**Description of ELL 1 Literacy Students**

Beginning ELL 1 Literacy, SPL 0-2 in listening/speaking. ELL Literacy is for students who are English Language Learners and who are not functionally literate in their own language for a variety of reasons. They may: be speakers of a language that lacks a written code, so they may not have needed to know how to read or write; have had very little education (one or two years) in their home countries; have had limited formal schooling for up to eight years. However, they understand, to some extent, that the written word signifies meaning. They don’t usually have the skills to read new words. They probably lack what is often termed “study skills,” such as organizing papers in a binder, dating new papers, reviewing new material or doing homework. They may tend to avoid reading or writing whenever possible, and may have come from a country with a non-Roman alphabet. They will have difficulties learning to read English, adjusting to the new phonetic and syntactic nature of the English language. Students in this level can be ranged on a continuum from pre/non-literacy, semi-literacy, to functional literacy. Instruction should focus on the basic components of reading, writing, including phonics, sight words, oral reading, and spelling. Some ELL Level 1 oral communication topics and grammar are introduced.

**Content Objectives for ELL 1 Literacy**

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| --- | --- | --- | --- | --- | --- |
| **Personal/ Daily Life** | **Social Skills/Culture** | **Health** | **Civics** | **Consumer** | **Work/Next Steps** |
| 1. Personal Information  2.Family  4. Numbers (cardinal 1-100 and ordinal) 1-10  5. Alphabet  6. School  7. Daily Schedule (basic questions about daily activities)  8. Time  9. Calendar  10. Seasons | 1. Describing and/or introducing oneself  2. Greetings  3. Saying goodbye  4. Introductions  5. Asking for clarification | 1. Parts of the body  2. Explaining common ailments  3. Making an appointment  4. Vocabulary and phrases for a visit to the doctor/dentist  5. Vocabulary for items in a pharmacy | 1. Community  2. Services (police, fire, post office, etc.  3. Conversations for accessing services | 1. Emergencies (types of emergencies, calling 911, etc.)  2. Housing (vocabulary for rooms, furniture, explaining household problems, etc.)  3. Shopping (vocabulary for stores, clothing, food & cooking utensils, & quantities, etc.) | 1. Names of occupations  2. Work activities (cook, clean, fix, etc.)  3. Job-related vocabulary (application, benefits, full-time, etc.)  4. Resources for employment |

**Skill Objectives for ELL 1 Literacy**

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| --- | --- | --- | --- | --- | --- |
| **Listening/Speaking** | **Grammar** | **Vocabulary** | **Reading/Phonics** | **Writing** | **Studying/ Learning** |
| 1. Listen and follow simple classroom instructions ***L1.1c***  2. Negotiate meaning with speaker (I don’t understand) ***L3.1b***  3. Letters of the alphabet (name all, upper & lower case) ***S2.1a***  4. Give basic personal identification information (*i.e. name, address, phone number*) ***S1.1a*** | 1. Subject pronouns  2. Possessive adjectives  3. Present tense of the verb HAVE (affirmative) ***W2.1e***  4. Can, can’t  5. Present tense of the verb BE (affirmative) ***W2.1e***  6. Like  7. Present Tense of every day verbs (go, live) (affirmative)  8. Prepositions of place: in, on, under, over, next to  9. Who, what, when, where, why questions—understand a question is being asked ***L2.1c***  11. Identify plural with – s ***L2.1d*** | 1. Develop basic vocabulary related to personal information (name, address, phone number) ***S1.1a, S2.1b***,  2. Develop and use basic vocabulary , symbols related to personal information (address, DOB, tel. #, M/F) ***R2.1h, W1.2b***  3. Vocabulary for family members  4. Numbers 0-9 and money $1-100. | 1. Consonant phonemes (initial and ending) ***R2.1e***  2. Consonant diagraphs, short vowel phonemes in closed syllable CVC words, and some consonant blends.  3. Recognize top 20 Dolch words and most common academic sight words (read, speak, English, class) ***R2.1f***  4. Read at sentence level using sight words & word families currently studying | 1. Write/copy letters and words ***W3.1a***  2. Letters of the  alphabet (upper case and lower case) ***R2.1b***  3. Practice writing on lined paper and forms and leaving spaces between words ***W3.1c***  4. Spelling (consonants & some short vowels) in VC and CVC words ***W2.1g***  5. Writing personal information (name, address, phone number) ***W1.1b***  6. Write numbers from dictation | 1. Use strategies for learning to read and spell new words (i.e., word analysis & sight word skills)  2. Repeat after the teacher to practice new words & structures ***W3.1a***  3. Copy accurately from the board ***W3.1a***  4. Find numbered/lettered items on a page  5. Handle worksheet formats: cloze, yes/no, simple multiple choice, matching  6. Take dictation ***L1.1d***  7. Understand the conventions of going to school ***L1.1c*** |

**ELL 1L Exit Criteria**

Listening/Speaking

* Handle simple social interchanges (i.e., greetings and introductions)
* Answer questions giving personal information (i.e., address, phone, etc.)
* Talk about daily schedule in simple phrases (i.e., I get up, I get dressed, I go to work, etc.)
* Describe how he/she is feeling in simple phrases
* Ask questions for clarification (i.e., the meanings of unfamiliar words, “I don’t understand. Can you repeat?”
* Talk about basic everyday topics (i.e., housing, health, work, family, school)
* Respond to simple questions (i.e. What is…? What time…? Where…?

Grammar

* Present tense of the verb to be
* Subject, object, and possessive pronouns
* Present tense of every day verbs
* WH- questions (i.e., What is/are…What time…Where is/are…How is/are…

Reading

* Understand sound/letter relationships
* Read a sentence with CVC words and familiar sight words without advance preparation
* Recognize upper and lower case letters
* Name the letters of the alphabet
* Give the sounds of consonants and some short vowels although continued difficulty with some letters, such as y, w, v, g, b, p, d and qu
* Sound out some unfamiliar CVC words
* Read and understand a short, simple paragraph of 3-4 sentences with present tense, familiar vocabulary and sight words, and CVC words

Writing

* Write the letters of the alphabet from dictation
* Write the letters corresponding to consonant sounds and short vowel sounds from dictation
* Copy letters, words, and phrases
* Write personal information, such as name and address (with support from the teacher)
* Write studied words from dictation
* Write a few simple phrases independently

**ESOL FRAMEWORKS -- Level 1L (Beginning Literacy/SPL 0-1)**

## LISTENING

#### Standard 1

L1.1a Follow non-verbal cues (e.g. pause, quizzical expression) and rising intonation to determine when a response is expected

L1.1b Listen and understand basic personal information questions and statements, (e.g. *Where are you from?*)

L1.1c Listen and follow simple classroom instructions (e.g. *No pencils;* *Repeat;* *Stand up*)

L1.1d Listen and understand basic formulaic speech (e.g. greetings, *I’m sorry*; *thank you*)

#### Standard 2

L2.1a Understand basic survival vocabulary words in isolation (e.g. foods, family, personal identification)

L2.1b Understand differences in meaning among subject pronouns

L2.1c Listen to *Do you. . .?* and *Wh– do you. . .?* to understand that a question is being asked

L2.1d Identify plural inflection (e.g. student/ students)

L2.1e Recognize individual letters in isolation and numbers up to 20

#### Standard 3

L3.1a Seek repetition with non-verbal cues (e.g. quizzical look)

L3.1b Negotiate meaning with speaker (e.g. *I don’t understand.*)

L3.1c Use speaker’s facial expressions, body language, and intonation to identify context of message (e.g. a question, frustration)

L3.1d Recognize when part of a message is understood

L3.1e Take risks in predictable situations (e.g. listen carefully in an attempt to understand, stay focused, control any panic)

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

## SPEAKING

#### Standard 1

S1.1a Give basic personal identification information (e.g. name, address, phone number)

S1.1b Use and respond to basic greetings and questions (e.g. *Hello*; *What’s your name?* *Where are you from*?)

S1.1c Produce simple statements about familiar topics (e.g., survival needs, family, work, or goals)

#### Standard 2

S2.1a Recite the letters of the alphabet and count up to 100

S2.1b Develop basic vocabulary related to personal information (e.g. family, home, and daily activities)

S2.1c Construct and respond to basic subject-predicate statements and questions using learned phrases and easy verbs (e.g. *I have two children*; *Where do you live? I live in Pittsfield*.)

S2.1d Use syllable stress in familiar words

#### Standard 3

S3.1a Indicate comprehension by using non-verbal cues (e.g. eye contact, smiling, nodding), and short phrases (e.g. *uh-huh; please speak slowly*)

S3.1b Make attempts to express oneself in predictable situations (e.g. teacher-led question and answer)

S3.1c Monitor listener comprehension and repeat words to listener if necessary

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

R1.1a Read and understand simple sentences on a familiar topic (e.g. *Ana has a big family*)

R1.1b Use visuals to gain meaning. (e.g. pictures, photographs)

R1.1c Use prior personal experience and knowledge of context to make meaning

R1.1d Locate words in alphabetical lists

#### Standard 2

R2.1a recognize conventions of print (e.g. reading from left to right, word and sentence boundaries)

R2.1b Identify upper and lower case letters, and cardinal numerals

R2.1c Identify the sound of letters, digraphs, and diphthongs (e.g. *C* sounds like cat /k/, *SH* sounds like shut, *Z* sounds like zip /z/, *OY* sounds like /oi/)

R2.1d No standard listed—(possible typographical error)

R2.1e Apply sound/symbol relationship to decode one syllable, phonetically regularwords even if meaning is unfamiliar (e.g. *shed* can be decoded but student may not know the meaning)

R2.1f Blend sounds together to create words orally (e.g. /b/ /a/ /t/ together say /bat/)

R2.1g Recognize the most common high frequency words (e.g. and, me, it, about, they)

R2.1h Read words that they already know how to say (e.g. the word *supermarket* used in a Language Experience Story)

R2.1i Develop basic vocabulary related to personal information words, signs, and symbols (e.g. stop, exit, address)

R2.1j Recognize common abbreviations (e.g. Mon. St.)

#### R2.k Recognize basic English punctuation and capitalization

#### Standard 3

R3.1a Re-read to clarify meaning

R3.1b Seek assistance when aware that own reading is not accurate

R3.1c Tap or scoop syllables to decode words (e.g. fam/i/ly, moth/er)

## WRITING.

**Standard 1**

W1.1a Generate original statements of personal relevance, following simple models (e.g. *My name is \_\_\_\_\_. I am from \_\_\_\_\_\_\_*.)

W1.1b Write basic personal identification information (e.g. name, address, date of birth, etc. in simplified forms)

**Standard 2**

W2.1a Print upper and lower case letters and numbers 0-100 in legible handwriting

W2.1b Use vocabulary related to basic information (e.g. *street*, *car*, *son*)

W2.1c Stay within lines and boxes when filling out simplified forms

W2.1d Write complete and abbreviated forms of dates, addresses (e.g. *September 12, 2005*; *9/12/05*; *Elm St*.)

W2.1e Write simple phrases and some simple sentences using simple present tense (e.g. *big city*; *My name is Ada*.)

W2.1f Use correct capitalization for personal identification information and beginning of a sentence

W2.1g Write the correct consonant or digraph to show a particular sound (e.g. when teachers says, *dog,* write ‘*d*,’ when teacher says *the,* write ‘*th*’

W2.1h Spell some simple sight words correctly

**Standard 3**

W3.1a Copy models (of letters, words, phrases, numbers)

W3.1b Record new vocabulary in organized form (e.g. personal dictionary, index cards) and use as a resource when writing

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