object or prepositional phrase (e.g., *She reads books. She reads in the classroom.*)

II. Conventions of Print

Punctuation	• final punctuation: period, question mark, exclamation mark • apostrophe: contractions and possessive forms (e.g., *He's buying a hat. The boy's hat is red.*)
Capitalization	• first word in a sentence (initial capitalization) • proper nouns (e.g., names of people and places)