Expectations for ESLEO

Date Completed	LISTENING AND SPEAKING
	OVERALL EXPECTATIONS
	1. demonstrate the ability to understand, interpret, and evaluate spoken English for a variety of purposes;
	2. use speaking skills and strategies to communicate in English for a variety of classroom and social purposes;
	3. use correctly the language structures appropriate for this level to communicate orally in English.
	SPECIFIC EXPECTATIONS
	1. Developing Listening Comprehension
	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
	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)
	3. Developing Accuracy in Speaking
	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
	OVERALL EXPECTATIONS
	1. read and demonstrate understanding of a variety of texts for different purposes;
	2. use a variety of reading strategies throughout the reading process to extract meaning from texts;
	3. use a variety of strategies to build vocabulary;
	4. locate and extract relevant information from written and graphic texts for a variety of purposes.
	SPECIFIC EXPECTATIONS
	1. Reading for Meaning
	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 analyse 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 analysing the selection of facts about the subject, both favourable and unfavourable; 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 analyse 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
	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
	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, centimetre])
	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)
	4. Developing Research Skills
	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
	WRITING
	OVERALL EXPECTATIONS
	1. write in a variety of forms for different purposes and audiences;
	2. organize ideas coherently in writing;
	3. use correctly the conventions of written English appropriate for this level, including grammar, usage, spelling, and punctuation;
	4. use the stages of the writing process.
	SPECIFIC EXPECTATIONS
	1. Writing for Different Purposes

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

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)

3. Developing Accuracy in Writing

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

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 colours 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)