

ESL Template for Instruction:

Summary:

This document will include an assimilation of various curriculum and subject oriented information in order to create an ESL program for Elementary school use. Some of the sources for the information to be found below were taken from the NWT, Alberta, Quebec education departments as well as from the education department of Nunavut.

Categories 1 and 4:

These categories will involve the **three cycles** as expressed under the progression of English as a second language by the Education Department of Quebec. These cycles will be defined as such:

Cycle 1 (C1)	Cycle 2 (C1)	Cycle 3 (C1)
Mostly natural emergence of the English Language using authentic songs, rhymes and stories, and participation in classroom routines.	Creation of a personal repertoire of functional language by participating in classroom routines and through tasks mostly pertaining to familiar environments (e.g. school, home, neighbourhood, family)	Development of a personal repertoire of functional language by participating in classroom routines and through tasks often pertaining to topics with a broader scope. (e.g. ecology, heroes, children from other countries)
Cycle 1 (C4)	Cycle 2 (C4)	Cycle 3 (C4)
Discovery of text components through the use of authentic songs, rhymes and stories with the support of the group	Use of text components to understand texts mostly pertaining to familiar topics (e.g. hobbies, pets, imaginary creatures)	Use of text components to understand texts often pertaining to topics of a broader scope (e.g. friendship, heroes, ecology)

Grade Skill Oriented Focus:

Kindergarten:

- Poems (rhyming)
- Songs
- Recurrent passages of simple stories
- Common Phrases/inquiries:
 - *How is the weather today?*
 - *What's the date?*
 - Etc.
- Follows instructional Phrases
- Personal Needs Phrases
- Basic expressions of feelings, interests
- Basic Courtesy Expressions
- Vocabulary related to school, family, common objects (**cultural element**)

Grade 1:

- **Continuation of Kindergarten elements**

- Describes basic characteristics:
 - People, animals, objects
 - Adjectives
- Inquiries about basic characteristics
- Symbol/sound recognition (alphabet/blends)
 - Spell words in context (**cultural element**)

- W-questions (**who, what, where, when etc.**)

- Opinions/agreements, disagreements (**basic phrases**)
- Targeted vocabulary (related to basic texts)
- Action Words and short expressions
- Personal pronouns/possessive forms
- Numbers, colours, shapes

Grade 2:

- **Continuation of Grade 1 elements**

- Expressions of time
- Responds to questions used in context
- Promote self-monitoring/self-evaluation

- Practice (basic) note taking with examples provided

- Simple sentence creation/reading

Grade 3:

- **Continuation of Grade 2 elements**

- Syntax (knowledge of word order):
 - Simple sentences to construct meaning
- Adjectives before nouns
- Plurals:
 - Regular and common irregular plurals

- Articles:

- Definite and indefinite articles
- Punctuation
 - Enumeration (commas)
- Reading practice
- Spells words in an explicit model

Grade 4 (4/5):

- **Continuation of Grade 3 elements**

- Spells words in an open model
- Open and closed word classes
- Verbs/Adjectives/Nouns (**big 3**)
- Reading practice
- More complex sentence:
 - Phrases

- Clauses

- Connecting words to create meaning

- Understanding contextual cues to construct meaning

- Briefly describes story line, plot
 - Sequences events

Competencies for Cycle 1:

Competency 1 (To Act on Understanding of Texts) Meaning

Focus:

- Guided by the teacher, students use knowledge from texts. They practice lyrics and perform songs and rhymes, incorporating appropriate gestures
- Guided by the teacher, students learn to monitor their own learning as an ongoing process: they make regular use of the strategies self-monitoring and self-evaluation.
- Identify key elements, join in and perform songs, and say recurrent passages of stories spontaneously
 - Retelling can be done in different ways (sequencing pictures, reconstructing stories orally, acting out and verbalizing parts of stories)

End-of-Cycle Outcomes:

- Students can identify orally familiar key elements and main events of texts
- Students can perform familiar songs and rhymes with their group
- Students can retell stories with their group; identify the main characters, sequence events, and verbalize parts of the stories
- Students can create personalized versions of texts with classmates
 - Replace elements of songs, rhymes and stories with familiar language items of their choice

Competency 2 (To Communicate Orally in English) Meaning**Focus:**

- Students finding their own way of expressing themselves in English
- Students understand globally and express simple messages spontaneously, combining words and short expressions they have acquired along the way
- Students listen to messages, transmit simple messages and monitor their own learning
- Students decode messages, making use of cognates and words they recognize; they also rely on non-linguistic means such as visual cues, stressed words, pauses and intonation
- Students are more skilled at decoding messages and they make better use of prior knowledge, inferencing, physical response and directed attention

End-of-Cycle Outcomes:

- Supported by the teacher, students participate orally in classroom life using only English. They draw upon their personal language repertoire to transmit simple messages as they respond verbally, express needs and communicate ideas spontaneously

Competencies for Cycle 2 and 3:**Competency 1: To interact orally in English****Focus:**

- Resources help expand the range of exposure to a new language
- Effective use of visual support helps learners develop confidence and autonomy, and it accelerates learning of authentic language
- The nature of oral interaction puts students to work with others
- Learning contexts requires numerous occasions to practice and experiment with functional language
 - Compensatory and learning strategies through use
 - Access to abundant visual support (posters, word and expression banks, checklists, etc.)
 - Availability of linguistic resources (texts, visual and thematic dictionaries, internet sites, etc.)

End-of-Cycle Outcomes:

- Students use the functional language they have acquired in order to participate in exchanges with peers and the teacher (reacting to messages, initiating messages, maintaining interaction)
- With help from peers and the teacher, they make effective use of the visual support and linguistic resources provided
- **Cycle Three:**
 - By the end, students show confidence and autonomy: they interact more spontaneously and effectively (reacting to messages, initiating messages, maintaining interaction)
 - They seek help from peers and not as often from the teacher¹

Competency 2: To reinvest understanding of oral and written texts

Focus:

- This competency enables elementary students to approach, explore and make use of various types of texts (popular, literary, information-based) in a dynamic way.
- They develop appropriate strategies for effective listening and reading; they learn how to derive meaning from oral and written texts (interaction of learner and text); and they show their understanding in meaningful tasks (minibook, bookmark, sketch, poster, etc.).
- To reinvest understanding of oral and written texts, students need to identify key elements and to distinguish between relevant and irrelevant information, thus drawing upon the cross-curricular competency *to use information*.

¹ This should be the ultimate focus for instruction especially concerning the higher grades. Content is important but helping to establish habits of learning is by far more essential for establishing life-long learners.

- To develop this competency, students prepare to listen to and read texts using strategies, demonstrate understanding of oral and written texts using strategies, and carry out meaningful tasks using strategies
- **Context for learning:**
 - Simple and extensively illustrated (**Cycle Two**)
 - Themes that are familiar and interesting
 - Opportunities to develop appropriate compensatory and learning strategies through use
 - Opportunities to interact with peers and the teacher
 - Appropriate complexity and interesting (**Cycle Three**)

Competency 3: To write texts

Focus:

- This competency enables elementary students to write for purposes that are significant to them (greeting cards, comic strips, class yearbook, web page, email, etc.)
- Not to have students systematically learn language but apply the composition of texts while using a variety of resources
 - **Resources:**
 - Checklists
 - Word Banks
 - Posters
 - Visual and thematic dictionaries
 - Self-correction grids
- Prepare, compose, and revise texts using strategies
- To compose a first draft, explicit models are used, functional language, words, expressions and ideas drawn from provided resources
 - Initially carefully guided by the instructor until students can write in a more open-ended format

School Year: 2020-2021

Weekly Format:

Each class - except for grades 5a and 5b - will have 4 classes of instruction a week.

The four categories of instruction are as follows:

- Reading/speaking
- Vocabulary
- Grammar
- Printing

Kindergarten:

Reading/Speaking (Day 1)	Vocabulary/Listening (Day 2)	Printing (Day 3)	Reading/Speaking (Day 4)
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Grade 1:

Reading/Speaking (Day 1)	Vocabulary/Listening (Day 2)	Printing (Day 3)	Reading/Speaking (Day 4)
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Grade 2:

Reading/Speaking (Day 1)	Vocabulary/Listening (Day 2)	Printing (Day 3)	Grammar (Day 4)
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Grade 3:

Reading/Speaking (Day 1)	Vocabulary/Listening (Day 2)	Printing (Day 3)	Grammar (Day 4)
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Grade 4:

Reading/Speaking (Day 1)	Vocabulary/Listening (Day 2)	Printing (Day 3)	Grammar (Day 4)
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ESL Guide to Implementation (K-9 Alberta Curriculum):

Notes:

- Second Language learning Principals:
 - Focus is on *Meaning vs. Form*
 - * Learn language more effectively when used for a purpose *

- Communicative Competence is knowing how a language is used by members of a speech community. There are four aspects of communicative competence:
 - Grammatical competence (vocabulary and rules)
 - Sociolinguistic competence (appropriateness)
 - Discourse competence (coherence)
 - Strategic Competence (strategies to use when communication starts to fail e.g., rephrasing, coming at a topic from another point of view)

Personal note: The purpose of instruction at Alookie is to establish Basic Interpersonal Communication Skills (BICS) in the hopes of encouraging further academic progress.

- Create Student Profiles for assessment
 - Oral Language proficiency
 - Reading proficiency
 - Writing proficiency
- This form of assessment should include graphics, video, and picture prompts in order to gauge student proficiency.

Adjustment Period:

- Students – especially Kindergarten students – need to have an adjustment period where they don't feel an overt pressure to conform to a prescribed notion of language proficiency.
 - Language acquisition is a process of degrees and instruction should follow this natural process
- Support first language progress in tandem with second language teaching. The first language will help the students better understand the second despite the structural differences that might exist.