Intermediate English as a Second Language
(Lessons 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.

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

- Listening to Interact
  1.2 demonstrate understanding of clearly articulated, simple English on personal and familiar topics in highly structured interactive situations (e.g., answer questions about personal information, interests, and experiences; participate in paired and small-group exchanges on familiar topics; take part in a think-pair-share session)
2. Developing Fluency in Speaking. By the end of this course, students will:

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

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

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

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

Grammatical Structures
3.1 use correctly the grammatical structures of spoken English appropriate for this level (see the Language Reference Chart for ESL Level 1 on pages 68–69) Teacher prompt: “How do you make the word ‘chair’ show more than one (or plural)? How do you make the word ‘water’ plural? How are they different? Why?”

Sound Patterns
3.2 use appropriately a few basic pronunciation, stress, rhythm, and intonation patterns of spoken English to communicate meaning accurately (e.g., distinguish between short and long vowels [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 basic clarification strategies appropriately to bridge gaps in spoken communication (e.g., use gestures and mime to clarify meaning; ask for repetition when they do not understand a message)

Reading

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

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

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

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

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

Literary Elements
1.5 identify some simple literary elements in short prose texts and simple poems on familiar topics (e.g., rhyming words, descriptive adjectives, repeated words)
2. Using Reading Comprehension Strategies. By the end of this course, students will:

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

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

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

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

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

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

Word Recognition Strategies
3.2 recognize simple patterns of word structure and use them to determine the meaning of unfamiliar words (e.g., regular and irregular plural noun endings, regular present and past tense verb endings, regular comparative and superlative adjective endings)
Use of Resources
3.3 use a few different resources to determine and/or confirm the meaning of unfamiliar words (e.g., use pictorial and bilingual dictionaries, classroom word walls, and personal word banks to confirm or clarify meaning; check meaning with a first-language partner)

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

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

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

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

Writing
1. Writing for Different Purposes

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

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

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

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

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

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

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

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

Spelling Strategies
3.2 use some simple spelling strategies to spell words accurately (e.g., consult class word walls and personal word lists of high-frequency words; employ common and predictable English sound symbol relationships and spelling patterns)
4. Using the Writing Process, By the end of this course, students will:

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

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

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

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

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

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; obtain a teacher’s attention in an appropriate manner; take turns with
peers in conversations and classroom discussions; conclude a brief conversation in an appropriate manner

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

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

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

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

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

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

Knowledge of the Ontario Secondary School System
3.1 describe a few procedures and rules in use in the Ontario secondary school system (e.g., school attendance procedures, emergency procedures, the school code of conduct, appropriate dress at school, appropriate ways to address school staff, responsibility for textbooks and lockers, procedures for field trips)
Study Skills and Strategies
3.2 use appropriate notebook conventions and formats in all subject areas (e.g., dates, titles, headings, dividers)

Strategies for the Cooperative Classroom
3.3 work cooperatively with a partner or in a group (e.g., use appropriate 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 a few school and community resources that are available to support learning (e.g., key school staff and locations, school guidance services, school settlement workers, newcomer resources available from www.settlement.org, school and public libraries)

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

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

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

Creating Media Texts
4.3 create simple media texts for a few different purposes (e.g., posters or brochures about the school or community, a collage on first impressions of Canada)
ESL Level 2 (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 directions, instructions, and classroom presentations on familiar and new topics, with contextual and visual support (e.g., follow directions in barrier language games; obtain specific information over the telephone such as bus departure times, entertainment schedules, and business opening and closing hours; list key ideas from school announcements; complete a graphic organizer with information from a classroom presentation)

Listening to Interact
1.2 demonstrate understanding of clearly articulated, simple English on personal and familiar topics in structured interactive situations (e.g., use the telephone to check prices of Science Fair project materials; participate in a “Find Someone Who” activity; interview a classmate in order to introduce him or her to the larger group)

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 familiar topics (e.g., play barrier language games; participate in an inside-outside circle; offer and respond to greetings, invitations, compliments, and apologies)

Using Conversational Strategies
2.2 use some common conversational expressions and appropriate non-verbal communication cues to negotiate structured spoken interactions (e.g., non-verbal cues such as nodding, maintaining eye contact, and making encouraging noises; polite expressions of agreement such as “Right”, “That’s fine”, “Sure”; expressions of apology or regret such as “I’m sorry about that”, “I’ll try not to ...”)

Speaking for Academic Purposes
2.3 present ideas and information orally for academic purposes in structured
situations (e.g., use subject-specific or key vocabulary to explain the solution to a mathematics problem or to describe aspects of traditional life of some Aboriginal peoples; tell a brief story about an imaginary or real event following a model provided by the teacher)

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

Grammatical Structures
3.1 Grammatical Structures 3.1 use correctly the grammatical structures of spoken English appropriate for this level (see the Language Reference Chart for ESL Level 2 on pages 80–81)

Sound Patterns
3.2 use appropriately some basic pronunciation, stress, rhythm, and intonation patterns of spoken English to communicate meaning accurately (e.g., pronounce final consonant sounds in past-tense verbs [liked, wanted, answered] and in plurals [books, pens, wishes]; stress the first syllable of most compound words [backpack, cupcake, toothpaste]; articulate consonant sounds for increased comprehensibility [tank, thank])

Communication Strategies
3.3 use some basic clarification and repair 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 list of learned expressions)

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

Reading a Variety of Texts
1.1 read a number of different types of literary, informational, and graphic texts designed or adapted for English language learners (e.g., folk tales from diverse cultures; letters; informational books and series; materials with graphs, tables, and charts; levelled readers; poetry)

Demonstrating Understanding
1.2 demonstrate an understanding of a number of different types of adapted texts in
a variety of ways (e.g., sequence events in a story; participate in teacher-led
discussions about texts; retell content; complete a cloze passage; state the main
idea of a short, adapted text containing familiar vocabulary and content)

Responding to and Evaluating Texts
1.3 respond to simplified or adapted texts in a variety of ways (e.g., explain why
they like a particular book; participate in an informal class discussion about a text;
compose an “in-role” diary based on a story character; explain how a text relates to
their personal experience)

Text Forms
1.4 identify the characteristics of a number of different text forms (e.g., salutation
and closing in a personal letter, sequence of information in a classified
advertisement, the “five W’s” format of a simple newspaper article, dialogue in a
narrative)

Literary Elements
1.5 identify a number of literary elements in short prose, poems, and dialogues
(e.g., evocative descriptions of setting, adjectives that create a mood or describe
character traits, the syllable patterns of a haiku)

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

Reading Strategies
2.1 use a number of reading comprehension strategies before, during, and after
reading to understand texts (e.g., activate prior knowledge through a concept web;
preview visually supported text; use graphophonic cues to construct meaning;
guess meanings of unfamiliar words using context clues)

Text Features
2.2 identify specific features of adapted texts and use them to locate and extract
information (e.g., table of contents, index, glossary, tables, charts, diagrams, maps,
headlines, title page, icons, text box)

Connecting Devices
2.3 identify some common connecting devices and transition words and phrases
that are used to show relationships among ideas in adapted texts (e.g., first, second,
finally; since; similar to, different from)
Grammatical Structures
2.4 demonstrate an understanding of the grammatical structures of English used in texts appropriate for this level (see the Language Reference Chart for ESL Level 2 on pages 80–81)

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., use context clues to infer meaning; use word order in a sentence to help determine meaning; find a synonym for an unfamiliar word; create a notebook of vocabulary related to various subject areas such as mathematics or a branch of technological studies)

Word Recognition Strategies
3.2 use knowledge of patterns of word structure to determine the meaning of unfamiliar words (e.g., a familiar word within a compound word, common prefixes and suffixes, word families)

Use of Resources
3.3 use a number of different resources to determine and/or confirm the meaning of unfamiliar words (e.g., refer to personal word banks or notebooks and learner and bilingual dictionaries; do word category sorts from classroom word walls; check meaning with a partner)

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

Locating Information
4.1 locate information for a variety of purposes in simplified or adapted informational and graphic texts selected in collaboration with the teacher-librarian (e.g., abridged or modified versions of science and geography series, online databases, first-language sources)

Extracting and Organizing Information
4.2 extract information from informational and graphic texts designed or adapted for English language learners, and organize it using a graphic organizer (e.g., complete a T-chart of Canadian political parties and their leaders; label a diagram of the food chain)
Critical Thinking
4.3 compare information from a number of sources on a topic for a classroom research assignment (e.g., print and electronic magazines; newspapers; television and radio broadcasts; a range of media for different cultural groups; general and subject-specific encyclopedias)

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 number of forms (e.g., write a scaffolded paragraph about familiar content-area information; create an autobiographical timeline; compose a short dialogue between two characters in a story; prepare a set of written instructions to carry out a simple science experiment; complete an adapted inventory of learning strategies)

   Personal Purposes
   1.2 write short texts to express ideas and feelings on personal and familiar topics using a number of forms (e.g., compose short letters to friends and family members; write a poem modelled on a simple poem structure studied in class, such as a haiku or diamante; write thoughts in a dialogue journal exchanged with the teacher or a classmate)

   Community and Workplace Purposes
   1.3 write short texts to communicate basic personal information and ideas using a number of forms (e.g., compose a “lost” or “found” advertisement; complete a survey on student music preferences or an application for a Social Insurance Number; compile a shopping list with an accompanying recipe for a favorite dish)

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

   Organizing Ideas
   2.1 organize information relating to a central idea in a short paragraph with a topic sentence, supporting details, and a concluding sentence (e.g., follow a teacher think-aloud to write a paragraph about the variety of natural resources found in Canada; recount an event such as a school field trip using an introductory sentence, chronological order of events and details, and a concluding sentence)
Linking Ideas
2.2 use connecting devices and transition words and phrases to link sentences and show relationships between ideas and information (e.g., use “next”, “finally” to indicate sequence; use “similar to”, “different from”, “like”, “unlike” to compare and contrast; use “since”, “because of” to indicate cause and effect)

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

Grammatical Structures
3.1 use correctly the grammatical structures and conventions of written English appropriate for this level (see the Language Reference Chart for ESL Level 2 on pages 80–81)

Spelling Strategies
3.2 use a number of spelling strategies to spell words accurately (e.g., spell common words from personal lists and word walls; apply rules for forming plurals to unfamiliar nouns; follow rules for changing base words when adding common endings; apply knowledge of common prefixes, suffixes, and word families to help spell new words; refer to bilingual dictionaries and electronic spell checkers)

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., construct a concept web to explore the scope of a topic; use graphic organizers such as timelines and charts to sort and classify information; participate in partner and group discussions and use guiding questions to develop ideas)

Producing Drafts
4.2 produce draft pieces of writing using a model or template (e.g., a teacher-prepared model; student exemplars; a template for a paragraph, letter, or dialogue)

Revising and Editing
4.3 revise, edit, and proofread drafts using a number of teacher-directed and independent strategies (e.g., use a teacher-prepared editing checklist; participate in a peer-editing conference; reread, add, and reorder information to improve organization)
Publishing
4.4 use a number of different elements of effective presentation to publish a final product (e.g., a cover page, different font sizes for titles and headings, labelled diagrams, illustrations, photographs, borders)

Metacognition
4.5 identify and use a number of writing strategies before, during, and after writing, and reflect after writing on those they found most helpful (e.g., use a writer’s notebook to keep track of new and interesting words and 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., make polite suggestions and requests to teachers or classmates; offer apologies to and accept apologies from friends)

Non-verbal Communication
1.2 demonstrate an understanding of cultural variations in the appropriate use of nonverbal communication cues (e.g., describe the gestures, facial expressions, or conventions of eye contact in the home culture and Canadian culture)

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 Canada (e.g., describe similarities and differences among the regions of Canada with respect to their major economic activities, immigration patterns, weather, geographical features, and industrial and agricultural production; complete a graphic organizer with information about various Aboriginal peoples across Canada)

Canadian Citizenship
2.2 demonstrate knowledge about a number of key elements of Canadian citizenship, levels of government in Canada, and current Canadian issues (e.g., compare key functions of municipal, provincial, and federal levels of government,
the electoral process, and the main political parties in Canada; discuss some current Canadian issues covered in the media)

Canadian Diversity
2.3 demonstrate an awareness of the diversity of languages and cultures represented in the community and school (e.g., present the findings of a survey about first-language media available in the community; prepare a class bulletin-board display in different languages)

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 aspects of the Ontario secondary school system (e.g., levels of achievement and the “provincial standard”; the emphasis on evidence-based learning; semstered or non-semstered schedules; the credit system; ways of getting extra help; role of homework)

Study Skills and Strategies
3.2 identify and use appropriate time-management techniques to organize school work (e.g., use an agenda book; follow timetables; set goals to complete the stages of a homework project; make and follow plans to help meet assignment and evaluation deadlines)

Strategies for the Cooperative Classroom
3.3 negotiate roles and tasks in cooperative learning activities, games, and teamwork (e.g., assume various roles as required in jigsaw learning groups, literature circles, or think-pair-share activities; engage in peer- and self-evaluation activities)

Knowledge of School and Community Resources
3.4 identify a number of school and community resources that are available to support learning (e.g., settlement agencies, school and community information meetings, school-community partnerships, peer-tutoring services)

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

Understanding Media Texts
4.1 view, read, and listen to a number of media texts to obtain information and
complete assigned tasks (e.g., school announcements; television, radio, and Internet news broadcasts; newspaper and magazine advertisements; short documentaries about Canada; online databases with Canadian information and images)

Interpreting Media Texts
4.2 identify features that are used to appeal to specific audiences in a number of different types of media texts (e.g., font style and size in product packages; pictures, illustrations, and color in a brochure; the age of people in a television commercial or photo image)

Creating Media Texts
4.3 create media texts appropriate for a number of specific purposes (e.g., an advertisement, brochure, or design for a billboard to promote a product, service, or message; a stamp to commemorate an event in Canadian history; a book jacket to promote a favorite story or book)
ESL Level 3 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 more detailed directions, instructions, and classroom presentations, with reduced contextual and visual support (e.g., construct or draw a model of an item based on a partner’s oral instructions; identify main ideas from news broadcasts; extract key concepts from audio webcasts and library dial-a-story services; take point-form notes on main ideas from classroom oral presentations using an outline or graphic organizer

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

2. Developing Fluency in Speaking

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

Using Conversational Strategies
2.2 use a number of conversational expressions to negotiate spoken interactions (e.g., take turns speaking by using expressions such as “What do you think about that?”, “What’s your opinion?”, “It’s _____’s turn now”, “I’d like to add…”; indicate understanding and sympathy with expressions such as “Oh no!”, “That’s too bad”, “I’m sorry to hear that”; ask for clarification with expressions such as “I’m not sure I understand”, “Would you please repeat that?”, “Pardon?”)
Speaking for Academic Purposes
2.3 present ideas and information orally for academic purposes in supported situations (e.g., make short oral presentations on familiar topics using appropriate elements of a classroom presentation format such as an introduction, question and-answer exchange, and conclusion; explain the points of view of different characters in a novel using a graphic organizer as a guide)

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

Grammatical Structures
3.1 use correctly the grammatical structures of spoken English appropriate for this level (see the Language Reference Chart for ESL Level 3 on pages 92–93)

Sound Patterns
3.2 use appropriately a number of pronunciation, stress, rhythm, and intonation patterns of spoken English to communicate meaning accurately (e.g., change intonation patterns in tag questions to indicate a question or confirmation; move syllable stress and reduce vowels in different words in a word family [photograph, photography, photographic])

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

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

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

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

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

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

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

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

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

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

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

Grammatical Structures
2.4 demonstrate an understanding of the grammatical structures of English used in
texts appropriate for this level (see the Language Reference Chart for ESL Level 3 on pages 92–93)

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

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

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

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

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

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

Extracting and Organizing Information
4.2 extract information from a variety of sources and organize it using appropriate outlines and graphic organizers (e.g., read a short text and complete a pie graph showing the contributions of various industries to Canada’s GNP; complete a Venn diagram showing the similarities and differences between two folk tales from different cultures)
Critical Thinking
4.3 identify sources of information used and evaluate them for reliability and point of view (e.g., online newspapers, community organization publications, personal Internet blogs, free local tabloids, school- and public-library websites)

Writing

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

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

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

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

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

Organizing Ideas
2.1 organize information relating to a central idea in a series of several linked paragraphs (e.g., a character sketch based on a character in a novel, a brief opinion piece based on a model, a short informational report)
Linking Ideas
2.2 use connecting devices and transition words and phrases to show relationships between ideas and information in linked sentences and paragraphs (e.g., use “for example”, “another” to add details and information; use “therefore”, “as a result of” to identify cause and effect; use “on the other hand”, “similarly”, “both … and” to indicate comparison and contrast)

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

Grammatical Structures
3.1 use correctly the grammatical structures and conventions of written English appropriate for this level (see the Language Reference Chart for ESL Level 3 on pages 92–93)

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

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

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

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

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

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

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

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., use appropriate styles of greeting and apology to peers or teachers in classroom role-plays; choose appropriate phrasing in a simulated telephone conversation making an appointment with a friend or school counsellor or accepting or declining an invitation from a close friend or a new acquaintance)

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

2. Developing Awareness of Canada, Citizenship, and Diversity. By the end of this course, students will:
Knowledge About Canada
2.1 explain the relationship between some important aspects of geography and history and current Canadian issues (e.g., the effect of rivers on transportation routes and settlement patterns; the quest for self-government of Aboriginal peoples)
Canadian Citizenship

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

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

Knowledge of the Ontario Secondary School System

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

Study Skills and Strategies

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

Strategies for the Cooperative Classroom

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

Knowledge of School and Community Resources.

3.4 identify school and community resources relevant to their learning needs and explain how to make use of them (e.g., summer school, night school, and virtual school classes; international language classes; the Independent Learning Centre; career counselling centers; community centers; school clubs and sports teams)
4. Developing Media Knowledge and Skills. By the end of this course, students will:

Understanding Media Texts

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

Interpreting Media Texts

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

Creating Media Texts

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

ESL Level 4 (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 more complex directions, instructions, and classroom presentations (e.g., follow recorded telephone message prompts from a bank or public-service organization; identify main ideas and relevant supporting details in classroom presentations using a written outline or graphic organizer as a guide)

Listening to Interact
1. Demonstrate understanding of more complex spoken English on a variety of topics in interactive situations (e.g., participate in and contribute to academic classroom discussions; provide a summary of a group discussion; collaborate on preparing and presenting a skit)

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 (e.g., participate in roleplays; express and defend personal preferences, opinions, and points of view; participate in a “four corners” activity; negotiate solutions to tasks and problems in small-group or paired activities)

Using Conversational Strategies
2.2 Use a variety of conversational expressions to negotiate spoken interactions (e.g., disagree politely using expressions such as “That’s interesting, but have you thought about …?”, “What about …?”, “I’m not sure I agree because …”, “That’s a good idea, but …”; make polite suggestions using expressions such as “Maybe we could …”, “Why don’t we …?”, “How about …?”, “Don’t you think …?”)

Speaking for Academic Purposes
2.3 Present ideas and information orally for academic purposes in a variety of situations (e.g., plan and make oral presentations on school-related topics using subject-specific vocabulary; present a critique of a film, book, or poem)

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

Grammatical Structures
3.1 Use correctly the grammatical structures of spoken English appropriate for this level (see the Language Reference Chart for ESL Level 4 on pages 104–105).

Sound Patterns

3.2 Use appropriately a variety of pronunciation, stress, rhythm, and intonation patterns of spoken English to communicate meaning accurately (e.g., stress the syllable before the suffix “-tion” [attraction, information]; change the stressed syllable within the same word to distinguish between noun and verb form [combat/combatt, addict/addict, object/object]; stress the first word of compound nouns [learning strategies, essay outline, bar graph]).

Communication Strategies

3.3 Use a variety of circumlocution, clarification, repair, and monitoring strategies to bridge gaps in spoken communication (e.g., keep a record of frequent mistakes and consciously monitor speech to avoid them; plan and rehearse the language components of a task).

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 more complex, authentic texts (e.g., short stories, novels, autobiographies, plays, poetry, online news reports, graphs, diagrams).

Demonstrating Understanding
1.2 Demonstrate an understanding of more complex authentic texts in a variety of ways (e.g., conduct guided research for an assigned project; complete a T-chart with information from a text; distinguish between main ideas and supporting details in a report).

Responding to and Evaluating Texts
1.3 Respond to more complex authentic texts in a variety of ways (e.g., explain the reasons for their interest in a specific author, genre, or theme; connect ideas in a text to their own knowledge, experience, and insights; distinguish between
facts and opinions in an editorial; compare how two texts deal with the same theme)

Text Forms
1.4 identify a variety of organizational patterns used in informational texts (e.g., chronological order, cause and effect, comparison and contrast, description, definition)

Literary Elements
1.5 identify literary elements and devices in texts and explain how they help convey the author’s meaning (e.g., cross-cultural themes such as coming of age, creation of the universe, heroic journeys; unique character traits, plot reversals, foreshadowing, simile, metaphor)

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

Reading Strategies
2.1 use a wide variety of reading comprehension strategies before, during, and after reading to understand texts (e.g., preview vocabulary; create key questions as a class before reading; brainstorm to activate related prior knowledge and experiences; use sight recognition and phonetic decoding techniques to read words and sentences; reread key words to clarify meaning; use pictorial clues to predict meaning; use visualization to clarify details of a character, scene, or concept)

Text Features
2.2 identify and use a variety of features of texts to locate information and aid comprehension (e.g., titles and subtitles, graphics, italics, boldface type, text boxes, questions, sidebars, summaries, footnotes/endnotes, reference lists/works cited, back cover of novels)

Connecting Devices
2.3 identify a variety of connecting devices and transition words and phrases, and explain how they express relationships among ideas in texts (e.g., “moreover” for addition; “in short” for summary; “by contrast” for comparison and contrast; “as a result” for cause and effect; “possibly” for hypothesis)
Grammatical Structures
2.4 demonstrate an understanding of the grammatical structures of English used in texts appropriate for this level (see the Language Reference Chart for ESL Level 4 on pages 104–105)

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

Vocabulary Building Strategies
3.1 use a variety of vocabulary acquisition strategies to enrich vocabulary (e.g., develop lists of homonyms, synonyms, and antonyms; build a register-difference scale – “astute, intelligent, bright, smart, with it”; apply rehearsal techniques to learn new words)

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., use knowledge of prefixes, suffixes, and word roots to differentiate parts of speech and infer meaning)

Use of Resources
3.3 use a variety of resources, including glossaries, available technology, and specialized dictionaries, to determine and/or confirm the part of speech, etymology, and pronunciation of words and their precise meaning in different contexts (e.g., consult a dictionary of idioms to clarify a use not found in a regular dictionary)

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

Locating Information
4.1 locate information for guided research projects from a variety of print and electronic sources selected in consultation with the teacher-librarian, and acknowledge their sources (e.g., online journals, informational and graphic books, online newspapers in other languages)

Extracting and Organizing Information
4.2 extract information for guided research projects from a variety of sources, and organize it using a variety of graphic organizers (e.g., complete a chart with research information on appropriately respectful behaviors when visiting a Hindu temple, mosque, synagogue, church, and Sikh Gurdwara; use a Venn diagram to identify areas of agreement in a debate on an issue)
Critical Thinking
4.3 evaluate information sources to determine their authority, reliability, and objectivity (e.g., websites, reports, newspapers, tabloids, video clips)

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 variety of forms (e.g., create an “autobiography” in the role of a contemporary or historical person; write a description of the steps in the process of becoming a Canadian citizen; write an article on a school or community event or issue for the school newspaper; prepare an outline for a debate on a school, national, or international issue)

   Personal Purposes
   1.2 write longer and more complex texts to express ideas and feelings on personal topics using a variety of forms (e.g., write a narrative about an important personal event using evocative language to convey their mood and emotions; create a class graffiti wall on a topic of interest; record thoughts and feelings in a personal reflection journal; write a letter to the editor of the school newspaper supporting the inclusion of articles in students’ first languages)

   Community and Workplace Purposes
   1.3 write longer and more complex texts to communicate information and ideas for official or personal purposes using a variety of forms (e.g., a letter of application for a bursary or scholarship, a statement of intent for an apprenticeship program or a cooperative work experience, a résumé for a summer job search)

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

   Organizing Ideas
   2.1 organize information relating to a central idea in a structured composition of three or more paragraphs (e.g., a memoir in the role of a significant Canadian, a letter giving advice to a character from literature studied in class, a report showing cause-and-effect relationships concerning the decline of an endangered species)
Linking Ideas
2.2 use a variety of connecting devices and transition words and phrases to show relationships between ideas and information in linked sentences and paragraphs (e.g., use “for instance”, “in addition” to add details or examples; use “because of”, “as a result”, “for this reason” to indicate cause and effect; use “according to”, “in the opinion of” to refer to a source)

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

Grammatical Structures
3.1 use correctly the grammatical structures and conventions of written English appropriate for this level (see the Language Reference Chart for ESL Level 4 on pages 104–105)

Spelling Strategies
3.2 use a wide variety of spelling strategies to spell words accurately (e.g., use mnemonics to learn irregular or difficult spellings; highlight tricky letters or groups of letters; confirm spellings using dictionaries)

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., activate background knowledge through peer conferencing; generate ideas using webs, idea logs, and other graphic organizers; interview people about a topic; identify the appropriate form to suit the purpose and audience for a piece of writing)

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

Revising and Editing
4.3 revise, edit, and proofread drafts using a variety of strategies (e.g., confer with teacher and peers; participate in teacher-directed mini-lessons on points of organization or structure; use sticky notes to record ideas for revision; follow the steps in a posted class writing guideline; consult a folder of previous drafts to confirm or rethink decisions made earlier)
Publishing
4.4 use a wide variety of elements of effective presentation to publish a final product (e.g., computer-generated graphs and charts; a glossary of terms for a project on a specialized topic; text boxes to accompany photographs in a photo essay)

Metacognition
4.5 identify and use a wide variety of writing strategies before, during, and after writing, and reflect after writing on those they found most helpful (e.g., record thoughts and learnings about writing in a writing reflection journal; maintain a writing portfolio)

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., use “What’s up?” with peers as compared to “Hello. How are you?” with teachers; use “Would you please repeat that?” with a supervisor as compared to “Run that by me again” with a friend or classmate; use “going to” in formal situations, reserving “gonna” for informal occasions)

Non-verbal Communication
1.2 analyze examples of non-verbal communication to determine their appropriateness in a variety of social, academic, and workplace contexts (e.g., the appropriateness of slouching during a job interview or while making an oral presentation, or of tapping a stranger on the shoulder to get his or her attention; pushing or cutting into a line to get on a bus or to buy tickets)

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

Knowledge About Canada
2.1 identify examples of the influence of Canada’s history and geography on its literature and art (e.g., images of nature in Aboriginal art and Group of Seven paintings; Celtic influences in Maritime music; portrayals of immigrant experiences in Canadian novels and short stories)
Canadian Citizenship
2.2 demonstrate knowledge of important constitutional and social policy documents in Canada and Ontario (e.g., the Canadian Charter of Rights and Freedoms; the Ontario Human Rights Code; school board equity and antidiscrimination policies)

Canadian Diversity
2.3 analyze and outline some benefits and challenges of living in a society made up of diverse linguistic and cultural groups (e.g., benefits and challenges of maintaining or not maintaining particular forms of ethnocultural or religious dress at school or work, or of accommodating or not accommodating various religious practices/ traditions at school or 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 a variety of aspects of the Ontario secondary school system that can help them achieve personal, educational, and occupational goals (e.g., the learning skills outlined in the Provincial Report Card; the assessment criteria outlined in the provincial achievement charts; the prerequisites for postsecondary education and training; types of courses; graduation requirements and related terms, including “compulsory credit”, “transcript”, “full disclosure”, “literacy test”, “community involvement”, “diploma”, “certificate of achievement”, “Specialist High-Skills Major”)

Study Skills and Strategies
3.2 identify and use a variety of appropriate study and test-preparation strategies (e.g., make notes; rehearse with cue cards; use process of elimination; manage time efficiently; follow directions carefully)

Strategies for the Cooperative Classroom
3.3 identify some essential strategies for participating in cooperative learning activities and use them effectively to complete group tasks (e.g., listen actively; clarify directions; share ideas; plan and delegate tasks; offer constructive criticism)

Knowledge of School and Community Resources
3.4 identify school and community policies and resources that are provided to support learning and explain how to use them (e.g., school board bullying and harassment policies and procedures; Safe Schools policies; local organizations
where students can volunteer in order to complete their community service requirement; cooperative education and apprenticeship programs; school-to-work transition programs)

2. 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., figurative language, striking or provocative visual images, visual conventions, logos and slogans, youth-oriented music)

Interpreting Media Texts
4.2 demonstrate understanding that different media texts may reflect different points of view, and suggest reasons why particular perspectives are presented (e.g., marketing concerns may influence whether media texts include or ignore people of a particular age, gender, income level, or ethnocultural background; news reports of a conflict may present more than one point of view to try to achieve the “balance” appropriate for a general audience)

Creating Media Texts
4.3 create a variety of media texts for specific purposes and audiences (e.g., a news report summarizing the causes and potential consequences of a current issue such as Aboriginal land claims; an editorial to explain and support a position on an issue; an interview with a person with a physical disability about barriers and access in public places for publication in a school or community magazine/newspaper; a public-service announcement on a current issue relevant to students such as poverty, AIDS, violence prevention, or global warming)
ESL Level (5 Open)

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

Listening for Specific Information
1.1 demonstrate comprehension of specific information in detailed, complex directions, instructions, and classroom presentations (e.g., take detailed notes from a group presentation on the life and times of Shakespeare; plan future course selections and postsecondary pathways based on a presentation by school guidance staff; summarize a short documentary, news report, or radio interview; participate in a group dictogloss activity to reconstruct a paragraph of text read aloud)

Listening to Interact
1.2 demonstrate understanding of complex spoken English on a wide variety of topics in interactive situations (e.g., present a rebuttal in a debate; survey members of the community about their personal Internet use; collaborate on preparing and presenting a seminar)

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

Speaking to Interact
2.1 engage in complex spoken interactions on a wide variety of topics (e.g., synthesize ideas in a group discussion; negotiate solutions to problems, interpersonal misunderstandings, and disputes; conduct opinion surveys among classmates and community members about a variety of topics)

Using Conversational Strategies
2.2 use a wide variety of conversational expressions to negotiate spoken interactions of all types (e.g., use “Let’s get back to work now”, “Let’s focus”, “We’re getting off topic” to stay on topic in group tasks; use “by the way”, “before I forget”, “speaking of” to shift the topic; use “Do you understand what I mean?”; “Is that clear?”; “Do you get it?” to check for comprehension; use “I really mean …”, “What I’m trying to say is …” to self-correct)

Speaking for Academic Purposes
2.3 present ideas and information orally for academic purposes in a wide variety of situations (e.g., explain a viewpoint on a current issue during a debate; lead a
workshop or seminar; deliver a radio broadcast; give an oral presentation using notes or a detailed script and/or visual aids)

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

Grammatical Structures
3.1 use correctly the grammatical structures of spoken English appropriate for this level (see the Language Reference Chart for ESL Level 5 on pages 116–117)

Sound Patterns
3.2 use appropriately a wide variety of pronunciation, stress, rhythm, and intonation patterns of spoken English to communicate meaning accurately (e.g., stress key content words to clarify meaning [“I read a book last night” versus “I read the book last night”]; use appropriate pitch and volume to indicate emphasis or to show surprise or other emotions)

Communication Strategies
3.3 use a wide variety of circumlocution, clarification, repair, and monitoring strategies to bridge gaps in spoken communication (e.g., identify and correct slips and errors that may have caused misunderstandings; use circumlocution and paraphrase to compensate for gaps in knowledge of vocabulary and grammar)

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

Reading a Variety of Texts
1.1 read a wide variety of authentic texts of increased complexity on a range of topics (e.g., textbook chapters, charts and tables, magazine articles, essays, literary texts from a range of cultures, including Aboriginal cultures: short stories, novels, plays, satire, poetry)

Demonstrating Understanding
1.2 demonstrate an understanding of complex authentic texts in a variety of ways (e.g., summarize the key ideas in an article; write a short essay comparing two texts; draw conclusions and make generalizations about a text, citing supporting evidence from the text)

Responding to and Evaluating Texts
1.3 respond to complex authentic texts in a variety of ways (e.g., give a book talk;
write an in-role diary entry for a character in a novel; suggest reasons for the point of view presented in a magazine essay; write a critical review of a book or article)

Text Forms
1.4 analyze a variety of texts and explain the relationship between their form and purpose (e.g., compare how newspapers and periodicals from around the world present information and use format, layout, titles, and styles of address to appeal to specific audiences; determine whether a biography is objective by analyzing the selection of facts about the subject, both favorable and unfavorable; explain how a realistic portrayal of imagined characters and actions in a novel helps the reader become involved in the story)

Literary Elements
1.5 analyze texts in a range of genres, including essays, short stories, novels, poems, and drama, to identify literary elements and explain their effect on the reader (e.g., cultural references to Greek or Native mythology; biblical allusions; historical settings or allusions; subplot; imagery; conflict; metaphor and imagery in the poems of Chief Dan George)

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

Reading Strategies
2.1 identify and use the most appropriate reading comprehension strategies before, during, and after reading to understand texts (e.g., preview text; divide text into digestible sections; ask questions while reading; reread to consolidate understanding; make jot notes; sort and classify ideas using a concept map; summarize sections of text during reading; synthesize ideas to broaden understanding)

Text Features
2.2 identify different features of texts and explain how they help readers understand the text (e.g., charts, graphs, and tables in subject-area text; preface or foreword; prologues and epilogues in novels; sidebars and illustrations in magazine articles; website taskbars and hyperlinks; reference lists/works cited)

Connecting Devices
2.3 identify a wide variety of connecting devices and transition words and phrases, and explain how they express relationships among ideas in texts (e.g., “that is”, “i.e.” for definition or explanation; “for example”, “e.g.” for illustration; “first …
next” for sequence; “in short” for summary; “by contrast” for comparison and contrast; “as a result” for cause and effect; “possibly” for hypothesis)

Grammatical Structures
2.4 demonstrate an understanding of the grammatical structures of English used in texts appropriate for this level (see the Language Reference Chart for ESL Level 5 on pages 116–117)

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 enrich and extend vocabulary (e.g., infer meaning from context; use mental imagery to memorize words; keep a vocabulary journal of word associations and contexts in which a word is heard or read; use word webs to heighten awareness of relationships among words and nuances of meaning that affect word choice)

Word Recognition Strategies
3.2 use knowledge of a wide variety of patterns of word structure and derivation to determine the meaning of unfamiliar words (e.g., relate unfamiliar words to cognates or word families; apply knowledge of prefixes, suffixes, and root words; interpret syntactic clues such as word order and part of speech; use knowledge of Latin and Greek roots to comprehend words [octagon, centimeter])

Use of Resources
3.3 use a wide variety of resources, including glossaries, available technology, thesauri, and specialized dictionaries, to determine and/or confirm the part of speech, etymology, and pronunciation of words and their precise meaning in different contexts (e.g., use a dictionary to confirm or correct deductions about word meanings based on contextual clues)

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

Locating Information
4.1 locate information from a wide variety of print and electronic sources (e.g., non-fiction books, newspaper and magazine articles, Internet sites, statistics, research reports), and use it to answer student-generated research questions, acknowledging sources of information, ideas, and quotations in an approved reference list style (e.g., MLA or APA)
Extracting and Organizing Information
4.2 extract information for an independent research project from a wide variety of sources, and organize it using a variety of graphic organizers (e.g., complete a chart comparing the lifestyles of Aboriginal people living in First Nation communities and urban environments)

Critical Thinking
4.3 compare, synthesize, and evaluate the information gathered from a variety of sources for an independent research project Teacher prompt: “How does the author’s treatment of this topic compare with treatments of the topic in other sources?

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

Academic Purposes
1.1 write complex texts to convey information and ideas for academic purposes using a wide variety of forms (e.g., write a report comparing the environments of two regions of Canada; compose a formal letter to the principal about providing healthy food choices in the school cafeteria; write a detailed report clearly outlining causes and effects of greenhouse gas emissions; write a coherent summary synthesizing information from several different sources)

Personal Purposes
1.2 write short texts to express ideas and feelings on personal topics using a wide variety of forms (e.g., a poem responding to an event in their lives; a short play written in a group interpreting a contemporary event or issue of relevance; a manual for other newcomer students on how to learn a language, based on their own experience)

Community and Workplace Purposes
1.3 write complex texts to communicate information and ideas for official or personal purposes using a wide variety of forms (e.g., a statement of interest to accompany an application for a summer internship or apprenticeship program; a personal statement to accompany an application for a postsecondary education program)
2. Organizing Ideas in Writing. By the end of this course, students will:

Organizing Ideas
2.1 organize information in a logically structured essay of five or more paragraphs that includes a thesis statement, body, and conclusion (e.g., a report comparing the economies of Canada and their native country; a persuasive essay about the advantages of cutting down on television watching; an essay that documents the barriers that visually impaired and hearing-impaired people confront in daily life)

Linking Ideas
2.2 use a wide variety of connecting devices and transition words and phrases to show relationships between ideas and information in linked sentences and paragraphs (e.g., use “meanwhile”, “prior to” to indicate sequence; use “despite”, “although” to compare and contrast; use “moreover”, “not only … but also” to add details and examples; use “in conclusion”, “finally”, “to sum up” to signal closing remarks)

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

Grammatical Structures
3.1 use correctly the grammatical structures and conventions of written English appropriate for this level (see the Language Reference Chart for ESL Level 5 on pages 116–117)

Spelling Strategies
3.2 select and use the spelling strategies and resources most appropriate for the task to spell words accurately (e.g., prepare and use webs of root words and related forms as a guide to spell subject-specific terms; visualize spellings; maintain a spelling journal for difficult words; confirm spellings using a variety of print and electronic resources)

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

Using Pre-writing Strategies
4.1 select and use the pre-writing strategies most appropriate for the purpose to generate vocabulary and develop and organize ideas for writing (e.g., activate prior
knowledge through peer and group interaction; organize ideas using graphic organizers suited to the structure of the piece of writing; make jot notes about background reading)

Producing Drafts
4.2 produce draft pieces of writing using a wide variety of strategies and models (e.g., teacher provided models and exemplars; research notes)

Revising and Editing
4.3 revise, edit, and proofread drafts using a wide variety of strategies (e.g., incorporate peer conference feedback to achieve a more effective or logical progression of ideas; use checklists to edit for accurate use of grammar and conventions; review successive drafts to verify or reconsider earlier decisions; self-evaluate to determine next steps in writing)

Publishing
4.4 select and use the elements of effective presentation most appropriate for the purpose to publish a final product (e.g., different fonts and colors to distinguish titles, headings, and subheadings; a detailed table of contents for a portfolio or major project; imported Internet images to add interest or clarify information; text boxes to emphasize facts or ideas)

Metacognition
4.5 identify and use the most appropriate writing strategies for the purpose before, during, and after writing, and reflect after writing on the strategies they found most helpful (e.g., produce a plan for carrying out a research project; use a thesaurus to vary vocabulary and achieve precise expression)

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 social and classroom contexts of all types (e.g., use slang in conversations with peers; use formal language in a speech or debate; demonstrate understanding of when and how it is appropriate to use humor in social interactions)
Non-verbal Communication
1.2 analyze and explain instances where different interpretations of non-verbal signals lead to misunderstandings in a variety of social, academic, and workplace contexts (e.g., role play scenarios involving intercultural misunderstandings of non-verbal communication, and discuss how communication could be improved)

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

Knowledge About Canada
2.1 discuss some aspects of Canadian-American relations since World War II (e.g., trade agreements; border security; foreign affairs and international military involvement; cultural influences; the influence of various prime ministers and presidents on the relationship between the two countries)

Canadian Citizenship
2.2 explain how government policies on equity and social justice apply to current social issues (e.g., Aboriginal treaty rights, same-sex unions, hiring practices)

Canadian Diversity
2.3 use research and presentation skills to inform the class about issues of concern to diverse groups in Canada (e.g., the wearing of traditional dress in police services; access to Braille and sign-language interpreter services; the impact of profiling on various communities)

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 wide variety of aspects of the Ontario secondary school system that can help them achieve personal, educational, and occupational goals (e.g., assistance with postsecondary planning and goal setting; policies on the accommodation of religious observances/practices)

Study Skills and Strategies
3.2 identify appropriate and effective study skills and test-preparation strategies, and use them to achieve their academic goals (e.g., use positive self-talk to decrease anxiety; keep a learning log of their study schedules, strategies, and achievement of goals)

Strategies for the Cooperative Classroom
3.3 identify a variety of appropriate strategies for participating in cooperative
learning activities, and use them effectively to complete group tasks (e.g., use conflict-resolution strategies; encourage participation of all group members; share decision making; show respect for diverse points of view)

Knowledge of School and Community Resources
3.4 identify a variety of school and community policies and resources that are available to support learning, and explain how to use them to achieve educational success (e.g., TOEFL preparation classes; multilingual collections in libraries; postsecondary education guides; school board Internet-use policy; 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 a variety of media texts, and explain some ways in which they influence society (e.g., how the ideas and images in various media affect social and cultural norms, lifestyles, and gender roles)

Interpreting Media Texts
4.2 analyze coverage of current local, national, or global issues in a variety of media texts to identify subjective approaches and types of bias

Creating Media Texts
4.3 create a variety of media texts for specific purposes and audiences, and explain how the purpose and audience influenced their design decisions and language choice (e.g., a class newspaper or pamphlet to inform parents about the achievements and activities of students in the class; an advertising campaign to appeal to specific consumer groups; a review of a television program, film, or artistic performance to encourage teenagers or adults to see it)