Intermediate English Literacy Development
(Levels 1 – 5)

Strands & Expectations in the Ontario Curriculum

Note to user: This concept map is designed to help pre-service and in-service teachers develop a research strategy to locate library materials relevant to their daily lessons. It should not be used in place of the Ontario curriculum. Please visit the Ontario Ministry of Education website – www.edu.gov.on.ca – to access the Ontario curriculum online.

ELD Level 1 (Open)

LISTENING AND SPEAKING

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 and instructions and short classroom presentations on personal and familiar topics, with contextual and visual support (e.g., respond non-verbally to classroom directions; follow directions for an emergency procedure; play word bingo; point to, choose, or rearrange items while listening to teacher instructions)

Listening to Interact
1.2 demonstrate understanding of clearly articulated, simple English on personal and familiar topics in highly structured interactive situations (e.g., rehearse and respond to questions about personal information that students are comfortable sharing)

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., interview a partner about likes and dislikes; take part in icebreakers; play
simple language games; with a partner, ask and answer questions related to personal information, interests, and experiences that students are comfortable sharing)

Using Conversational Strategies
2.2 use some familiar conversational expressions and simple non-verbal communication cues to negotiate simple spoken interactions (e.g., greetings such as “Hi, how are you?”; introductions such as “This is my friend …”; requests for clarification such as “Pardon?”; non-verbal cues such as nodding encouragement)

Speaking for Academic Purposes
2.3 present ideas and information orally for academic purposes in simple, highly structured contexts (e.g., introduce and thank a speaker in class from a rehearsed statement; participate in a brief dialogue to simulate asking for directions; retell key events from a picture sequence, photo montage, or non-narrative film)

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 ELD Level 1 on pages 128–129)

Sound Patterns
3.2 use appropriately a few pronunciation, stress, rhythm, and intonation patterns of spoken English to communicate meaning accurately (e.g., distinguish between short and long vowels [l i p /l ine], consonants and consonant clusters [tea /tree/three], and voiced and unvoiced consonants [bit/pit]; finish statements with falling intonation and questions with rising intonation)

Communication Strategies
3.3 use a few oral communication strategies to bridge gaps in spoken communication (e.g., use gestures and mime to clarify meaning; ask for repetition when a message is not understood)

READING
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, with teacher support (e.g., traffic signs, grocery-store flyers, calendars, environmental print, class generated language-experience stories, rhymes, pattern books)

Demonstrating Understanding
1.2 demonstrate an understanding of a few types of simple texts, with teacher support (e.g., sequence pictures to accompany a story; identify words or phrases; construct models for a diorama)

Responding to and Evaluating Texts
1.3 respond to simple texts in highly supported contexts (e.g., express personal preferences about characters; make a collage of favorite foods; create a word bank of vocabulary from a website)

Text Forms
1.4 identify some characteristics of a few simple text forms (e.g., signs and symbols in the school and community: stop signs, “school zone” signs, pedestrian crosswalk signs; telephone and address listings: alphabetical order by surname; calendars: rows and columns; captions for pictures; product labels: expiry date, bar code; lists: numbers or bullets; weather reports: symbols for snow, rain, clouds, sun)

Literary Elements
1.5 identify a few basic literary elements in short prose texts and simple poems on familiar topics (e.g., identify rhyming words in jazz chants, songs, raps, and pattern books; demonstrate understanding of narrative organization [beginning, middle, and end] by sequencing pictures; demonstrate understanding of story settings by building models or drawing pictures)

2. Using Reading Comprehension Strategies. By the end of this course, students will:

Reading Strategies
2.1 demonstrate understanding of reading readiness concepts (e.g., recognize the directionality of English print; identify the letters of the Roman alphabet in printed texts; demonstrate understanding of basic sound-letter correspondences; interpret pictures and use picture clues to aid comprehension), and apply a few appropriate reading strategies to:
• familiarize themselves with texts before they read them (e.g., activate and
build on prior knowledge using pictures, other visual supports, and teacher cues; preview key vocabulary and contribute to word walls; predict meaning using pictorial clues and create questions as a class)
• understand texts while they are reading them (e.g., apply sight recognition of high frequency words; look at images and photographs to clarify meaning; track words during a teacher read-aloud)
• confirm understanding of texts after they have read them (e.g., retell events in a story sequentially; record key information and facts using simple graphic organizers)

Text Features
2.2 identify a few features of simple texts that help convey meaning (e.g., alphabetical order, pagination, illustrations and photographs, titles, headlines, captions)

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., numbers and bullets in a list; “and”, “or”, “but”, “because”)

Grammatical Structures
2.4 demonstrate an understanding of the grammatical structures of English and conventions of print used in texts appropriate for this level (see the Language Reference Chart for ELD Level 1 on pages 128–129)

3. Developing Vocabulary. By the end of this course, students will:

Vocabulary Building Strategies
3.1 use a few basic vocabulary acquisition strategies to build vocabulary (e.g., use a bank of sight words for regular reference; use pictures and illustrations to clarify meaning; make word lists; identify sight words in simple stories; add to word walls; complete word puzzles)

Word Recognition Strategies
3.2 use knowledge of simple patterns of word structure to determine the meaning of unfamiliar words, with teacher guidance (e.g., rhyming patterns, sound-symbol relationships, plural endings for regular count nouns)

4. Developing Research Skills. By the end of this course, students will:
Locating Information
4.1 locate key information in simple texts, with teacher support (e.g., pictures, maps, emergency symbols, washing instructions, traffic signs, cash-register sales receipts)

Extracting and Organizing Information
4.2 extract, record, and organize key information, with teacher support (e.g., put students’ names in alphabetical order; record key words on a word wall)

Critical Thinking
4.3 identify the source of information used for a school project (e.g., book, agenda, calendar, dictionary, flyer, sign, magazine)

WRITING

1. Writing for Different Purposes. By the end of this course, students will:

Academic Purposes
1.1 write short, simple texts to convey information and ideas for academic purposes using highly scaffolded forms (e.g., label items and pictures related to home, school, food, body, or family; label maps of Canada; write captions for a poster; use sentence stems to write short answers to questions; record homework assignments and due dates in school agendas)

Personal Purposes
1.2 write short texts to express ideas and feelings on personal and familiar topics using a few simple scaffolded forms (e.g., follow teacher prepared models to write shopping lists, short messages in greeting cards, brief e-mail messages)

Community and Workplace Purposes
1.3 write short texts to communicate basic personal information and ideas using a few simple forms (e.g., an emergency contact information form, an application for a library card, an application for a transit pass)

2. Organizing Ideas in Writing. By the end of this course, students will:

Organizing Ideas
2.1 organize words in simple sentences to communicate a central idea (e.g., use a sentence stem to compose sentences about daily routines; write captions for a poster)
Linking Ideas
2.2 use a few simple transition words to show relationships between ideas and information (e.g., and, but, after, then)

3. Developing Accuracy in Writing. By the end of this course, students will:

Grammatical Structures
3.1 use correctly the grammatical structures and print conventions of written English appropriate for this level (see the Language Reference Chart for ELD Level 1 on pages 128–129)

Spelling Strategies
3.2 use a few basic spelling strategies to spell high-frequency words accurately (e.g., locate words on an alphabetical word wall using the first letter; find pictures or words in picture dictionaries; apply knowledge of common and predictable English sound-symbol and spelling patterns; spell words aloud; record words in a personal word list)

4. Using the Writing Process. By the end of this course, students will:

Using Pre-writing Strategies 4.1 demonstrate understanding of writing-readiness concepts (e.g., directionality of English print; the importance of spacing between letters and words; the location of text in relation to the lines on a page and margins; the print characters of the Roman alphabet; basic sound-letter correspondence), and use a few prewriting strategies to generate vocabulary and develop and organize ideas for writing (e.g., activate prior knowledge about a topic through brainstorming and read-alouds; use visuals and manipulatives, and view non-narrative films to generate ideas; gather information from field trips or shared classroom experiences)

Producing Drafts
4.2 produce draft pieces of writing using vocabulary and ideas from pre-writing activities, with teacher direction and modelling (e.g., scaffolded sentences for journal writing, modelled captions, greeting-card templates)

Revising and Editing
4.3 revise, edit, and proofread drafts, with teacher direction and modelling (e.g., use a pocket chart to reorder words to improve clarity; discuss word choice and add words from a class word wall; use a simple checklist in conference with the teacher)
Publishing 4.4 use a few simple elements of effective presentation to publish a final product (e.g., legible printing or handwriting; text centered within a border; appropriate margins and spacing; centered title; mounted pictures and photographs; different font sizes and colors)

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, with teacher support (e.g., respond to teacher prompts during a writing conference)

SOCIO-CULTURAL COMPETENCE AND MEDIA LITERACY

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; offer and/or ask for assistance to/from a peer or teacher; take turns with peers in conversations and classroom discussions)

Non-verbal Communication
1.2 use a few non-verbal communication cues appropriately in classroom contexts (e.g., eye contact, facial expressions, gestures, nodding)

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, capital cities, and currency; name some Canadian festivals and holidays; identify some Canadian symbols, animals, attractions, and sports)

Canadian Citizenship
2.2 demonstrate basic knowledge about the rights and responsibilities of groups and individuals in Canada (e.g., follow classroom and school codes of conduct; identify some basic rights such as education and health care)

Canadian Diversity
2.3 demonstrate an understanding and acceptance of the diversity in the
school and community (e.g., show courtesy and sensitivity in pair and group work with peers of different cultures and languages, or with different physical and intellectual abilities, or of a different gender or sexual orientation)

3. Adapting to School Life in Ontario. By the end of this course, students will:

Knowledge of the Ontario Secondary School System
3.1 demonstrate an understanding of a few basic aspects of the Ontario secondary school system (e.g., essential classroom and school routines and behavior, including appropriate ways to address staff, responsibility for textbooks and lockers, individual timetables, emergency procedures, the school code of conduct, attendance procedures, appropriate dress)

Study Skills and Strategies
3.2 follow routines and use basic study skills (e.g., bring necessary materials to class; organize information in notebooks by writing on the lines and using margins, titles, and dates; record key information in a planner; complete homework)

Strategies for the Cooperative Classroom
3.3 work cooperatively with a partner or in a group (e.g., use appropriate behavior 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 key school and community personnel and locations (e.g., match school staff with their jobs; map important locations in the school and community)

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 (e.g., scan supermarket flyers to compare prices; obey traffic signs; demonstrate an understanding of international symbols and environmental print such as graphics and logos for government and community services; retell the story told by photographs)
Interpreting Media Texts
4.2 identify different types of media texts (e.g., television programs, movies, documentaries, advertisements, newspapers, magazines, websites, video games, CDs and DVDs, comic strips, logos, billboards)

Creating Media Texts
4.3 create a few simple media texts for different purposes (e.g., collage, poster, notice, sign, greeting card, menu)

ELD Level 2 (Open)
This course is intended for English language learners who have had limited access to schooling and thus have gaps in their first-language literacy skills. Students will use their developing listening and speaking skills to communicate in English for a variety of purposes; develop reading strategies to understand a variety of simple texts; produce simple forms of writing; apply increasing knowledge of English grammatical structures in speaking and writing; expand their vocabulary; and develop fundamental study skills. The course will also provide opportunities for students to become familiar with and use school and community resources and to build their knowledge of Canada and diversity

LISTENING AND SPEAKING
1. Developing Listening Comprehension. By the end of this course, students will:

Listening for Specific Information
1.1 demonstrate comprehension of specific information in directions, instructions, and classroom presentations on familiar and new topics, with contextual and visual support (e.g., retell key ideas from school announcements; play language games; follow oral instructions to assemble an object; complete an oral true/false quiz)

Listening to Interact
1.2 demonstrate understanding of clearly articulated, simple English on personal and familiar topics in structured interactive situations (e.g., respond to questions relating to familiar topics in a role-play; play barrier games; participate in choral speaking and singing)
2. Developing Fluency in Speaking. By the end of this course, students will:

Speaking to Interact
2.1 engage in structured spoken interactions on personal and school-related topics (e.g., share information to solve a math problem; play board games; plan and perform a role-play about purchasing an item from a store)

Using Conversational Strategies
2.2 use some common conversational expressions and non-verbal communication cues to negotiate structured spoken interactions (e.g., polite forms that signal agreement and disagreement, such as “Right”, “That’s fine”, “I’m not sure about that”; expressions that signal admiration, such as “Awesome!”, “Amazing!”, “Wow!”; non-verbal cues, such as nodding or shrugging)

Speaking for Academic Purposes
2.3 present ideas and information orally for academic purposes in structured situations (e.g., make a short rehearsed presentation about a Canadian province or territory, referring to a student-prepared poster; participate in a thinkpair-share activity on the school code of conduct; give a book talk using visual aids and realia)

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 ELD Level 2 on pages 140–141)

Sound Patterns
3.2 use appropriately some pronunciation, stress, rhythm, and intonation patterns of spoken English to communicate meaning accurately (e.g., pronounce final consonant sounds in past tense verbs [like d, wanted, answered] and plurals [books, pen s, wishes]; place stress on the first syllable of most compound words [handshake, toothbrush, bedroom]; articulate certain consonant sounds for increased clarity [tank, thank])

Communication Strategies
3.3 use some oral communication strategies to bridge gaps in spoken
communication (e.g., ask for confirmation that a word used is correct; use pause fillers such as “Well … um … oh …” to gain time to organize thoughts; start again using different phrasing when listeners seem confused; use rehearsed phrases from a stock of learned expressions)

LEVEL 2 (OPEN)

1. Reading for Meaning. By the end of this course, students will:

Reading a Variety of Texts
1.1 read some different types of simple texts, with teacher support (e.g., group language-experience stories, readers for a specific level, simple poems, labels, advertisements, e-mail messages, simple maps, posters)

Demonstrating Understanding
1.2 demonstrate an understanding of some types of simple texts, with teacher support (e.g., comment on words, expressions, and ideas in a text; create illustrations or storyboards to accompany a text; complete a graphic organizer; prepare a word collage of key words from a text)

Responding to and Evaluating Texts
1.3 respond to adapted texts, with teacher support (e.g., complete a reading log; create a poster or book jacket to reflect some aspect of a text; present a tableau depicting a key scene in a text)

Text Forms 1.4 identify the characteristics of some simple text forms (e.g., maps: labels, different colors for land and water; bus schedules: dates, times, destinations; personal letters and e-mails: salutations and closings; simple poems: rhythm, end-of-line rhymes; menus: grouping of different types of food, such as salads, drinks, desserts)

Literary Elements
1.5 identify some common literary elements in short prose texts and poems (e.g., repetition and rhyme in simple poems, descriptive words and expressions in a story, conflict between characters in a story)

2. Using Reading Comprehension Strategies. By the end of this course, students will:

Reading Strategies
2.1 apply some appropriate reading strategies to:
• familiarize themselves with texts before they read them (e.g., complete a
K-W-L chart with the class; predict content from visual cues, title, and organizational features; complete an anticipation guide; preview key vocabulary on a word wall
• understand texts while they are reading them (e.g., use think-aloud as modelled by the teacher; ask questions to confirm meaning; use graphic organizers and visuals to aid comprehension; use knowledge of familiar grammatical structures and punctuation to determine meaning; look up unfamiliar words in picture and learner dictionaries)
• confirm understanding of texts after they have read them (e.g., connect themes or scenes to personal experience in class discussions; complete cloze activities; depict plot events or characters through drawing; complete the remaining portions of a K-W-L chart)

Text Features
2.2 identify some key features of simple texts and use them to determine meaning (e.g., title, author, numbered steps in a set of instructions, chronological order in a narrative, charts, icons)

Connecting Devices
2.3 identify some simple connecting devices and transition words and phrases that are used to show relationships among ideas in simple texts (e.g., because, so; first, next, then, after; first of all)

Grammatical Structures
2.4 demonstrate an understanding of the grammatical structures of English and conventions of print used in texts appropriate for this level (see the Language Reference Chart for ELD Level 2 on pages 140–141)

3. Developing Vocabulary. By the end of this course, students will:

Vocabulary Building Strategies
3.1 use some basic vocabulary acquisition strategies to build vocabulary (e.g., make thematic word lists to classify words; record new words in a personal dictionary; play simple word games)

Word Recognition Strategies
3.2 use knowledge of simple patterns of word structure to determine the meaning of unfamiliar words (e.g., irregular plural noun endings, regular present and past verb tense endings, comparative and superlative adjective endings, familiar words within compound words)
Use of Resources
3.3 use some different resources to build vocabulary and determine the meaning of new words (e.g., consult informational picture texts, atlases, and learner dictionaries; check meaning with a partner)

4. Developing Research Skills. By the end of this course, students will:

Locating Information
4.1 locate information in simple texts relating to the school and community, and connect it to personal experiences and previous reading (e.g., picture dictionaries, telephone directories, posters, the Internet, atlases, graphic texts, flyers)

Extracting and Organizing Information
4.2 extract, record, and organize information from a variety of teacher-selected resources (e.g., complete a simple weather chart)

Critical Thinking
4.3 identify sources of information used for a variety of everyday purposes (e.g., local transit schedules, Ministry of Transportation maps, telephone directories, flyers, public service brochures, websites, newspapers)

WRITING

1. Writing for Different Purposes. By the end of this course, students will:

Academic Purposes
1.1 write short, simple texts to convey information and ideas for academic purposes using a number of scaffolded forms (e.g., complete sentences in a cloze exercise; label a bar graph showing the results of a survey; complete a T-chart about the pros and cons of fast-food lunches; develop a word web to describe a character in a story)

Personal Purposes
1.2 write short texts to express ideas and feelings on personal and familiar topics using some simple forms (e.g., reminders in an agenda about appointments or significant dates; simple messages expressing thanks, congratulations, or condolences; invitations; directions; simple telephone messages; simple e-mail messages; a “to-do” list; a postcard)

Community and Workplace Purposes
1.3 write short texts to communicate basic information for official and
personal purposes using some simple forms (e.g., simple job application and medical-information forms, cheques, bank withdrawal and deposit forms, a labelled map of the neighborhood, a list of community involvement activities, an application form for a Social Insurance Number)

2. Organizing Ideas in Writing. By the end of this course, students will:

Organizing Ideas
2.1 organize a series of linked sentences chronologically, sequentially, or spatially to develop a central idea (e.g., follow the model of a teacher think-aloud to write a description of a favorite activity, person, or place; use a graphic organizer to identify and order main ideas and supporting details on a topic)

Linking Ideas
2.2 use some different types of transition words and phrases to show relationships between ideas and information (e.g., first, next, and, but, so, because)

3. Developing Accuracy in Writing. By the end of this course, students will:

Grammatical Structures
3.1 use correctly the grammatical structures and print conventions of written English appropriate for this level (see the Language Reference Chart for ELD Level 2 on pages 140–141)

Spelling Strategies
3.2 use some spelling strategies to spell words accurately (e.g., consult word walls, personal word lists, and learner dictionaries; refer to class created word webs; apply rules for forming plurals to nouns; segment words to identify and record sound-symbol correspondences; identify rhyming patterns; use computer spell-check software)

4. Using the Writing Process. By the end of this course, students will:

Using Pre-writing Strategies
4.1 use some pre-writing strategies to generate vocabulary and develop and organize ideas for writing (e.g., brainstorm to gather ideas about topics for writing; draw or sketch to clarify thinking; consult the teacher-librarian for resource materials; formulate “wh” questions; scan newspapers and
magazines for information and ideas; use T-charts to sort and classify information)

Producing Drafts
4.2 produce draft pieces of writing following models provided by the teacher (e.g., sentence starters, cloze passages, a teacher think-aloud, student exemplars)

Revising and Editing
4.3 revise, edit, and proofread drafts using some teacher-directed strategies (e.g., discuss ideas and content in conferences with the teacher; use checklists; consult picture dictionaries, class charts, and word walls during editing)

Publishing
4.4 use some different elements of effective presentation to publish a final product (e.g., a cover page, titles and headings, drawings and maps, imported images, charts and illustrations, different font sizes and colors)

Metacognition
4.5 identify and use some different writing strategies before, during, and after writing, and reflect after writing on the strategies they found most helpful, with teacher support (e.g., use word walls, class charts, and a teacher think-aloud to develop ideas for writing)

SOCIO-CULTURAL COMPETENCE AND MEDIA LITERACY

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 number of social and classroom contexts (e.g., offer and/or accept apologies to/from a peer; communicate suggestions and requests to teachers or classmates; disagree politely with an adult)

Non-verbal Communication
1.2 use non-verbal communication cues appropriately in a number of different contexts (e.g., eye contact, gestures, physical distance/proximity, handshakes)
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 Canadian celebrations and sites of historical, social, or civic significance (e.g., Canada Day, Remembrance Day, Victoria Day, Thanksgiving Day; the federal Parliament Buildings, the Peace Tower, Queen’s Park, local memorials, provincial and national parks, tourist attractions)

Canadian Citizenship
2.2 demonstrate knowledge of some basic facts about Canadian citizenship (e.g., the words to the national anthem, the symbolism of the Canadian flag, the principle of free speech, the concept of multiculturalism, the rights and responsibilities of community members)

Canadian Diversity
2.3 demonstrate an awareness of the variety of languages and cultures represented in the school community (e.g., map the countries of origin of classmates; make graphs of the first languages used in the school)

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 some features of the Ontario secondary school system (e.g., kinds of secondary schools and types of secondary school courses, the credit system, field-trip procedures, immunization requirements)

Study Skills and Strategies
3.2 use a few appropriate study skills and time management and goal-setting strategies to carry out learning tasks (e.g., use a planner/agenda to record homework and other assignments; draw up and follow a schedule to help complete assignments on time and make up missed work; complete a personal timeline to project goals for the school year)

Strategies for the Cooperative Classroom
3.3 negotiate roles and tasks in group learning activities (e.g., take on the roles of recorder, time keeper, or facilitator, as needed)

Knowledge of School and Community Resources
3.4 identify some school and community resources that are available to
support classroom learning (e.g., school guidance services, school settlement workers, newcomer resources available from www.settlement.org, school and public libraries, in-school study and computer rooms, tutoring programs, community recreation centers)

4. Developing Media Knowledge and Skills. By the end of this course, students will:

Understanding Media Texts
4.1 view, read, and listen to different types of media texts to obtain and record key information (e.g., compile a weather report based on television forecasts; summarize sports results from the newspaper; obtain transportation schedules from websites)

Interpreting Media Texts
4.2 identify the purpose and intended audience of different types of media texts (e.g., advertising flyers, public service or travel brochures, television commercials)

Creating Media Texts
4.3 create media texts for different purposes (e.g., a poster to advertise a school event, a stamp to commemorate an invention or discovery, a coat of arms to represent themselves or their families, a song to tell people about a favorite activity)

ELD Level 3 (Open)
This course builds on students’ growing literacy and language skills and extends their ability to communicate in English about familiar and school-related topics. Students will make brief oral presentations; improve their literacy skills through a variety of contextualized and supported reading and writing tasks; distinguish between fact and opinion in short written and oral texts; complete short guided-research projects; and engage in a variety of cooperative learning activities. The course will also enable students to strengthen and extend their study skills and personal-management strategies and to broaden their understanding of Canadian diversity and citizenship.

LISTENING AND SPEAKING
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 moderate contextual and visual support (e.g., identify major weather trends from weather broadcasts; use a teacher-prepared graphic organizer to note main ideas from classroom presentations)

Listening to Interact
1.2 demonstrate understanding of spoken English on familiar topics that are relevant to community and school in interactive situations (e.g., use the telephone to check the availability of an item advertised in a flyer; interview a classmate about a favorite book)

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., conduct surveys with other students and graph the results; interview a partner about how a past experience compares with a new experience in Canada, and record the results in a Venn diagram; participate in planning for a class celebration)

Using Conversational Strategies
2.2 use a number of conversational expressions to negotiate spoken interactions (e.g., engage in small talk with classmates using expressions such as “How’s it going?”, “What’s up?”, “What do you think?”; start a telephone inquiry for information with expressions such as “Could you please tell me …?”; “I’m calling about …”)

Speaking for Academic Purposes
2.3 present ideas and information orally for academic purposes in supported situations (e.g., give an oral presentation supported by pictures or graphics; assume a variety of roles in small group activities; explain geometric concepts with the aid of a model; create questions in groups for a class quiz)
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 ELD Level 3 on page 152)

Sound Patterns
3.2 use appropriately a number of pronunciation, stress, rhythm, and intonation patterns of spoken English to communicate meaning accurately (e.g., move syllable stress and reduce vowels in words within a word family [multiply, multiplication]; apply general rules about rhythm and stress patterns to unfamiliar words from rap songs or jazz chants)

Communication Strategies
3.3 use a number of oral communication strategies to bridge gaps in spoken communication (e.g., restate complex ideas in simple language and invite feedback; describe the features or components of objects for which they do not know or remember the word)

READING

1. Reading for Meaning. By the end of this course, students will:

Reading a Variety of Texts
1.1 read a number of adapted texts and simple authentic texts (e.g., short stories from diverse cultures, poems, short novels, letters, memos, and a variety of electronic texts)

Demonstrating Understanding
1.2 demonstrate an understanding of adapted and simple authentic texts in a number of ways (e.g., present role-plays; summarize key points; compose an alternative ending to a work of fiction; use a Venn diagram to record similarities and differences)

Responding to and Evaluating Texts
1.3 respond to adapted and simple authentic texts, with minimal support (e.g., participate in an informal class discussion about a text; complete a reader’s response journal; participate in a roleplay dramatizing the resolution of a conflict in a text; identify the main ideas and supporting details in a text)
Text Forms
1.4 identify the characteristics of a number of text forms (e.g., columns and rows in charts and tables, abbreviations in recipes, numbered steps in instructions and procedures, frames with dialogue in comics, a simple W-5 format in newspaper articles, quotation marks for dialogue in a narrative)

Literary Elements
1.5 identify a number of literary elements in short stories, poems, and simple novels (e.g., the theme of a story, turning points in the plot of a short story or novel, words that create mood or describe character traits)

2. Using Reading Comprehension Strategies. By the end of this course, students will:

Reading Strategies
2.1 apply a number of appropriate reading strategies to:
• familiarize themselves with texts before they read them (e.g., brainstorm with a partner to predict content; ask questions about illustrations, photographs, and graphic organizers; activate prior knowledge of a topic through a concept web; preview key vocabulary using picture dictionaries and other materials related to the topic of the text)
• understand texts while they are reading them (e.g., reread with a partner or read on; identify common prefixes, suffixes, and roots; chunk information and distinguish between main ideas and supporting details; pose questions to clarify meaning; highlight key words and make jot notes; use contextual clues such as signal words and phrases; look up unfamiliar words in learner dictionaries)
• confirm understanding of texts after they have read them (e.g., participate in literature circles; use graphic organizers to compare and contrast two texts; write a summary; work in a small group to create questions about a text for a class game)

Text Features
2.2 identify a number of features of adapted and simple authentic texts, and use them to aid or increase comprehension (e.g., different fonts, italics, boldface type, bullets, table of contents, chapter titles, labelled diagrams)

Connecting Devices
2.3 identify a number of connecting devices and transition words and phrases that are used to show relationships among ideas in adapted and
simple authentic texts (e.g., as, when, if, while; first of all, secondly, as well, finally)

Grammatical Structures
2.4 demonstrate an understanding of the grammatical structures of English and conventions of print used in texts appropriate for this level (see the Language Reference Chart for ELD Level 3 on page 152)

3. Developing Vocabulary. By the end of this course, students will:

Vocabulary Building Strategies
3.1 use a number of vocabulary acquisition strategies to build vocabulary (e.g., complete graphic organizers of word families, synonyms, antonyms, and homonyms; use memory and visualization strategies to learn new words; refer to learner dictionaries; play a variety of word games)

Word Recognition Strategies
3.2 use knowledge of familiar patterns of word structure to determine the meaning and pronunciation of unfamiliar words and expressions (e.g., use common prefixes and suffixes to deduce meaning; identify word families; apply knowledge of the adverb ending “ly” to assist with pronunciation)

Use of Resources
3.3 use a number of resources to build vocabulary and to determine the meaning of unfamiliar words (e.g., simplified print and online encyclopedias, a classroom word wall showing how prefixes and suffixes extend word families, a personal word list of simple phrasal verbs and their prepositions)

4. Developing Research Skills. By the end of this course, students will:

Locating Information
4.1 locate information in adapted and simple authentic texts pre-selected in collaboration with the teacher-librarian (e.g., e-zines, brochures, simplified newspaper and magazine articles, simplified print and online encyclopedias, websites)

Extracting and Organizing Information
4.2 extract, record, and organize information from adapted and simple authentic texts for a variety of purposes (e.g., make point-form notes, cue
cards, and poster boards to prepare for oral presentations; complete a concept web for a guided-research project)

Critical Thinking
4.3 identify sources of information from research, and discuss the reliability of the information, with teacher support (e.g., newspapers, entertainment tabloids, personal blogs, books from school and public libraries, flyers, brochures)

WRITING

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 variety of scaffolded forms (e.g., use a model to write a short informational paragraph about a landform in a region of Canada; complete a science lab report following an outline provided by the teacher; outline safety instructions in a technology class; label a timeline showing important dates in Canada’s history)

Personal Purposes
1.2 write short texts to express ideas and feelings on personal and familiar topics using a number of forms (e.g., notices about items lost, found, or for sale; personal letters or e-mails describing experiences and impressions; letters of apology; responses to online surveys)

Community and Workplace Purposes
1.3 write short texts to communicate information for official and personal purposes using a number of forms (e.g., a school or work accident report, a short history of past work experience, a change-of-address request form, a request for information from a government agency or website)

2. Organizing Ideas in Writing. By the end of this course, students will:

Organizing Ideas
2.1 organize information to develop a central idea in a scaffolded paragraph with a topic sentence, supporting ideas, and a concluding statement (e.g., use a paragraph frame to structure an informational, narrative, or procedural paragraph)

Linking Ideas
2.2 use a number of transition words and phrases to show relationships
between ideas and information (e.g., when, first, secondly, in the beginning, in addition, as well, finally)

3. Developing Accuracy in Writing. By the end of this course, students will:

Grammatical Structures and Conventions of Print
3.1 use correctly the grammatical structures and print conventions of written English appropriate for this level (see the Language Reference Chart for ELD Level 3 on page 152)

Spelling Strategies
3.2 use a number of spelling strategies to spell words accurately (e.g., apply rules for forming plurals, contractions, and possessives; follow rules for changing base words when adding common endings; pronounce the silent letters in words: knock; relate new words to known words with similar sounds; find familiar words within longer words; keep a personal spelling list; use computer spell-check software)

4. Using the Writing Process. By the end of this course, students will:

Using Pre-writing Strategies
4.1 use a number of pre-writing strategies to generate vocabulary and develop and organize ideas for writing (e.g., generate ideas using collaborative concept webs; map out storyboards; write jot notes about a topic; complete Venn diagrams to see relationships; conduct interviews and do background reading to expand knowledge of a topic)

Producing Drafts
4.2 produce draft pieces of writing using a number of different strategies and models (e.g., teacher-prepared models; templates and student exemplars; graphic organizers)

Revising and Editing
4.3 revise, edit, and proofread drafts using a number of teacher-directed and independent strategies (e.g., discuss ideas, content, and organization in peer and teacher conferences; reread for punctuation, clarity of ideas, appropriate verb tenses, and subject-verb agreement; confirm spelling using learner dictionaries; refer to checklists of editing/proofreading tasks)
Publishing
4.4 use a number of elements of effective presentation to publish a final product (e.g., labelled diagrams; graphs; different fonts for headings and subheadings; proper paragraph form, including spacing and margins)

Metacognition
4.5 select and use a number of writing strategies before, during, and after writing, and reflect after writing on the strategies they found most helpful (e.g., choose an appropriate graphic organizer to sort ideas for writing; identify pieces of writing that they think show their best work and explain the reasons for their choice)

SOCIO-CULTURAL COMPETENCE AND MEDIA LITERACY
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., role play how to offer advice to a friend; simulate a telephone inquiry about community and/or school support services; create a dialogue in which they describe symptoms to a doctor)

Non-verbal Communication
1.2 use non-verbal communication cues appropriately in a variety of social, academic, and workplace contexts (e.g., exchange a “high five” with a friend, but shake hands with an interviewer; maintain a bigger personal space in a workplace than in a social gathering)

2. Developing Awareness of Canada, Citizenship, and Diversity. By the end of this course, students will:

Knowledge About Canada
2.1 demonstrate knowledge of a variety of facts about Canadian geography (e.g., name and locate on maps the provinces and territories, major cities, and major rivers and lakes; complete charts showing the distribution of natural resources in some provinces/territories)

Canadian Citizenship
2.2 describe the process by which immigrants become Canadian citizens (e.g., application, residence in Canada for three years, knowledge of English
or French, preparation for the citizenship test, participation in the citizenship ceremony)

Canadian Diversity
2.3 demonstrate an awareness of the variety of languages and cultures represented in their local community (e.g., compare gender roles, family structures, days of significance, and naming customs among linguistic or cultural groups in the community)

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 number of policies and practices in place in the Ontario secondary school system (e.g., the role of teachers; involvement of parents in school life and changes after their child turns eighteen; discipline expectations and consequences; district school boards’ equity and antidiscrimination policies)

Study Skills and Strategies
3.2 use a number of appropriate time-management and study skills and strategies to carry out learning tasks in all subject areas (e.g., establish a study schedule; organize notes for study; meet with peers to plan projects; use graphic organizers to categorize information; highlight key information; create a personal mnemonic device)

Strategies for the Cooperative Classroom
3.3 interact appropriately and respectfully in cooperative learning activities (e.g., help keep the group on task; take turns; take on different roles as needed; show respect for other points of view)

Knowledge of School and Community Resources
3.4 identify and use a number of school and community resources that are available to support lifelong learning (e.g., school/community clubs and sports teams; the public library; guidance department brochures and personnel; career information databases; career days, field trips, and job shadow programs; settlement agencies)

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 in a variety of forms to identify their key elements and characteristics (e.g., compare the format of television sitcoms, game shows, and reality programs; compare the styles of news delivery used on television and in newspapers and tabloids; compare advertisements in magazines, on billboards, and in pop-ups on the Internet)

Interpreting Media Texts
4.2 identify features in media texts that are used to appeal to specific audiences (e.g., font style and size on packaging and in advertisements; pictures, illustrations, and color in a brochure; images that feature people in a specific age group; celebrity endorsement in advertisements; type of music played in television advertisements)

Creating Media Texts
4.3 create media texts for a number of different audiences and purposes, and explain their choice of format (e.g., create a brochure to attract young travellers to their country of origin; produce a board game related to a classroom unit of study; create an advertisement for a new or imaginary product)
ELD Level 4 (Open)
This course extends students’ literacy skills and ability to apply learning strategies effectively, and teaches them how to use community resources to enhance lifelong learning. Students will communicate with increased accuracy and fluency for a variety of academic and everyday purposes; perform a variety of guided reading, writing, and viewing tasks; and use media and community resources to complete guided-research projects. This course further develops the critical thinking skills students will need to participate in Canadian society as informed citizens.

LISTENING AND SPEAKING

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 complex directions, instructions, and classroom presentations, with minimal contextual and visual support (e.g., complete a teacher-prepared cloze activity with information from a class presentation; follow recorded message prompts from a bank or public service organization; extract key concepts from audio webcasts and library Dial-A-Story services)

Listening to Interact
1.2 demonstrate understanding of spoken English on a variety of topics in interactive situations (e.g., in a think-pair-share activity on a schoolrelated topic; in a simulated job interview)

2. Developing Fluency in Speaking. By the end of this course, students will:

Speaking to Interact
2.1 engage in more complex spoken interactions on a variety of topics and in a variety of situations (e.g., request information about the community involvement activities required for a secondary school diploma; participate in a group jigsaw information-sharing activity; share information to solve a Sudoku puzzle)

Using Conversational Strategies
2.2 use a variety of conversational expressions to negotiate spoken interactions (e.g., disagree politely using expressions such as “I don’t know about that …”, “Good idea, but what about …?”; make polite suggestions using expressions
such as “How about …?” “Why don’t we try …?”; use modals such as “could” and “should” to offer advice, as in “You could try again tomorrow.”

Speaking for Academic Purposes
2.3 present ideas and information orally for academic purposes in a variety of situations (e.g., participate in a discussion about stereotypes in television shows and other media; contribute to a group discussion about how to complete a cooperative project)

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 ELD Level 4 on page 162)

Sound Patterns
3.2 use appropriately a variety 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; stress the syllable before the suffix -tion [attraction, information]; change the stressed syllable within a word to distinguish between its noun and verb forms [produce, produce; record, record; reject, reject])

Communication Strategies
3.3 use a variety of oral communication strategies to bridge gaps in spoken communication (e.g., keep a record of frequent mistakes and consciously monitor speech to avoid them)

READING

1. Reading for Meaning. By the end of this course, students will:

Reading a Variety of Texts
1.1 read a variety of increasingly complex texts (e.g., myths and legends, short stories, brochures, news reports, graphic novels, charts and tables)

Demonstrating Understanding
1.2 demonstrate an understanding of more complex texts in a variety of ways (e.g., complete a graphic organizer showing the causes and effects of an event described in an informational text; explain the motivations of a character in a story; distinguish between main ideas and supporting details in a report)
Responding to and Evaluating Texts
1.3 respond to a variety of adapted and authentic texts selected for study and pleasure (e.g., create a stop-motion animation film using models based on a myth or legend studied in class; write short book reports; relate specific passages or events in a story to their own experiences)

Text Forms
1.4 identify the characteristics of a variety of text forms and explain how they help to communicate meaning (e.g., descriptions in course calendars help with course selection; print and visual elements work together to convey a message in graphic texts and novels; the personal perspective of a historical journal narrative helps the reader understand how historical events affected individual people)

Literary Elements
1.5 identify a variety of literary elements in short stories, novels, and poems, 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 apply a variety of appropriate reading strategies to:

• familiarize themselves with texts before they read them (e.g., predict content by participating in a think-pair-share; collaborate to generate a list of questions about the topic; use information from visuals to make predictions about a text)

• understand texts while they are reading them (e.g., reread or read on to confirm or adjust predictions; skim and scan for main ideas and supporting details; complete graphic organizers; monitor understanding of a text in groups; look up words in learner dictionaries)

• confirm understanding of texts after they have read them (e.g., participate in a class discussion; record reactions in a reading log; discuss questions about a text with a reading partner)

Text Features
2.2 use specific features of content-area texts to locate and extract
information (e.g., headings and subheadings, sidebars, text boxes, margin notes, graphs, columns and rows in a table, a grid and coordinates in a map, an index, a glossary)

Connecting Devices
2.3 identify a variety of connecting devices and transition words and phrases that are used to show relationships among ideas in texts (e.g., in contrast, in conclusion, yet)

Grammatical Structures
2.4 demonstrate an understanding of the grammatical structures of English and conventions of print used in texts appropriate for this level (see the Language Reference Chart for ELD Level 4 on page 162)

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 subject-specific vocabulary (e.g., use context clues to infer meaning; create a notebook of vocabulary related to various subject areas; consult a variety of print and electronic dictionaries; chart word families; solve jigsaw word puzzles; create and play interactive word games)

Word Recognition Strategies
3.2 use knowledge of a variety of patterns of word structure and word order to determine the meaning of content-area words (e.g., determine how meaning changes when prefixes and suffixes change; infer meaning from word order)

Use of Resources
3.3 use a variety of resources to build vocabulary and determine the meaning of unfamiliar content-area words (e.g., a variety of print and electronic dictionaries, websites designed for English language learners, glossaries and text boxes in subject textbooks)

4. Developing Research Skills. By the end of this course, students will:

Locating Information
4.1 locate information for guided research from a variety of teacher-selected texts (e.g., books, encyclopaedias, websites, DVDs, video clips, news
reports), and determine whether the ideas and information gathered are relevant to and adequate for the purpose

Extracting and Organizing Information
4.2 select and organize information from texts for a variety of purposes (e.g., use teacher-prepared outlines to make notes for guided-research projects; develop word webs and fishbone maps to organize ideas for a report)

Critical Thinking
4.3 identify a variety of sources of information on the same topic, and compare them for reliability and point of view (e.g., compare reports from ethnocultural community newspapers versus mainstream newspapers, television versus radio broadcasts, print versus electronic magazines)

WRITING

1. Writing for Different Purposes. By the end of this course, students will:

   Academic Purposes
   1.1 write longer texts to convey information and ideas for academic purposes using a variety of forms (e.g., a summary of main points for a guided-research project; a biographical sketch of a famous Canadian based on research; a book report or website review; a letter to the author about their reaction to a particular text)

   Personal Purposes
   1.2 write longer texts to express ideas and feelings using a variety of forms (e.g., poems, song lyrics/raps, journals or diaries, e-mails or letters, text messages, narratives, descriptions, class graffiti walls)

   Community and Workplace Purposes
   1.3 write longer texts to communicate information for official and personal purposes in a variety of forms (e.g., complete a driver’s license application form or a short medical history form; compose a statement of interest for a co-op placement or an internship; write a thank-you note for a job interview)

2. Organizing Ideas in Writing. By the end of this course, students will:

   Organizing Ideas
   2.1 organize information to develop a central idea in two or more linked paragraphs (e.g., use a variety of graphic organizers to sort and order main ideas and supporting details for a review of a book, movie, or video game)
Linking Ideas
2.2 use a variety of connecting devices and transition words and phrases to show relationships between ideas in linked sentences and paragraphs (e.g., in contrast, in conclusion, yet, furthermore)

3. Developing Accuracy in Writing. By the end of this course, students will:

Grammatical Structures and Conventions of Print
3.1 use correctly the grammatical structures and print conventions of written English appropriate for this level (see the Language Reference Chart for ELD Level 4 on page 162)

Spelling Strategies
3.2 use a variety of spelling strategies to spell words accurately (e.g., apply knowledge of prefixes, suffixes, and roots; refer to dictionaries and electronic spell-checkers; divide long words into manageable chunks; use mnemonic devices to learn difficult spellings)

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., consider purpose and audience in choosing an appropriate form for writing; generate ideas using concept or word webs, brainstorming, discussions; interview people with knowledge of the topic; conduct an Internet search)

Producing Drafts
4.2 produce draft pieces of writing using a variety of strategies and models (e.g., a variety of graphic organizers, student exemplars)

Revising and Editing
4.3 revise, edit, and proofread drafts using a variety of strategies (e.g., discuss ideas, organization, and word choice in conferences with the teacher; use an author’s circle for peer feedback; reread to check clarity of ideas and word choice; refer to a checklist to double-check punctuation, consistency of verb tense, and subject-verb agreement; verify spelling using print and electronic resources)
Publishing
4.4 use a variety of elements of effective presentation to publish a final product (e.g., italics, bolding, and underlining for emphasis; layouts that enhance or highlight the content; detailed labels)

Metacognition
4.5 select and use a variety of writing strategies before, during, and after writing, and reflect after writing on the strategies they found most helpful (e.g., use a reflection journal to record ideas and learning about writing; maintain a writing portfolio that they think shows their best work and explain the reasons for their choice)

SOCIO-CULTURAL COMPETENCE AND MEDIA LITERACY
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 wide variety of social and classroom contexts (e.g., “What’s up?” to peers versus “Hello. How are you?” to teachers; “I’m sorry, would you please repeat that?” to an adult acquaintance versus “What did you just say?” to a friend; “Thanks a lot” to a friend or a family member versus “I really appreciate your help” to a sales assistant in a store)

Non-verbal Communication
1.2 adjust their use of non-verbal communication cues to suit a variety of social, academic, and workplace contexts (e.g., eye contact, gestures, personal space, handshakes, posture, touch)

2. Developing Awareness of Canada, Citizenship, and Diversity. By the end of this course, students will:

Knowledge About Canada
2.1 demonstrate knowledge of a variety of facts about Canadian political processes and structures (e.g., name the types of services that are provided by each level of government; identify current political figures and their roles; explain the process of electing governments in Canada)

Canadian Citizenship
2.2 demonstrate knowledge 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 and voting; research issues such as energy conservation, recycling, election platforms of different political parties, human rights)

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 aspects of the Ontario secondary school system that can help them achieve their personal, educational, and/or occupational goals (e.g., the focus on both process and product in the achievement chart categories, the focus on learning skills in the Provincial Report Card, policies on accommodating religious dress and worship traditions)

Study Skills and Strategies
3.2 use a variety of appropriate time-management, study, and test-preparation skills and strategies to carry out learning tasks in all subject areas (e.g., make notes; rehearse with cue cards; determine priorities; manage time efficiently; follow directions)

Strategies for the Cooperative Classroom
3.3 participate effectively in cooperative learning activities to complete group tasks (e.g., express opinions appropriately; express disagreement politely; pay attention to peers’ and teachers’ comments; contribute by building on peers’ and teachers’ comments; negotiate group roles and tasks)

Knowledge of School and Community Resources
3.4 identify and explain the purpose of a variety of school and community resources that are available to support lifelong learning, and use them appropriately as needed (e.g., summer, night, and virtual school opportunities; international language classes; the school board’s policies and procedures on bullying and harassment; antidiscrimination and safe schools policies; local organizations where students can volunteer in order to complete the diploma requirement for community involvement activities; public reference libraries)
4. Developing Media Knowledge and Skills. By the end of this course, students will:

Understanding Media Texts
4.1 view, read, and listen to coverage of the same subject or issue in different media sources and compare the type of information provided (e.g., compare television, newspaper, and Internet accounts of a natural disaster or a sports event)

Interpreting Media Texts
4.2 compare media texts that are designed to appeal to different audiences, and identify elements that are aimed at specific groups (e.g., visuals that show particular types of people or that evoke a particular mood, youth-oriented language and music, key words or slogans that reveal a particular point of view)

Creating Media Texts
4.3 create media texts for a variety of audiences and purposes, and explain their content and design decisions (e.g., a mock television or radio announcement to inform students about a schoolrelated issue, a multi-media presentation to orient newcomer students to the school and community, a movie poster based on a novel they have read)

ELD Level 5 (Open)

This course provides students with skills and strategies that will allow them to continue their education successfully and pursue pathways to employment that may involve apprenticeship and/or cooperative education programs. Students will communicate orally and in writing on a variety of topics; perform a variety of independent reading and writing tasks; interpret and create media texts; and use a range of media and community resources. This course also expands the critical thinking skills students will need in order to contribute to Canadian society as informed citizens.

LISTENING AND SPEAKING

1. Developing Listening Comprehension. By the end of this course, students will:
Listening for Specific Information
1.1 demonstrate comprehension of specific information in complex directions, instructions, and classroom presentations (e.g., take notes on a documentary; use information from a classroom presentation to complete a graphic organizer; identify differences between reports of a news event from radio and television broadcasts; follow a series of technical instructions to complete a task)

Listening to Interact
1.2 demonstrate understanding of spoken English on a wide variety of topics in interactive situations (e.g., in a collaborative activity to develop a group presentation; in discussions with peers about current events or issues)

2. Developing Fluency in Speaking. By the end of this course, students will:

Speaking to Interact
2.1 engage in extended spoken interactions on a variety of topics and in a variety of situations (e.g., work in a group to plan and organize a class trip, to dramatize events from stories and novels studied in class, and/or to negotiate solutions to tasks and problems)

Using Conversational Strategies
2.2 use a wide variety of conversational expressions to negotiate spoken interactions of many different types (e.g., accept and reject information using expressions such as “I thought so”, “I knew it”, “I don’t see it that way”, “I’m not sure about that”; close a formal conversation or job interview using expressions such as “Thank you for your time”, “I really appreciate ...”)

Speaking for Academic Purposes
2.3 present ideas and information orally for academic purposes in a wide variety of situations (e.g., make a presentation on the rights and responsibilities of Canadian citizenship, with reference to the Canadian Charter of Rights and Freedoms; interview an expert or an eyewitness in preparation for writing a news article)

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 ELD Level 5 on pages 172–173)

Sound Patterns
3.2 use appropriately a wide variety of pronunciation, stress, rhythm, and intonation patterns of spoken English to communicate both explicit and implicit meaning accurately (e.g., stress the content words in a sentence to clarify meaning [I read the book last night]; use pitch and volume appropriately to indicate emphasis and/or emotions [surprise, joy, annoyance]; use tone and volume to clarify implied messages in rap lyrics)

Communication Strategies
3.3 use a wide variety of oral communication strategies to bridge gaps in spoken communication (e.g., notice and correct slips and errors; anticipate misunderstandings and rephrase to avoid or correct them; use circumlocution and paraphrase to compensate for incomplete knowledge of vocabulary and grammar)

READING

1. Reading for Meaning. By the end of this course, students will:

Reading a Variety of Texts
1.1 read a wide variety of increasingly complex texts (e.g., novels, magazine articles, manuals, online and print encyclopaedias, textbook excerpts, informational books on a range of topics)

Demonstrating Understanding
1.2 demonstrate an understanding of complex texts in a wide variety of ways (e.g., follow a series of instructions to set up a DVD player; summarize a report about the impact of human activity on aquatic systems; describe how they would “counsel” a character in a novel)

Responding to and Evaluating Texts
1.3 respond to more complex texts in a variety of ways (e.g., identify what is fact and what is opinion in newspaper, online, or magazine articles; explain what they would change in an author’s treatment of a particular topic; identify a favorite passage in a text and explain what they like about it)
Text Forms
1.4 analyze a wide variety of text forms to identify key characteristics, and explain how they help to communicate meaning (e.g., illustrations in a “how-to” manual help clarify instructions; captions in photo essays clarify or highlight the message of the pictures; numbered points in an overview or summary identify key information)

Literary Elements
1.5 identify a wide variety of literary elements in short stories, novels, and poems, and explain how they help convey the author’s meaning (e.g., explain why they think an author uses a first-person or a third-person narrator; explain how setting, plot, and character help illustrate the theme in a short story)

2. Using Reading Comprehension Strategies. By the end of this course, students will:

Reading Strategies
2.1 apply a wide variety of appropriate reading strategies to:

• familiarize themselves with texts before they read them (e.g., independently generate a list of questions about the topic; brainstorm the topic with a partner to activate prior knowledge; preview text features to understand organization)

• understand texts while they are reading them (e.g., interpret context clues; use visualization to clarify details of characters, scenes, or concepts; monitor understanding by identifying and restating the main idea and supporting details; summarize sections of text during reading; make inferences about a character’s motivation)

• confirm and extend understanding of texts after they have read them (e.g., do further research to deepen understanding of a topic; identify bias; participate in school reading clubs)

Text Features
2.2 use specific features of a wide variety of texts to locate information and aid comprehension (e.g., graphics, questions, summaries, footnotes/endnotes, reference lists/ works cited, back covers of novels)
Connecting Devices
2.3 identify a wide variety of connecting devices and transition words and phrases, and explain how they show relationships among ideas in texts (e.g., either … or, neither … nor, both … and, as … as, although, as a result of)

Grammatical Structures
2.4 demonstrate an understanding of the grammatical structures of English and conventions of print used in texts appropriate for this level (see the Language Reference Chart for ELD Level 5 on pages 172–173)

3. Developing Vocabulary. By the end of this course, students will:

Vocabulary Building Strategies
3.1 use a wide variety of vocabulary acquisition strategies to build subject-specific vocabulary and determine the meaning of unfamiliar words (e.g., compare multiple definitions found in a dictionary and select the correct meaning for a particular context; compile subject-specific glossaries; create lists of synonyms)

Word Recognition Strategies
3.2 use knowledge of a variety of patterns of word structure and derivation to determine the meaning of unfamiliar words (e.g., recognize changes of meaning caused by suffixes that differentiate parts of speech [photograph, photographer, photographic]; recognize root words with Latin and Greek origins used in science, mathematics, and technology [milli = thousand: millimeter = a thousandth of a meter; micro = small: microscope = an optical instrument for viewing very small objects])

Use of Resources
3.3 use a wide variety of resources to extend vocabulary and determine the precise meaning of words (e.g., select among a range of vocabulary resources, such as dictionaries, glossaries, manuals, online references, and technical dictionaries)

4. Developing Research Skills. By the end of this course, students will:

Locating Information
4.1 locate and compare information for independent research from a variety of school and community sources selected in collaboration with the teacher-librarian, and cite information from those sources appropriately (e.g., articles, non-fiction books, encyclopedias, websites, DVDs, blogs)
Extracting and Organizing Information
4.2 select information and organize it effectively for a wide variety of purposes (e.g., use a graphic organizer to identify the basic rights in the Canadian Charter of Rights and Freedoms; compare cultural practices of diverse groups using a T-chart or Venn diagram)

Critical Thinking
4.3 compare a wide variety of sources of information to evaluate their reliability (e.g., websites, newspapers, tabloids, blogs)

WRITING

1. Writing for Different Purposes. By the end of this course, students will:
   Academic Purposes
   1.1 write longer and more complex texts to convey information and ideas for academic purposes using a wide variety of forms (e.g., a series of linked paragraphs synthesizing information from an independent research project about the changing role of technology; a news report using the five-W’s format; a mystery story using the structures and conventions of the genre; a report outlining the steps in a science experiment)

   Personal Purposes
   1.2 write longer and more complex texts to express ideas and feelings using a wide variety of forms (e.g., poems, song lyrics/raps, blogs, e-mails or letters, narratives, descriptions, journal entries)

   Community and Workplace Purposes
   1.3 write longer and more complex texts to communicate information for official and personal purposes using a wide variety of forms (e.g., a résumé and cover letter; an online purchase agreement; a letter of complaint to a customer service department; a letter to cancel a contract, service, or subscription)

2. Organizing Ideas in Writing. By the end of this course, students will:

   Organizing Ideas
   2.1 organize information to develop a central idea in a structured composition of three or more paragraphs (e.g., use a graphic organizer to map cause-and-effect relationships for a report about an endangered species;
use the five-W’s format in a newspaper article about a real or imaginary community event)

Linking Ideas
2.2 use a wide variety of connecting devices and transition words and phrases to show relationships between ideas in linked sentences and paragraphs (e.g., now that, as a result of, because of, although, even though)

3. Developing Accuracy in Writing. By the end of this course, students will:

Grammatical Structures and Conventions of Print
3.1 use correctly the grammatical structures and print conventions of written English appropriate for this level (see the Language Reference Chart for ELD Level 5 on pages 172–173)

Spelling Strategies
3.2 use a wide variety of spelling strategies to spell words accurately (e.g., divide words into syllables; consult specialized print and electronic dictionaries; use electronic spell-checkers; record difficult words in a spelling list or journal, highlighting tricky letters or groups of letters)

4. Using the Writing Process. By the end of this course, students will:

Using Pre-writing Strategies
4.1 use a wide variety of pre-writing strategies to generate vocabulary and develop and organize ideas for writing (e.g., consider purpose and audience in choosing a form for writing; generate ideas using webs, discussions with peers and the teacher, and prior reading and experience; cluster and sort ideas and information; consult the teacher librarian about relevant print and electronic resource materials)

Producing Drafts
4.2 produce draft pieces of writing using a wide variety of strategies and models (e.g., a variety of graphic organizers, jot-notes made while reading, student exemplars or authentic texts)

Revising and Editing
4.3 revise, edit, and proofread drafts using a wide variety of strategies (e.g., reread for clarity and organization of ideas; use print and electronic resources to confirm spelling; vary word choice through the use of a
thesaurus; review drafts with the teacher and peers, and explain how a piece of writing has evolved)

Publishing
4.4 use a wide variety of elements of effective presentation to publish a final product (e.g., a cast list and drama dialogue format for a play, a table of contents for a handbook or manual, a brief glossary of terms for an essay about new technology, computer-generated graphs and charts for a science report)

Metacognition
4.5 select and use a wide variety of writing strategies before, during, and after writing, and reflect after writing on the strategies they found most helpful (e.g., use a reflection journal to explain thinking and identify strengths, areas for improvement, and next steps; respond to teacher and peer questions about why they used certain strategies more often than others)

SOCIO-CULTURAL COMPETENCE AND MEDIA LITERACY

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 wide variety of social, classroom, and workplace contexts (e.g., “Huh?” to peers versus “I don’t understand” to a teacher; “Joe” to a co-worker versus “Mr. Baca” to a customer or supervisor; “May I speak to / I’d like to speak to Ms. Starsky” when phoning for an employment interview versus “Is Sabina there?” when phoning a friend; “Okay, guys” when addressing a class project team versus “My fellow students” when giving a campaign speech for election to the Student Council)

Non-verbal Communication
1.2 identify non-verbal communication cues that are appropriate or inappropriate in a wide variety of social, academic, and workplace situations, and adjust their behavior to suit the particular occasion (e.g., role play scenarios requiring formal and informal behavior, and determine what behavior is appropriate in each case)

2. Developing Awareness of Canada, Citizenship, and Diversity. By the end of this course, students will:
Knowledge About Canada
2.1 demonstrate knowledge of a variety of significant facts about Canadian history and culture (e.g., identify contributions of Aboriginal individuals to Canada; describe the early settlement patterns and contributions of significant groups and individuals in New France and in British North America)

Canadian Citizenship
2.2 demonstrate knowledge of important social and political documents that guarantee rights and freedoms in Canadian society (e.g., identify the basic rights specified in the Canadian Charter of Rights and Freedoms, the Ontario Human Rights Code, school board equity policies)

Canadian Diversity
2.3 describe some benefits and challenges of living in a society composed of diverse linguistic and cultural groups (e.g., the effects of maintaining or not maintaining particular forms of dress in certain cultures; the effects of accommodating or not accommodating various religious practices or traditions at school and work)

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 graduation requirements of the Ontario secondary school system and support services that are available to help them achieve their goals (e.g., graduation requirements and related components, such as compulsory credit, transcript, full-disclosure requirements, the literacy test, diploma requirements for community involvement activities, the Specialist High-Skills Major program, criteria for earning a diploma or certificate of achievement; services to assist with planning and goal-setting for postsecondary life)

Study Skills and Strategies
3.2 use a wide variety of study and time management skills effectively to carry out learning tasks, and explain their relevance to future academic and career plans (e.g., manage time efficiently; plan work and complete tasks satisfactorily; use technology appropriately)
Strategies for the Cooperative Classroom
3.3 participate and interact effectively, and take on leadership responsibilities to complete collaborative classroom projects (e.g., listen actively; clarify directions; share ideas; plan work and delegate tasks; offer constructive criticism)

Knowledge of School and Community Resources
3.4 identify and explain the purpose of a wide variety of school and community resources that are available to support lifelong learning, and use them appropriately to implement their educational and career plans (e.g., Independent Learning Centre, career counselling centers, the Ontario Skills Passport, cooperative education and apprenticeship opportunities, postsecondary education guides)

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, and identify strategies used in them to influence specific audiences (e.g., youth-oriented music, celebrity endorsements, visual images)

Interpreting Media Texts
4.2 compare a variety of media texts, and evaluate them for balance, inclusiveness, and possible bias (e.g., media texts representing people of different ages, genders, income levels, and ethnocultural backgrounds; news reports of a conflict that present single or multiple points of view)

Creating Media Texts
4.3 create media texts for a wide variety of audiences and purposes, and explain their content and design decisions (e.g., create a T-shirt logo and slogan for a school-wide information campaign; compile a collection of symbols found in traditional and contemporary art forms of specific Aboriginal groups)