**Description of ELL 1/A Students**

Beginning to high-beginning ELL 1, SPL 0-3 in listening/speaking. ELL 1 at SPL 2, is for students can understand a limited number of very simple learned phrases spoken slowly with frequent repetitions. They can express a limited number of immediate survival needs, using very simple learned phrases. Students at SPL 3, have a somewhat expanded understanding of simple learned phrases. They are able to express more immediate survival needs. There is some control over basic grammar. Students can read a very simple, short passage but may need support and re-reading. They can write familiar words from dictation and a few simple sentences or phrases independently. ELL 1 is for beginning level students. Students at this level learn basic communication skills, including vocabulary, aural comprehension, grammar, and speaking in order to function at work and in their daily lives. While the major focus of this level is oral communication, reading and writing are also emphasized and important in order to ensure continuing progress.

**Content Objectives for ELL Level 1**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Personal/ Daily Life** | **Social Skills/Culture** | **Health** | **Civics** | **Consumer** | **Work/Next Steps** |
| 1. Personal Information2. Daily Schedule3. Routines and activities (i.e., at 7:30…, in the morning/night, I get up, I work, I brush my teeth, etc.)4. Vocabulary for daily activities (i.e., eat, sleep, cook, go to…)5. Family6. Calendar7. Colors8. Numbers (ordinal and cardinal)9. Alphabet10. Classroom, home, school vocabulary11. Common commands12. Basic spelling rules | 1. Greetings2. Introductions and formalities3. Ask for directions4. Ask for clarification5. Describe/ Introduce oneself and others6. Cultural images and symbols – US cultures and their own7. Make inquiries (i.e., Where are you from?)8. Introduction to US holidays and customs | 1. Make an appointment2. Vocabulary for a visit to the doctor (i.e., take a temperature, blood pressure, etc.)3. Ways to stay healthy (i.e., I eat…, I sleep..., I exercise…, etc.) | 1. Vocabulary for community services (police, post office, health center, employment office, etc.)3. Simple conversations related to accessing services (i.e., May I help? I want to \_\_\_\_\_\_\_... That’s $ \_\_\_.\_\_\_\_)4. Vocabulary for stores and places around town (supermarket, hardware, store, Laundromat, etc.)5. Describing the location (The \_\_\_is on\_\_\_street.; The \_\_\_\_is next to the \_\_\_.)6. Give and follow simple directions (i.e., go straight, walk two blocks, turn right)7. Transportation (i.e., get on the bus, I take the T, I go to work by..) | 1. Emergencies (type of emergencies, calling 911, etc.)2. Simple conversations for calling 9113. Housing (vocabulary for rooms, furniture, the outside of a house)4. Explain household problems (The lock is broken, The \_\_ is leaking, etc.)5. Work inside and outside (wash the dishes, do the laundry, fix the \_\_, etc.)6. Food Shopping & Meal preparation --vocabulary for foods, vocabulary for cooking and eating utensils, describing likes and dislikes | 1. Names of occupations2. Work activities (sew, cook, clean, repair, etc.)3. Work routines (I start work at…I take a break at…I work from..to..)4. Apply for a job: identify skills (I can cook…I can…I know…)5. Job-related vocabulary (i.e., interviews, applications, full-time, part-time, hours, benefits, etc.) |

**Skill Objectives for ELL Level 1/A**

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| --- | --- | --- | --- | --- | --- |
| **Listening/Speaking** | **Grammar** | **Vocabulary** | **Reading** | **Writing** | **Studying/Learning** |
| 1. Identify gist and/or purpose of brief spoken messages with support and/or scaffolding ***L1.2a***2. Listen and understand phrases and short sentences on familiar topics when spoken slowly and clearly and with support ***L1.2b***3. Participate in short social conversations on familiar topics with support ***S1.2b***4. Use basic grammatical structures ***S2.2c***5. Begin discriminating between minimal pairs6. Express basic ideas & communicate survival needs7. Ask & respond to basic questions8. Communicate personal information | 1. Imperative2. Personal & subject pronouns3. Present tense w/ BE (affirmative, negative, questions)4. Possessive adjectives5. Questions words – who, what, where, when, how5. Adjectives and their placement 6. Noun plurals (-s, -es, and common irregulars; i.e. child/children)7. Simple present tense (affirmative, negative, and questions)8. Intro of present continuous tense (affirmative, negative, and questions)9. Basic prepositions of time and place10. There is/there are11. Like/Like to, can/can’t, have to12. Intro to possessive ‘s13. Descriptions w/ HAVE & BE14. Object pronouns15. Demonstrative pronouns | 1. Use vocabulary related primarily to everyday needs, and daily activities (i.e., numbers, time, days, months, seasons, weather, food, health, habits) ***W2.2b***2. Identify patterns and categorize words, as in word sorts ***R2.2d***3. Develop basic vocabulary related to descriptions and everyday needs ***S2.2b***4. Understand basic vocabulary used in social interactions and related to personal needs ***L2.2a*** | 1. Silently read and understand a 1-2 paragraphs relevant to lessons / demonstrate understanding by answering simple comprehension questions ***R1.2a***2. Understand simple and compound sentences in single or linked paragraphs ***R2.2b***3.Read a short passage aloud with relative ease4. Find simple facts in a passage | 1. Spell words using phonics & alphabet 2. Generate 3-5 original sentences on familiar topics, (w/teacher support) ***W1.2a***2. Fill out simple forms with personal identification information ***W1.2b***3. Write affirmative sentences, formulaic questions, and numbers, including those for money and time ***W2.2a***4. Demonstrate basic understanding of mechanics conventions such as capitals and periods as well as concept of subject, verb, and s/v agreement 5. Write familiar words and basic sentences from dictation | 1. Alphabetize words in preparation for using a dictionary
2. Use a simplified dictionary
3. Organize a 3-ring binder for class materials (w/teacher support)
4. Understand class rules and expectations
5. Develop and use memory and study strategies
6. Develop and use strategies to set and achieve personal goals
7. Understand and follow directions in order to complete written activities
8. In a text, understand table of contents, index, menu, heading, subheadings, etc.
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**ELL 1/A EXIT CRITERIA**

Listening/Speaking

\*Understand simple phrases containing familiar vocabulary (including numbers, time, days of the week, months, seasons, weather, etc.) and structures when spoken slowly. May need rewording and/or repetition.

 \*Understand and answer mixed wh- questions

 \*Express ideas, however simply; (low fluency/accuracy)

 \*Express basic survival needs, including asking and responding to related questions (not necessarily grammatically correct)

 \*Participate in routine social conversations (i.e. greetings, invitations)

 \*Ask and respond to questions using familiar vocabulary, structures, and phrases

 \*Follow simple written and oral directions/commands

 \*Share and express orally personal info, such as likes and dislikes

Grammar

 \*Master using the verb BE in simple present

 \*Use, not master, verbs in simple present

\*Awareness of present continuous

 \*Use possessive adjectives

\*Use basic prepositions of time and place

 \*Know that subject pronouns replace nouns

\*Know that verbs need to match subject # and why and avoid using a noun (subject) with a subject pronoun -- e.g. *Maria she is here.*

 \*Know the difference between singular and plural nouns and recognize and use with some degree of accuracy

 \*Generate questions about familiar topics; Familiarity with question words

 \*Use BE present tense statements, negatives, and questions

Reading

\*Phonics – Know names of letters of alphabet, vowels, consonants. Recognize long and short vowel sounds

 \*Understand that fluency is a goal

 \*Understand direction words to help interpret instructions and exercise examples

 \*Understand simple sentences

 \*Demonstrate comprehension of a simple passage

 \*Find simple facts in a passage – e.g. What time? Where?

 \*Read a short passage silently and answer simple comprehension questions (short, simple)

\*Read and understand a few sentences relevant to lessons containing a newly taught vocabulary, grammar, and /or conversation topic

Writing

 \*Write personal information (name, address, phone number)

 \*Write sentences with capital letters and ending punctuation

 \*Share and express in basic writing personal information such as likes and dislikes

**DESE ESOL FRAMEWORKS -- Level 1 (Low Beginning/SPL 2)**

## LISTENING

#### Standard 1

L1.2a Identify gist and/or purpose of brief spoken messages with support and/or scaffolding (e.g. asking a question or stating a fact)

L1.2b Listen and understand phrases and short sentences on familiar topics when spoken slowly and clearly and with support (e.g. pictures, visual aids)

L1.2c Listen and follow simple warnings or one-step instructions (e.g. Stop; Open the door.)

L1.2 d Extract a particular detail from a simple statement with support (e.g. the price from the statement, Cookies are $3.00 a box.)

#### Standard 2

L2.2a Understand basic vocabulary used in social interactions and related to personal needs (e.g. work, home, and daily activities)

L2.2b Understand beginning grammatical structures (e.g. present tense expression of actions, habits, and states of being, object pronouns)

L2.2c Distinguish between positive and negative statements and between statements and questions

L2.2d Identify beginning base words and inflections (e.g. nationalities in the class: China/Chinese)

L2.2e Recognize numbers up to 100 and words spelled out loud (e.g. telephone numbers, addresses, prices) Note: some numbers are difficult to distinguish (e.g. fourteen and forty), and may need more work in higher levels

L2.2f Recognize and understand contractions of BE and use of doesn’t/don’t

#### Standard 3

L3.2a Use learned phrases to seek repetition (e.g. What?; Excuse me?; Again, please.)

L3.2b Check understanding by repeating part of message that is understood (e.g. No class tomorrow?)

L3.2c Listen for emphasized or stressed words in a phrase or sentence

L3.2d If applicable, use knowledge of cognates between English and other languages to gain meaning

L3.2e Guess meaning of unknown words in familiar contexts

ACTIVITIES: Dictation, audio/videotapes, guest speakers/presentations, information gap/jigsaw listening activities, minimal pair tasks, music/cloze, teacher talk

## SPEAKING

#### Standard 1

S1.2a Say and spell simple words and numbers (e.g. school, number of years in the US)

S1.2b Participate in short social conversations on familiar topics with support (e.g. How old are your children? They are six and two.)

S1.2c Ask and respond to simple questions related to basic needs with support (e.g. prices, health, transportation)

#### Standard 2

S2.2a Ask and respond to simple questions and affirmative and negative statements, working towards correct word order

S2.2b Develop basic vocabulary related to descriptions and everyday needs

S2.2c Use basic grammatical structures (e.g. present tense expression of action, habit and states of being, singular and plural nouns, subject and object pronouns, adverbs of frequency and time, predicate and descriptive adjectives)

S2.2d Use appropriate English intonation patterns (e.g. rising intonation in yes/no questions)

#### Standard 3

S3.2a Ask for clarification or one-word translation (e.g. How do you say muchacha in English?)

S3.2b Convey meaning (however minimal) by using isolated words, memorized phrases, and some re-combinations of words and phrases

S3.2c If applicable, use cognates between English and other languages to gain meaning (e.g. scientific, medical or technical terms; Latin-based languages)

S3.2d Take risks using language in predictable situations (e.g. small groups in class, role plays, or with a prepped guest speaker)

ACTIVITIES: Role plays, presentations/speeches, interviews/surveys, summaries, dialogs, storytelling, discussion, debates, chain stories, jazz chants, choral pronunciation activities, drama/plays, reporting with reading, picture, or audio/video prompts

## READING

#### Standard 1

R1.2a Read and understand short, simple paragraphs of simplified or adapted text on a familiar topic

R1.2b Scan and extract relevant information from a simplified or adapted formatted text (e.g. forms, labels, maps, schedules, notices, flyers)

R1.2c Read and follow simple, familiar one-step written directions (e.g. Turn the page, Copy the word.)

#### Standard 2

R2.2a Decode familiar words with several syllables (e.g. family; teacher)

R2.2b Read aloud short, simple sentences with minimal hesitation

R2.2cRead an increased number of phonetically regular and irregular high frequency words (e.g. today, there, have)

R2.2d Identify patterns and categorize words, as in word sorts (e.g. days of the week, foods, numbers)

R2.1e Identify common base words that comprise compound words (e.g. birthday, toothbrush)

R2.2f Develop vocabulary related to everyday needs and other targeted topics

R2.2g Recognize basic function words: pronouns, articles, prepositions, conjunctions, and auxiliary verbs (e.g. he, a/an, in, but, because, is)

R2.2h Locate direct pronoun referents (e.g. Nami has a job. She works at the hospital.)

R2.2i Understand the differences in meaning between simple present and present continuous tense

R2.2j Understand that word order affects meaning (e.g. The Red Sox beat the Yankees has a different meaning than The Yankees beat the Red Sox.)

R2.2k Recognize more complex punctuation use (e.g. apostrophe for possession and contraction, quotation marks)

#### Standard 3

R3.2a Use a place-holder word (e.g. “something”) for an unknown word and continue reading

R3.2b Self-monitor comprehension by identifying what is understood and what is not understood when reading a text

ACTIVITIES: Decoding, oral reading, silent reading, read/summarize, comprehension questions/discussion, read and run (read and return to group with information to write), read and illustrate, collaborative reading (reader becomes expert for group), read and act out/interpret, research reading (including Internet),

## WRITING.

**Standard 1**

W1.2a Generate original statements on familiar topics, with some support (e.g. Likes and dislikes, states of being, brief descriptions: I like rice; Maria is sick.)

W1.2b Fill out simplified forms with expanded personal identification information (e.g. place of birth, signature)

W1.2c Write lists (e.g. for shopping, personal schedule, classmates’ names and phone numbers)

W1.2d Write simple answers to basic yes/no or information questions (written or spoken)

**Standard 2**

W2.2a Write affirmative sentences, formulaic questions, and all numbers, including those for time and money

W2.2b Use vocabulary related primarily to everyday needs, descriptions and daily activities (e.g. food, health, habits)

W2.2c Write a complete simple sentence (i.e. Subject-predicate)

W2.2d Use basic grammatical structures (e.g. simple present and present continuous verb tenses; common singular and plural nouns; common adjectives)

W2.2e Use capitalization (e.g. to begin a sentence, for proper nouns, dates, addresses) and end punctuation (e.g. periods and question marks in formulaic questions)

W2.2f Sound out words which follow phonetic rules (e.g. mom, cat, shop) in order to write correct spelling

**Standard 3**

W3.2a Practice sentence structure and mechanics by copying sentences and simple, short paragraphs

W3.2b practice spelling by writing targeted words several times

W3.2c Label objects to recall or reinforce new vocabulary

ACTIVITIES: Copying, dictation, sentence practice, dialog journals, read and respond, list/brainstorming, pre-writing activities including using graphic organizers and outlines, personal writing, poetry – specific forms such as cinquain, haiku, or shape poem, sequence writing activities (ex: how to make a p b & j sandwich), letters, notes, messages, email, chain stories, persuasive essays,

## Intercultural knowledge and skills

1. Identify and describe the significance of cultural images and symbols—U.S. cultures and their own
2. Analyze everyday behaviors in U.S. cultures and compare and contrast these with their own
3. Identify culturally-determined behavior patterns
4. Analyze and describe diversity in U.S. cultures
5. Compare and contrast the differences and similarities in the values and beliefs in their own culture and in U.S. cultures
6. Recognize cultural stereotypes—favorable and discriminatory—and describe how they impact their own and others’ behavior
7. Examine their own cultural adjustment process and the personal balance that must be struck between acculturation and preserving their own culture

## Navigating Systems

1. Describe their needs
2. Identify and locate particular systems connected to the specific needs they have identified
3. Develop the skills needed to act within these systems to meet their needs
4. Assess whether these systems have responded to their needs, determine revised steps, and challenge these systems if they choose

## Developing strategies and resources for learning

1. Develop and use strategies to set and achieve personal goals
2. Develop and use memory strategies
3. Develop and use study skills for formal education
4. Identify and use independent language learning opportunities inside and outside of the classroom
5. Identify their learning strengths and weaknesses and develop effective personal language learning strategies
6. Develop and use affective strategies to manage feelings about language learning
7. Develop and use social strategies for language learning