**Description of ELL 2/B Students**

High-beginning to low-intermediate, SPL 4 in listening/speaking. ELL 2, at SPL 4, is for students who can understand simple learned phrases and some new phrases with familiar vocabulary and frequent repetition. They can ask and answer questions using familiar vocabulary and structures and express basic survival needs. There is some control over basic grammatical structures, particularly the verb BE and present tense. At this level students work on speaking and listening skills in the survival areas and expand grammar, vocabulary, reading and writing skills. A major focus of this level is the review of present tenses and the introduction of past and future tenses.

**Content Objectives for ELL Level 2/B**

R**eview and expansion of topics covered in ELL 1**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Personal/ Daily Life** | **Social Skills/Culture** | **Health** | **Civics** | **Consumer** | **Jobs/Work** |
| 1. Personal Information2. Numbers 3. Family (i.e., describing family members, talking about the tasks and roles of family members, parenting in the United States and their native country, vocabulary expansion, etc.)4. Colors | 1. Social Interactions2. Asking for and offering assistance3. Apologies4. Polite ways to disagree5. Holidays and customs | 1. Internal parts of the body2. Talking about health care in the US and accessing health services3. Talking about chronic diseases and their treatment (i.e., HIV, diabetes, hypertension, etc.) | 1. Community (**review and expansion of topics covered in ELL 1 – practice for fluency)**2. School (i.e., understanding and using schedules, leaving phone messages fro school and responding to messages, talking about short term reasons fro coming to school, etc.)3. Housing 4. Simple conversations (calling about an apartment for rent, describing a household problem, etc.)5. Emergencies (i.e., simple conversations for calling 911, describing a problem, what happened in an accident, the location, etc.  | 1. Public transportation2. Asking for and following simple directions to a place3. Simple conversations for accessing services (i.e., I’d like to…, Can you tell me…? How much is…? Etc.)4. Environmental concerns/recycling5. Leisure time activities in the US and in their native country | 1. Simple job interview role plays: questions and answers related to questions on a job application form3. Simple applications – both paper and online4. Simple conversations (supervisors and workers; reporting problems)5. Safety on the job |

**Skill Objectives for ELL Level 2/B**

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| --- | --- | --- | --- | --- | --- |
| **Listening/Speaking** | **Grammar** | **Vocabulary** | **Reading** | **Writing** | **Learning** |
| 1. Request and provide information with elaboration beyond the minimum (i.e., I want to learn English so I can…etc.) ***S1.4a***
2. Develop an extended lexicon of vocabulary to begin expressing shades of meaning ***S2.4b***
3. Negotiate meaning with a speaker ***L3.4b***
4. Listen and understand short connected statements/ask & respond to questions on familiar topics when spoken at a moderate rate ***L1.4b***
5. Focus on units or chunks of meaning rather than on individual words ***L3.4d***
6. Monitor listener comprehension and explain something in a variety of ways to help a listener understand (i.e., re-phrase, provide an example, etc.) ***S3.4a***
7. Write a 5-sentencedictation.
 | 1. Adjectives
2. Present and present continuous, including affirmative, negative, questions, + contrast the two tenses
3. Modals need, want, have to (affirmative, negative, questions)
4. Past of “to be” (affirmative, negative, questions)
5. Introduce simple past tense, regular verbs and awareness of irregular verbs (affirmative, negative, questions)
6. Descriptive adjectives
7. Review of plurals & possessives
8. Subject pronouns
9. Articles – a/an, some/any, the vs. a/an with count/non-count
10. Review prepositions & prepositional phrases
11. Basic parts of speech
 | 1. Use vocabulary related to topics beyond the personal sphere (i.e., local current events, world affairs, etc.) ***W2.4b***
2. Understand specific vocabulary in controlled settings (i.e., role-play about community resources, occupations, etc.) ***L2.4a***

3. Develop vocabulary, including synonyms & antonyms, and some common idiomatic expressions ***R2.4d*** | 1. Oral and silent reading of text (simplified stories, descriptions, conversations using vocabulary and structures covered in the grammar and listening/speaking sections of the curriculum ***R1.4a***1. Understand factual information from reading ***R1.4b***
2. Understand sequence of a story ***R1. 4e; R1.4b***
3. Understand simple directions to a place ***R3. 4a***
4. Read & understand simple written directions related to class exercises
 | 1. Describe a picture ***W1.4c***
2. Write a letter explaining a problem and asking for advice and/or offering advice(Dear Abby)  ***W2.4c***
3. Express an opinion ***W2.4c***
4. Write a paragraph comparing two things ***W1.4d***
5. Write a language experience story ***W3.4a***
6. Fill out simple authentic forms (i.e., library card application, bank check, etc.) ***W1. 4b***
7. Write basic sentences using correct syntax/structure
 | 1. Use strategies for studying (i.e., re-reading material covered in class, making own flashcards, keeping an alphabetical list of own frequently misspelled words, etc.)
2. Follow three – step directions to complete a worksheet or classroom activity
3. Understand strengths and weaknesses in learning
4. Keep an organized notebook/homework
5. Find opportunities to use English outside of class
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**ELL 2/B - Exit Criteria**

Listening/Speaking

* Understand English phrases easily and short new phrases containing familiar vocabulary when spoken slowly. May need repetition*.*
* Function independently in most face-to-face survival situations, but may need some help.
* Handle short, simple routine conversations about daily activities, school, work, family, housing, health.
* Ask and respond to simple questions on familiar and some unfamiliar topics.
* Attempt to use new vocabulary and phrases.
* Follow 1-3 step oral directions.

Grammar

* Use present tenses accurately most of the time.
* Recognize past tense and future “going to” tense.
* Demonstrate automaticity with verb BE in present tenses
* Appropriately use adverbs of frequency.
* Begin to use articles *a*/*an*, *some*/*any*.
* Understand concept of parts of speech and identify in context.
* Use subject pronouns and possessive adjectives accurately most of the time.

Reading/Vocabulary

* Read and understand a 3-5 paragraph passage on a familiar topic, containing familiar vocabulary and grammatical structures.
* Read, understand, and follow directions for written exercises and tests.
* Use various strategies (e.g., dictionary, context)to learn and understand new words.
* Read and understand simple graphic information.

Writing

* Fill out a simple form.
* Understand and apply spelling rules for present tenses, plurals, -ing, -s on verbs.
* Write complete sentences with appropriate end punctuation.
* Write a short paragraph.
* Use correct verb tense from among those already learned.
* Express an idea/opinion in several sentences
* Understand and use capitalization.

Learning Strategies

* Keep an organized notebook.
* Reliably complete homework assignments.
* Listen actively.

**ESOL FRAMEWORKS -- Level 2/B (Low Intermediate/SPL 4)**

## LISTENING

#### Standard 1

L1.4a Follow and identify purpose and/or gist of spoken messages on topics beyond immediate survival needs (e.g. invitation or agreement/disagreement)

L1.4b Listen and understand short connected statements and questions on familiar topics when spoken at a moderate rate

L1.4c Listen and follow instructions with some details (e.g. *Get the paper from the top shelf of the closet.*)

L1.4d Identify specific information in everyday contexts (e.g. phone message, brief conversations) with some support/ scaffolding

#### Standard 2

L2.4a Understand specific vocabulary in controlled settings (e.g. role play about community resources, occupations)

L2.4b Understand intermediate grammatical structures (e.g. tag questions, simple and continuous verb tenses, most prepositions, simple conjunctions, and simple modal forms)

L2.4c Understand transition words (e.g. then/next, finally, before/after)

L2.4d Identify intermediate base words and common inflections (e.g. live/lived; employee/ employer) and meanings of words with prefix *un-*

L2.4e Understand common contractions and word reductions in everyday topics or speech (e.g. did not 🡪 didn’t; going to 🡪 gonna; want to 🡪 wanna; got to 🡪 gotta)

L2.4f Understand basic synonyms, comparisons, some common idioms and some phrasal verbs

#### Standard 3

L3.4a Seek additional information to check understanding (e.g. *What did you say?* and *What do you mean?*)

L3.4b Negotiate meaning with speaker (e.g. *Please say that another way*; *Please use a different word*.)

L3.4c Indicate to the speaker what was (or was not) understood from a spoken message

L3.4d Focus on units or chunks of meaning rather than on individual words

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

## SPEAKING

#### Standard 1

S1.4a Request and provide information with elaboration beyond the minimum (e.g. *I want to learn English so I can…; I’m sneezing because I’m allergic to…*)

S1.4b Employ formal or informal social courtesies, depending on the listener(s) and social context (e.g. *How are you today*, vs. *How are you doing*?)

S1.4c Relate a sequence of events (e.g. to give instructions, to tell a story, to explain a process)

S1.4d Summarize information from a variety of sources (e.g. from current events, talking with others, or from a reading)

#### Standard 2

S2.4a Construct compound sentences

S2.4b Develop an expanded lexicon of vocabulary to begin expressing shades of meaning (e.g. antonyms, synonyms, and word families)

S2.4c Use intermediate grammatical structures (e.g. correct word order, simple and continuous verb tenses and simple modal forms, comparative and superlative, selected prefixes and suffixes, and correct pronoun case)

S2.4d Stress the appropriate syllable in everyday multi-syllabic words (e.g. seventy vs. seventeen, tomorrow, family)

#### Standard 3

S3.4a Monitor listener comprehension and explain something in a variety of ways to help a listener understand (e.g. rephrase, circumlocute, provide an example, spell or write the misunderstood word or phrase)

S3.4b Take an active role in a conversation (e.g. asking follow up information questions; asking for explanation; holding the floor; keeping your turn; resuming after interruption; changing the topic)

S3.4c Seek independent opportunities to practice speaking

S3.4d Take risks in spontaneous situations with native English speakers (e.g. with guest speakers in class, on a class field trip)

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

R1.4a Read and understand simplified or adapted multi-paragraph text on a familiar topic

R1.4b Identify main idea, supporting details, sequence, and transitions in simplified or adapted multi-paragraph text on a familiar topic

R1.4c Compare/contrast information from a simplified or adapted multi-paragraph text on familiar subjects

R1.4d Use text features to predict general idea of a text (e.g. visuals, title, headings)

R1.4e Recognize the format and purpose of various genres (e.g. narrative, informational text, letter, poem)

#### Standard 2

R2.4a Use letter-sound knowledge to decode unfamiliar words

R2.4b Recognize most irregular high frequency words (e.g. would, again)

R2.4c Use phrasing when reading aloud to increase fluency (e.g. the girl/walked/into the room./)

R2.4d Develop vocabulary including common roots ad prefixes/suffixes, homonyms, transition words, words with multiple meanings, and some common idiomatic expressions

R2.4e Recognize intermediate function words: pronouns, prepositions, conjunctions, auxiliary verbs (e.g. that, since, have, was)

R2.4f Understand the differences in meaning for the simple and continuous verb tenses and simple modals

#### Standard 3

R3.4a Focus on units or chunks of meaning rather than on individual words

R3.4b Use context clues to derive meaning of words with multiple meanings (e.g. *She runs to catch the bus; She runs a small company.*)

R3.4c Adjust reading rate depending on the purpose (e.g. reading for detail vs. for general idea)

R3.4d Use a graphic organizer to organize information, ideas, words (e.g. word web, Venn diagram, timeline, K-W-L chart)

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**

W1.4a Organize related ideas around a theme (e.g. simple descriptions, narration of events, feelings)

W1.4b Fill out simple authentic forms (e.g. library card application, bank check, post office change-of-address form)

W1.4c Sequence steps or events, to give instructions, tell a story or explain a process

W1.4d Express preferences, and comparisons

**Standard 2**

W2.4.a Construct compound sentences using simple conjunctions (e.g. and, or, but) and complex sentences using *because* or *when*

W2.4b Use vocabulary related to topics beyond the personal sphere (e.g. local current events, world affairs, cross-cultural discussions)

W2.4c Write a paragraph with a beginning, middle and end, using teacher support

W2.4d Use intermediate grammatical structures (e.g. past continuous and some irregular past verb tenses; comparatives and superlatives)

W2.4e Use quotation marks, commas, and apostrophes with support

W2.4f Domonstrate some control over spelling conventions, word families, common spelling patterns (e.g. *silent e*, *-tion*)

**Standard 3**

W3.4a Develop ideas through pre-writing activities (e.g. *free writing*, mind mapping) without stopping to correct grammar or spelling

W3.4b Take risks by writing longer sentences and using new vocabulary

W3.4c Type written work on word processor/computer to facilitate revising (if they already know how to type)

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