English as a Second Language ESL Level 3

Open   **ESLCO**

This course further extends students' skills in listening, speaking, reading, and writing in English for a variety of everyday and academic purposes. Students will make short classroom oral presentations; read a variety of adapted and original texts in English; and write using a variety of text forms. As well, students will expand their academic vocabulary and their study skills to facilitate their transition to the mainstream school program. This course also introduces students to the rights and responsibilities inherent in Canadian citizenship, and to a variety of current Canadian issues.

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 more detailed directions, instructions, and classroom presentations, with reduced contextual and visual support *(e.g., construct or draw a model of an item based on a partner's oral instructions; identify main ideas from news broadcasts; extract key concepts from audio webcasts and library dial-a-story services; take point-form notes on main ideas from classroom oral presentations using an outline or graphic organizer)*

Teacher prompt: "How did the use of a graphic organizer help you to listen for and understand information from the presentation?"

Listening to Interact

1.2 demonstrate understanding of spoken English on familiar and content-area topics in a variety of interactive situations *(e.g., conduct a survey of classmates about reading preferences in English and in their first language; participate in a small-group place-mat activity to reach agreement about the accomplishments of Alexander Graham Bell; show understanding during discussions in a literature circle by contributing relevant questions)*

2. Developing Fluency in Speaking

By the end of this course, students will:

Speaking to Interact

2.1 engage in spoken interactions on personal and content-area topics *(e.g., contribute information in a jigsaw group discussion on current events; share ideas in a literature circle; give feedback to a classmate in a peer-assessment activity)*

Teacher prompt: "When you are going to participate in a discussion, what kind of preparation do you find most helpful?"

Using Conversational Strategies

2.2 use a number of conversational expressions to negotiate spoken interactions *(e.g., take turns speaking by using expressions such as "What do you think about that?", "What's your opinion?", "It's _____'s turn now", "I'd like to add…"; indicate understanding and sympathy with expressions such as "Oh no!", "That's too bad", "I'm sorry to hear that"; ask for clarification with expressions such as "I'm not sure I understand", "Would you please repeat that?", "Pardon?")*

Speaking for Academic Purposes

2.3 present ideas and information orally for academic purposes in supported situations *(e.g., make short oral presentations on familiar topics using appropriate elements of a classroom presentation format such as an introduction, question-and-answer exchange, and conclusion; explain the points of view of different characters in a novel using a graphic organizer as a guide)*

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 3 on pages 92–93)*

Teacher prompt: "Use **big** to compare a car and a skateboard. Use **useful** to compare two objects in the classroom. Why are the comparative forms different for the two adjectives?"

Sound Patterns

3.2 use appropriately a number of pronunciation, stress, rhythm, and intonation patterns of spoken English to communicate meaning accurately *(e.g., change intonation patterns in tag questions to indicate a question or confirmation; move syllable stress and reduce vowels in different words in a word family [**pho**tograph, pho**tog**raphy, photo**graph**ic])*

Communication Strategies

3.3 use a number of circumlocution, clarification, and repair strategies to bridge gaps in spoken communication *(e.g., use a simple word meaning something close to the intended concept and invite feedback; define the features of something concrete for which they do not know or remember the word)*

Teacher prompt: "What strategies do you use (or what do you do) when you don't know the English word for an object or concept?"

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 variety of adapted and authentic fictional, informational, and graphic texts *(e.g., myths and legends from diverse cultures, readers for a specific level, short stories, short novels, poetry, newspaper articles, brochures, textbook excerpts, informational web pages)*

Demonstrating Understanding

1.2 demonstrate an understanding of adapted and authentic texts in a variety of ways *(e.g., complete an outline of an article through a jig-saw reading group process; complete a graphic organizer showing the causes and effects of an event described in a literary or informational text; maintain a learning log while reading a text)*

Teacher prompt: "What strategies did you use (or what did you do) during the jigsaw reading activity to make sure that everyone in your home group understood the entire article?"

Responding to and Evaluating Texts

1.3 respond to adapted and authentic texts in a variety of ways *(e.g., identify and discuss story elements in a literature study circle; write short book reports; discuss personal connections with specific passages or events in a story or book)*

Teacher prompt: "Why do you think the main character in the story made that decision?"

Text Forms

1.4 identify the characteristics of a variety of text forms *(e.g., salutations and closings in personal and business letters; short forms in e-mail communications; plot and character development in short stories and novels)*

Teacher prompt: "Give some examples of short forms or graphics you would use in an e-mail. Write an e-mail to a partner using some of these examples."

Literary Elements

1.5 identify a variety of literary or stylistic devices in short stories, poems, and novels, and describe their function *(e.g., simile, metaphor, personification, foreshadowing)*

2. Using Reading Comprehension Strategies

By the end of this course, students will:

Reading Strategies

2.1 use a variety of reading comprehension strategies before, during, and after reading to understand texts *(e.g., activate prior knowledge with a K-W-L chart or anticipation guide; scan text for specific information; make predictions based on knowledge of similar texts; identify important ideas to remember)*

Teacher prompt: "What else can you do if reading on or rereading does not clarify the meaning?"

Text Features

2.2 identify specific features and/or sections of content-area texts and use them to locate information and aid comprehension *(e.g., headings and subheadings, margin notes, sidebars, chapter summaries, illustrated figures, tables and charts, tables of contents, indexes, glossaries, appendices, menus, task/toolbars, hyperlinks)*

Teacher prompt: "What features in this textbook help you to locate information?"

Connecting Devices

2.3 identify a number of connecting devices and transition words and phrases that are used to show relationships among ideas in texts *(e.g., sequence, comparison, cause and effect)*

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 3 on pages 92–93)*

3. Developing Vocabulary

By the end of this course, students will:

Vocabulary Building Strategies

3.1 use a variety of vocabulary acquisition strategies to build vocabulary *(e.g., maintain a word study journal; use memory and visualization strategies to learn new words; construct a semantic web; as a class, compile a multilingual glossary of content-area terms; use knowledge of cognates to deduce the meaning of unfamiliar words)*

Word Recognition Strategies

3.2 use knowledge of patterns of word structure and derivation to determine the meaning of unfamiliar words *(e.g., recognize how suffixes differentiate parts of speech [origin/origin**al**/origin**ate**]; infer meaning from word order in a sentence)*

Teacher prompt: "What information does the suffix on this word give you? How can you use this information to predict the meaning of the word?"

Use of Resources

3.2 use a variety of resources to determine and/or confirm the meaning of unfamiliar words *(e.g., refer to an electronic or online bilingual dictionary; consult a dictionary for English language learners; use a classroom word wall to study how prefixes and suffixes extend word families; collaborate with a group to learn unfamiliar vocabulary)*

4. Developing Research Skills

By the end of this course, students will:

Locating Information

4.1 locate information on classroom topics from appropriate research materials selected in consultation with the teacher-librarian, and acknowledge their sources *(e.g., use encyclopaedias and other informational texts to research contributions of Aboriginal and immigrant groups to Canadian society; use online databases to gather information about postsecondary career pathways)*

Extracting and Organizing Information

4.2 extract information from a variety of sources and organize it using appropriate outlines and graphic organizers *(e.g., read a short text and complete a pie graph showing the contributions of various industries to Canada's GNP; complete a Venn diagram showing the similarities and differences between two folk tales from different cultures)*

Critical Thinking

4.3 identify sources of information used and evaluate them for reliability and point of view *(e.g., online newspapers, community organization publications, personal Internet blogs, free local tabloids, school- and public-library websites)*

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 more complex texts to convey information and ideas for academic purposes using a variety of forms *(e.g., compose an information paragraph about the contribution of Chinese immigrants to the building of Canada's transcontinental railroad; summarize a chapter in a novel; write a bilingual, illustrated folk tale in their first language and English; write a short piece of poetry or prose to contribute to a student literary anthology)*

Personal Purposes

1.2 write more complex texts to express ideas and feelings on personal topics using a variety of forms *(e.g., compose a narrative about a personal journey; write a poem following a model; depict an imaginary conversation between two characters in a novel; set down the words to a favourite song in their first language and provide a translation with words and pictures; write a letter to a friend describing school life in Ontario)*

Community and Workplace Purposes

1.3 write more complex texts to communicate information for official or personal purposes using a variety of forms *(e.g., write a covering letter for a job application using an appropriate salutation and closing; write a letter of complaint to a business; compile a set of instructions for completing a "do-it-yourself" project)*

2. Organizing Ideas in Writing

By the end of this course, students will:

Organizing Ideas

2.1 organize information relating to a central idea in a series of several linked paragraphs *(e.g., a character sketch based on a character in a novel, a brief opinion piece based on a model, a short informational report)*

Linking Ideas

2.2 use connecting devices and transition words and phrases to show relationships between ideas and information in linked sentences and paragraphs *(e.g., use "for example", "another" to add details and information; use "therefore", "as a result of" to identify cause and effect; use "on the other hand", "similarly", "both … and" to indicate comparison and contrast)*

Teacher prompt: "What other transition words or phrases could you use to show comparison and contrast?"

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 3 on pages 92–93)*

Teacher prompt: "Why did you use the present perfect tense in this sentence?"

Spelling Strategies

3.2 use a variety of spelling strategies to spell words accurately *(e.g., divide words into syllables; use familiar logographic symbols [@, &, $, ¢, ™]; apply knowledge of rules for forming plurals, contractions, and possessives; confirm spellings in learner dictionaries)*

4. Using the Writing Process

By the end of this course, students will:

Using Pre-writing Strategies

4.1 use a variety of pre-writing strategies to generate vocabulary and develop and organize ideas for writing *(e.g., use guiding questions to identify the purpose and audience for a piece of writing; engage in timed writing activities; organize information from reading or research using a Venn diagram or flow chart; use English or their first language to develop ideas)*

Producing Drafts

4.2 produce draft pieces of writing using a number of strategies and models *(e.g., a teacher-modelled think-aloud process; templates or exemplars; information organizers such as webs, charts, and tables)*

Revising and Editing

4.3 revise, edit, and proofread drafts using a variety of teacher-directed and independent strategies *(e.g., use a posted list of guiding questions for revision; read work in an author's circle to receive constructive comments; use word lists and other sources to extend and enrich word choice)*

Teacher prompt: "What similar words or phrases could you use to bring more variety to your writing?"

Publishing

4.4 use a variety of elements of effective presentation to publish a final product *(e.g., point-form layout to summarize key ideas; bolding, italics, or underlining for emphasis; different text layouts to suit different forms of writing)*

Metacognition

4.5 identify and use a variety of writing strategies before, during, and after writing, and reflect after writing on those they found most helpful *(e.g., choose appropriate graphic organizers from a list to order ideas for specific writing purposes)*

Teacher prompt: "Which graphic organizers are most helpful in organizing ideas for this particular piece of 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 variety of social and classroom contexts *(e.g., use appropriate styles of greeting and apology to peers or teachers in classroom role-plays; choose appropriate phrasing in a simulated telephone conversation making an appointment with a friend or school counsellor or accepting or declining an invitation from a close friend or a new acquaintance)*

Teacher prompt: "What are the differences between making a request to a good friend and making a request to your supervisor at work?"

Non-verbal Communication

1.2 identify non-verbal communication cues that are suited to specific social, academic, and workplace contexts *(e.g., greeting a friend with a "high-five" versus shaking hands with an interviewer; maintaining more personal space in a workplace than at a social gathering)*

2. Developing Awareness of Canada, Citizenship, and Diversity

By the end of this course, students will:

Knowledge About Canada

2.1 explain the relationship between some important aspects of geography and history and current Canadian issues *(e.g., the effect of rivers on transportation routes and settlement patterns; the quest for self-government of Aboriginal peoples)*

Canadian Citizenship

2.2 demonstrate knowledge of a variety of key facts about Canadian citizenship, levels of government in Canada, and current Canadian issues *(e.g., identify the steps in the application process for Canadian citizenship; identify some rights and responsibilities of Canadian citizenship such as free speech, equal protection under the law, voting, and participation on a jury; research issues such as the sustainable use of natural resources, provincial elections, or the legalization of same-sex unions, and participate in small- and large-group discussions about them)*

Teacher prompt: "What differences do you see between the system of government in Canada and that of your home country?"

Canadian Diversity

2.3 compare and contrast the traditions and behavioural norms of a number of cultural communities in Canada, including Aboriginal communities *(e.g., gender roles, family structures, and days of significance in different cultural groups)*

Teacher prompt: "How does having knowledge about different groups help us as a society?"

3. Adapting to School Life in Ontario

By the end of this course, students will:

Knowledge of the Ontario Secondary School System

3.1 compare a variety of aspects of the Ontario secondary school system to aspects of the school system in other countries *(e.g., discipline expectations and consequences; the role of teachers; parental involvement in school life and changes after students turn eighteen; the focus on process as well as product in classroom tasks)*

Teacher prompt: "How are some of the learning activities in Ontario classrooms similar to and/or different from those in your home country?"

Study Skills and Strategies

3.2 identify and use the most appropriate study strategies for specific learning tasks *(e.g., use graphic organizers to categorize information; highlight key information for a summary; create a personal mnemonic device to remember steps in a procedure)*

Strategies for the Cooperative Classroom

3.3 respond appropriately and respectfully to views that differ from their own in pair work, small groups, and whole-class discussions *(e.g., disagree politely in group discussions; avoid making generalizations and/or negative comments about the behaviour or characteristics of groups or individuals)*

Knowledge of School and Community Resources

3.4 identify school and community resources relevant to their learning needs and explain how to make use of them *(e.g., summer school, night school, and virtual school classes; international language classes; the Independent Learning Centre; career counselling centres; community centres; school clubs and sports teams)*

Teacher prompt: "What resources are available in the school and community that would help you to continue to develop your first language?"

4. Developing Media Knowledge and Skills

By the end of this course, students will:

Understanding Media Texts

4.1 view, read, and listen to media texts to compare the information available on a subject or issue in different sources *(e.g., compare television, newspaper, and Internet accounts of the same event; compare advertising from different companies or stores; view the Aboriginal Peoples Television Network [APTN] and compare Aboriginal perspectives with perspectives in other sources)*

Interpreting Media Texts

4.2 analyse a variety of advertisements to identify language and other features that are designed to appeal to specific audiences *(e.g., use of repetition, synonyms, non-standard spellings, descriptive words, youth-oriented slang and idioms; use of particular types of music or visuals)*

Teacher prompt: "Which consumer group is targeted in this advertisement? How do you know?"

Creating Media Texts

4.3 create media texts using language and features appropriate for the intended audience *(e.g., an advertising campaign for Student Council elections, a video promoting healthy lifestyle choices, a website for students about strategies for finding summer employment)*

Language Reference Chart – ESL Level 3

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., while conducting a survey, students focus on using comparative and superlative forms of adjectives appropriately). Some English language learners may require reinforcement and repetition of language structures from previous course levels in order to achieve mastery.

I. Grammatical Structures

Nouns	• collective nouns (e.g., *team, crowd, group, family, police, audience*) + verb agreement
Pronouns	• indefinite: *some, no, any, every* + body/thing • relative: *who, that, which, whose* in defining relative clause (e.g., *The girl who sits beside you plays tennis. That's the man whose daughter sits beside you.*)
Verbs	• simple past of low-frequency irregular verbs (e.g., *sweep/swept, rise/rose, light/lit, shine/shone*) • present perfect (e.g., *He has just arrived.*) • past perfect (e.g., *They had studied English before they arrived in Canada.*) • *used to* (e.g., *They used to eat in the cafeteria.*) • modals: *should, could, would* (e.g., *I should leave before it rains. We could do that tomorrow.*) • simple passive (e.g., *The book was found in the desk yesterday. Ferraris are made in Italy.*) • simple use of infinitives with *would like, ask, tell* (e.g., *I would like to go to the concert. The teacher asked me to study hard.*) • simple use of gerunds: *go + ing* (e.g., *They are going skating.*); gerund with verbs of like/dislike (e.g., *She hates cooking. We love skiing.*); gerund as subject (e.g., *Writing in English is hard.*) • *know, think, hope, believe, feel* + *that* (e.g., *I think that you are right.*) • conditional: type 1/probable (e.g., *If it rains, we will stay home.*)
Adjectives	• irregular comparative/superlative (e.g., *better/best, worse/worst, more/most*) • comparative using *er/more + than* (e.g., *bigger than, more interesting than*) • superlative using *est/most + in/of* (e.g., *oldest of the group, most expensive in the store*) • comparative using *as … as* (e.g., *My plans are as important as hers.*) • adjective phrases (e.g., *The man **in the red hat** lives close to me.*) • *other, another, each*
Adverbs	• verb + two adverbs (e.g., *They drove very slowly through the storm.*) • adjective + *ly* (e.g., *happily, truly, extremely, beautifully*) • *somewhere, nowhere, anywhere, everywhere*
Transition words and phrases	• conjunctions: *before, after, when, then, while, both … and, in contrast, in conclusion, yet, for example, therefore, similarly, as a result, on the other hand, at first*

I. Grammatical Structures (continued)

Question forms	• information questions + some variety of tenses (e.g., *When can I leave? How have you been?*)
	• negative yes/no questions (e.g., *Don't you live here?*)
	• simple tag questions (e.g., *It's hot today, isn't it?*)
Negation	• negation + some variety of tenses (e.g., *He hasn't finished. She shouldn't go.*)
Prepositions	• with (simple figurative) phrasal verbs (e.g., *give up, look after, bring up, get along, clear up, go through, hang around, hold on, point out, put down*)
Sentences	• some variety of compound sentences
	• main clause + one subordinate clause (e.g., *I saw lots of people when I got near the school.*)
	• direct speech + correct punctuation (e.g., *Juan said, "I'm late so I have to take the bus." "I'm late so I have to take the bus," said Juan.*)
	• indirect speech + present tense (e.g., *They said you go to the movies every week.*)
	• indirect speech + *say, tell, ask* + some variety of tenses (e.g., *They said he wanted you to call.*)

II. Conventions of Print

Punctuation	• colon before a list (e.g., *Bring the following items: pen, pencil, and paper.*)
	• parentheses (e.g., for additional information)