English as a Second Language Elementary

Returning to class after Covid-19 Isolation Period:

A Planning Tool for Teachers

The following guidelines were developed to support teachers in their planning of learning activities for the short period ahead, and considering the new reality of classrooms, post-isolation.

For your convenience and ease of planning, essential knowledge items from [The Progression of Learning](#) are listed below, by cycle and grade. Essential knowledge items for a specific grade are marked with a star.

A star informs us that the student is able to apply this knowledge by the end of the school year.

(An arrow indicates that the student constructs this knowledge with teacher guidance during the year.)

When planning learning activities for the rest of the year:

- Concentrate on <u>maintaining and consolidating essentials</u> (marked by a star) that you had already touched upon before March 12th.
- Try to gather enough evidence for each student.

Classroom activities, planning:

- Considering that student attendance might not be consistent, plan short activities for which you can gather traces of learning by the end of a class.
- Consider creating "fishbowl" style C1 activities. **Fishbowl** is a strategy for organizing medium- to large-group discussions. Two to four students take part in a C1 activity (they do not have to be close together) while the rest of the students take notes (answer grids for example). This would allow you to gather C1 traces while gathering C2 traces as well.
- If possible, try to ensure that the traces you gather are the same for both students in class and at home, in order to be able to provide a more complete class portrait.
- Since many students will have done the MEES activities, you could save time by having students do extra activities inspired by this material.
- If you are using an activity book for a given group, you could ask students to remove completed pages and leave them on their desks. This would allow you to look over their work and take notes, without handling too many materials.

Keep in mind that this pandemic has been a historical first for our world. Your students probably need to share about their homebound experiences. In addition, the new classroom situation will perhaps distract them and affect their ability to concentrate during the first few days.

Finally, be kind to yourselves, keeping in mind that you are being asked to adapt to personal and professional changes and challenges every week.   Enjoy your students!

English as a Second Language	Cycle 1	
The Cycle One student constructs new knowledge by gradually becoming aware of new language, strategies, language conventions, text components and cultural elements.		Grades 1 & 2

Category 1 – Contextual Language

Classroom routines

Uses common inquiries and statements (e.g. Finished? Red pencil? That's correct.)	➡1
Joins in during playful choral responses (e.g. Hurry up. No problem.)	➡1
Responds to instructions (e.g. I'm ready.)	➡1

Repertoire of words and short expressions

Describes people/characters, objects (e.g. Big, Big monster. Blue pants. Delicious apples.)	➡1
Expresses personal and immediate needs (e.g. Problem, no pencil. Pass sharpener? Drink please.)	➡1
Expresses ideas (e.g. Happy, today. I like red. Sing "Reach for the Sky." No, sing "Old MacDonald.")	➡1
Uses basic expressions of courtesy (e.g. Hi. Hello. Please. Thank-you. Excuse me.)	➡1

Routines

Uses cheers (e.g. Hooray! Good job! Beautiful!)	➡1

Repertoire of words and short expressions

Uses expressions during pair work (e.g. My turn/your turn. Good idea. Wait a minute.)	➡1
Uses expressions containing action words (e.g. Clap your hands. Turn around. Come here.)	➡1
Uses vocabulary related to objects (e.g. mittens, desk, flashcards)	➡1
Uses vocabulary related to people (e.g. friends, mom/dad, girl/boy)	➡1

Language related to songs, rhymes and stories

Builds personal repertoire of words and short expressions when joining in to perform songs and say rhymes	➡1
Builds personal repertoire by joining in recurrent passages of stories	➡1

Category 4 – Text Components

Key elements

Orally identifies characters, actions, objects and places	➡1

Events

Orally identifies main events	➡1

English as a second language Cycle 2		
A star informs us that the student is able to apply this knowledge by the end of the school year. *An arrow indicates that the student constructs this knowledge with teacher guidance during the year.*		

Category 1 – Functional Language	**3**	**4**
Classroom routines		
Participates in classroom routines (e.g. Teacher: "What's the date?" Student: "It's April second." Teacher: "What is the weather today?" Student: "It's sunny." Teacher: "Open your binder." Student: "I forgot my binder.")	→	★
Instructions		
Gives instructions (e.g. Roll the dice. Pick a card.)	→	→
Delay Speaking		
Stalls for time (e.g. Wait a minute. I'm not ready. Let me think.)	→	★
Asking for help or clarification		
Asks for help (e.g. Can you help me? I have a problem. How do you say…?)	→	★
Asks for clarification (e.g. I don't understand. Can you repeat? What do you mean?)	→	★
Identification		
Identifies people, animals, objects, places (e.g. I'm a hockey player. This is my sister. It's a polar bear.)	→	★
Asks for identification (e.g. What's this? What's your name? Where does he live?)	→	→
Describes basic characteristics of people, animals, objects, places (e.g. She is tall. It is round. It's a big house.)	→	★
Inquires about basic characteristics of people, animals, objects, places (e.g. Does he wear glasses? Is it round? What colour is it?)	→	→
Capabilities		
States own capabilities (e.g. I can play the guitar. I'm good at juggling.)	→	★
States others' capabilities (e.g. He can't sing. She's good at drawing. They can run fast.)	→	→
Inquires about others' capabilities (e.g. Can you stand on your head? Are you good at math?)	→	→
Requests for information		
Asks W-questions (e.g. What page is it on? When is recess? Who's your partner?)	→	→
Asks yes/no questions (e.g. Do you have a pencil? Is this your book? Does he play hockey?)	→	→
Agreement, disagreement		
Expresses agreement/disagreement (e.g. That's right. I agree. I don't agree.)	→	★

Inquires about agreement/disagreement (e.g. Do you agree? Is this okay? Does she disagree?)	→	→
Opinions		
Gives opinions (e.g. I think that…, I believe that…)	→	→
Inquires about others' opinions (e.g. What do you think? What's your opinion? What does he think?)	→	→
Permissions		
Asks for permission (e.g. May I go to the washroom? Can I borrow a pencil?)	→	★
Offers of assistance		
Offers assistance (e.g. Can I help you? Let me help.)	→	→
Accepts or declines offers of assistance (e.g. Sure. I'm okay.)	→	★
Needs		
Expresses personal needs and wants (e.g. I need a pencil. I want a new skateboard.)	→	★
Expresses others' needs and wants (e.g. He needs a ruler. She wants a new bike.)	→	→
Inquires about others' needs and wants (e.g. What does he need? What do you want?)	→	→
Warnings		
Gives warnings (e.g. Careful! Watch out! Stop!)	→	→
Feelings, interests, tastes, preferences		
Expresses own feelings, interests, tastes, preferences (e.g. I'm happy. I like baseball. My favourite flavour is chocolate.)	→	★
Expresses others' feelings, interests, tastes, preferences (e.g. He's excited. My sister doesn't like rock music. They prefer pizza.)	→	→
Inquires about others' feelings, interests, tastes, preferences (e.g. Are you okay? Who's your favourite singer? What do you prefer?)	→	→
Expressions of courtesy and social conventions		
Uses basic expressions of courtesy (e.g. How are you? You're welcome.)	★	
Greets (e.g. Good morning. Good afternoon.)	★	
Takes leave (e.g. Good bye. See you later. Have a nice weekend.)	★	
Thanks (e.g. Thanks. Thank-you very much.)	★	
Apologizes (e.g. Sorry. I'm sorry.)	★	

Suggestions, invitations		
Makes suggestions (e.g. Let's be partners. How about making a poster?)	→	→
Invites (e.g. Do you want to play with us at recess? Would you like to work with me?)	→	→
Expressions to make rejoinders		
Maintains exchanges (e.g. It's your turn. What about you? Is that right?)	→	→
Expressions promoting harmonious exchanges and teamwork		
Contributes in creating harmonious exchanges (e.g. That's a good idea. Let's listen to Sophie. What a team.)	→	★
Contributes to teamwork (e.g. Each our turn. Do you have all your things? Five minutes left.)	→	→
Vocabulary		
Action words frequently used in class		
Uses action words (e.g. look, play, bring, draw)	→	★
Immediate environment		
Uses vocabulary related to school (e.g. pencils, classroom, schoolyard, teacher)	★	
Uses vocabulary related to other familiar environments (e.g. living room, grocery store, park)	→	★
Theme-related (e.g. family, sports, pastimes, food, animals, clothing, special events		
Uses targeted vocabulary to carry out tasks	→	→
Personal pronouns and possessive forms		
Uses personal pronouns and possessive forms in context to talk about self (e.g. I have my book. The pencil is mine.)	→	★
Uses personal pronouns and possessive forms in context to talk about others (e.g. Your book is on the desk. It's his pencil.)	→	→
Alphabet		
Uses the alphabet to spell words in context	→	★
Numbers		
Uses cardinal and ordinal numbers frequently encountered in class	→	★
Colours and shapes		
Uses the names of colours and shapes frequently encountered in class	→	★
Prepositions and location words		
Uses prepositions and location words required for tasks (e.g. at, beside, right)	→	→

Expressions of time		
Uses expressions of time frequently encountered in class (e.g. five minutes, in September, next summer)	→	→
Question words		
Responds to question words used in context (e.g. who, what, how)	→	→
Uses question words in context		→

Category 3 – Language conventions

Grammar		
Word order		
Uses knowledge of word order in simple sentences to construct meaning	→	★
Forms simple sentences (e.g. I like apples. Emily can sing and dance. Bring your book.)	→	★
Places adjectives before nouns (e.g. red car, beautiful day)	→	★
Plurals		
Uses knowledge of regular and common irregular plurals to construct meaning	→	★
Writes an "s" at the end of nouns for regular plurals (e.g. kayaks, oranges, toys)	→	★
Uses irregular plurals frequently encountered in class (e.g. people, children, feet)	→	→
Articles		
Places articles before nouns (e.g. The bag is heavy. It's a computer. She's an athlete.)	→	→
Verb tenses		
Uses knowledge of verb tenses to construct meaning (e.g. imperative, past, future)	→	→
Uses verb tenses targeted for tasks	→	→
Phonology		
Intonation and pronunciation for the functional language frequently used in class		
Uses intonation and pronunciation that can be understood by an English speaker	→	★
Punctuation		
Uses knowledge of capital letters, periods, questions marks, and commas between items in an enumeration to construct meaning of texts	→	★
Writes a sentence with a capital letter at the beginning and a period or question mark at the end	→	★
Writes commas between items in an enumeration	→	→

Spelling			
	Spells words as found in explicit models and resources targeted for carrying out tasks	→	★
Category 4 – Text Components			
Connecting words			
	Uses knowledge of connecting words to construct meaning	→	→
Contextual cues: titles, subtitles, synopsis, key sentences, illustrations, table of contents			
	Uses contextual cues to recognize a variety of text formats (e.g. newspaper article, graphic novel, advertisement) and to predict content	→	→
	Uses contextual cues to construct meaning	→	→
Overall meaning			
	Identifies and briefly describes characters, people, animals, objects, place and setting	→	★
	Identifies facts	→	→
Key elements			
	Identifier et décrire brièvement des personnes, des personnages, des animaux, des objets, des endroits, le temps et le lieu du récit	→	★
	Identifies facts	→	→
	Briefly describes story line, plot	→	→
	Sequences events	→	→

English as a second language   Cycle 3 –Grade 5

A star informs us that the student is able to apply this knowledge by the end of the school year. An arrow indicates that the student constructs this knowledge with teacher guidance during the year.

Category 1 – Functional Language

Instructions

Gives instructions (e.g. Roll the dice. Pick a card.)	★

Identification

Asks for identification (e.g. What's this? What's your name? Where does he live?)	➡
Inquires about basic characteristics of people, animals, objects, places (e.g. Does he wear glasses? Is it round? What colour is it?)	➡

Capabilities

States others' capabilities (e.g. He can't sing. She's good at drawing. They can run fast.)	➡
Inquires about others' capabilities (e.g. Can you stand on your head? Are you good at math?)	➡

Requests for information

Asks W-questions (e.g. What page is it on? When is recess? Who's your partner?)	➡
Asks yes/no questions (e.g. Do you have a pencil? Is this your book? Does he play hockey?)	➡
Inquires about agreement/disagreement (e.g. Do you agree? Is this okay? Does she disagree?)	➡

Agreement, disagreement

Inquires about agreement/disagreement (e.g. Do you agree? Is this okay? Does she disagree?)	➡

Opinions

Gives opinions (e.g. I think that…, I believe that…)	➡
Inquires about others' opinions (e.g. What do you think? What's your opinion? What does he think?)	➡

Offers of assistance

Offers assistance (e.g. Can I help you? Let me help.)	➡

Agreement, disagreement

Expresses others' needs and wants (e.g. He needs a ruler. She wants a new bike.) Inquires about others' needs and wants (e.g. What does he need? What do you want?)	➡
Inquires about others' needs and wants (e.g. What does he need? What do you want?)	➡

Warnings

Gives warnings (e.g. Careful! Watch out! Stop!)	★

Feelings, interests, tastes, preferences	
Expresses others' feelings, interests, tastes, preferences (e.g. He's excited. My sister doesn't like rock music. They prefer pizza.)	⮕
Inquires about others' feelings, interests, tastes, preferences (e.g. Are you okay? Who's your favourite singer? What do you prefer?)	⮕
Suggestions, invitations	
Makes suggestions (e.g. Let's be partners. How about making a poster?)	⮕
Invites (e.g. Do you want to play with us at recess? Would you like to work with me?)	⮕
Expressions to make rejoinders	
Maintains exchanges (e.g. It's your turn. What about you? Is that right?)	⮕
Expressions promoting harmonious exchanges and teamwork	
Contributes to teamwork (e.g. Each our turn. Do you have all your things? Five minutes left.)	⮕
Theme-related (e.g. family, sports, pastimes, food, animals, clothing, special events)	
Uses targeted vocabulary to carry out tasks	⮕
Personal pronouns and possessive forms	
Uses personal pronouns and possessive forms in context to talk about others (e.g. Your book is on the desk. It's his pencil.)	⮕
Prepositions and location words	
Uses prepositions and location words required for tasks (e.g. at, beside, right)	⮕
Expressions of time	
Uses expressions of time frequently encountered in class (e.g. five minutes, in September, next summer)	★
Question words	
Responds to question words used in context (e.g. who, what, how)	⮕
Uses question words in context	⮕
Category 3 – Language Conventions	
Grammar	
Uses irregular plurals frequently encountered in class (e.g. people, children, feet)	★
Places articles before nouns (e.g. The bag is heavy. It's a computer. She's an athlete.)	⮕
Uses knowledge of verb tenses to construct meaning (e.g. imperative, past, future)	⮕
Uses verb tenses targeted for tasks	⮕
Punctuation	
Writes commas between items in an enumeration	⮕

Spelling	
Spells words as found in open-ended models and available resources targeted for carrying out tasks	➡

Category 4– Text Components

Text Components	
Connecting words	
Uses knowledge of connecting words to construct meaning	➡
Uses contextual cues to construct meaning	➡
Overall Meaning	
Finds implied ideas (i.e. underlying meaning)	➡
Key elements	
Identifies facts	➡
Briefly describes story line, plot	➡
Sequences events	➡

English as a second language Cycle 3 -Grade 6	
A star informs us that the student is able to apply this knowledge by the end of the school year. An arrow indicates that the student constructs this knowledge with teacher guidance during the year.	

Category 1 – Functional Language

Identification

	Asks for identification (e.g. What's this? What's your name? Where does he live?)	★
	Inquires about basic characteristics of people, animals, objects, places (e.g. Does he wear glasses? Is it round? What colour is it?)	⇒

Capabilities

	States others' capabilities (e.g. He can't sing. She's good at drawing. They can run fast.)	★
	Inquires about others' capabilities (e.g. Can you stand on your head? Are you good at math?)	⇒

Requests for information

	Asks W-questions (e.g. What page is it on? When is recess? Who's your partner?)	⇒
	Asks yes/no questions (e.g. Do you have a pencil? Is this your book? Does he play hockey?)	⇒
	Inquires about agreement/disagreement (e.g. Do you agree? Is this okay? Does she disagree?)	★
	Gives opinions (e.g. I think that…, I believe that…)	⇒
	Inquires about others' opinions (e.g. What do you think? What's your opinion? What does he think?) Asks for permission (e.g. May I go to the washroom? Can I borrow a pencil?)	⇒

Agreement, disagreement

	Inquires about agreement/disagreement (e.g. Do you agree? Is this okay? Does she disagree?)	★

Opinions

	Gives opinions (e.g. I think that…, I believe that…)	⇒
	Inquires about others' opinions (e.g. What do you think? What's your opinion? What does he think?	⇒

Offers of assistance

	Offers assistance (e.g. Can I help you? Let me help.)	⇒

Needs

	Expresses others' needs and wants (e.g. He needs a ruler. She wants a new bike.)	★
	Inquires about others' needs and wants (e.g. What does he need? What do you want?)	⇒

Feelings, interests, tastes, preferences

	Expresses others' feelings, interests, tastes, preferences (e.g. He's excited. My sister doesn't like rock music. They prefer pizza.)	★
	Inquires about others' feelings, interests, tastes, preferences (e.g. Are you okay? Who's your favourite singer? What do you prefer?)	⇒

Suggestions, invitations

	Makes suggestions (e.g. Let's be partners. How about making a poster?)	★
	Invites (e.g. Do you want to play with us at recess? Would you like to work with me?)	★

Expressions to make rejoinders		
	Maintains exchanges (e.g. It's your turn. What about you? Is that right?)	★
Expressions promoting harmonious exchanges and teamwork		
	Contributes to teamwork (e.g. Each our turn. Do you have all your things? Five minutes left.)	★
Theme-related (e.g. family, sports, pastimes, food, animals, clothing, special events)		
	Uses targeted vocabulary to carry out tasks	➡
Personal pronouns and possessive forms		
	Uses personal pronouns and possessive forms in context to talk about others (e.g. Your book is on the desk. It's his pencil.)	➡
Prepositions and location words		
	Uses prepositions and location words required for tasks (e.g. at, beside, right)	➡
Question words		
	Responds to question words used in context (e.g. who, what, how)	★
	Uses question words in context	★
Category 3 – Language Conventions		
Grammar-articles		
	Places articles before nouns (e.g. The bag is heavy. It's a computer. She's an athlete.)	➡
	Uses knowledge of verb tenses to construct meaning (e.g. imperative, past, future)	➡
	Uses verb tenses targeted for tasks	➡
Punctuation		
	Writes commas between items in an enumeration	★
Spelling		
	Spells words as found in open-ended models and available resources targeted for carrying out tasks	★
Category 4– Text Components		
Contextual Language		
Connecting words		
	Uses knowledge of connecting words to construct meaning	★
	Uses contextual cues to construct meaning	★
Overall Meaning		
	Finds implied ideas (i.e. underlying meaning)	➡
Key elements		
	Identifies facts	★
	Briefly describes story line, plot	★
	Sequences events	★