**Description of ELL 3/C students**

Low intermediate, SPL 4- 5 in speaking. Students can understand learned phrases and new ones with familiar vocabulary. Some repetition, slowing down, and rewording may be needed, but in general, students can understand the teacher without difficulty. Students can communicate basic survival needs, such as requesting information and making appointments, with some help, and they can participate in conversation in limited social situations. They can tell a story without much native language input or frustration. Although they can express ideas and feelings, they use new phrases with hesitation and rely on description and concrete terms. There is inconsistent control of grammar although with prompting they can usually self-correct for the present, present progressive, future, and past tenses.

At this level, students continue to work on speaking and listening skills in the survival areas, but they also expand their skills in order to become more comfortable discussing issues on a more abstract level. Lessons are organized thematically, making it possible for learners to deepen their understanding of cross-cultural issues and the American systems that they encounter in their daily lives.

**Content Objectives for ELL 3/C**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Personal/ Daily Life** | **Social Skills/Culture** | **Health** | **Civics** | **Consumer** | **Jobs/Work** |
| 1. Talk about one's own family 2. Talk about childhood experiences and growing up 3. Talk about changes in family life after coming to the U.S. & maintaining a cultural identity and language 4. Compare family life in the United States and in the native country 5. Dating, marriage, divorce in the U.S. and in the native country 6. Parenting in the U.S. and in the native country 7. Roles of men and women 8. Domestic violence | 1. Ask for and offer assistance, advice, or suggestions 2. Ask for and give information 3. Apologize 4. Polite and impolite behaviors in the U.S. and the native country 5. Meanings of gestures in U.S. and the native country 6. Concept of personal space 7. Shaking hands | 1. Health care in the   U .S. -- free care, Mass Health, insurance, hospital   1. Fill prescriptions and read medicine labels 2. Fill out healthcare forms 3. Explain an emergency; i.e., accidents 4. Review and expansion of vocabulary related to parts of the body, (internal and external), and phrases for describing symptoms & ailments | 1. Identify services in the community: day care, library, museums, fire, recreation, youth center, after school programs, etc. 2. Ask for assistance; i.e., Can you tell me where I can ...? Could you...? I'd like to register my child in school. 3. Call for information about community services 4. Understand and give directions to a place: review and expansion; understand a city map 5. Crime and other neighborhood concerns 6. Structure of municipal, state, & federal government | 1. Look for an apartment: read ads, check Internet, call the landlord, understand a lease 2. Describe typical apartment problems 3. Describe the neighbors and, neighbor-hood | 1. Talk about one's job, experiences at work, job safety 2. Work schedules and responsibilities 3. Look for work: read ads, telephone, etc. 4. Job interviews: describe skills and past experience -- I can… I am good at... I know how to. . .; ask and answer interview questions 5. Benefits 6. Workers' rights; problems on the job 7. Understand a paycheck |

**Skill Objectives for ELL 3/C**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Aural/Oral** | **Grammar** | **Vocabulary** | **Reading** | **Writing** | **Learning** |
| 1. Follow oral instructions with some details ***L1.4c*** 2. Understand speech on quotidian topics delivered at moderate rate ***L1.4b&d*** 3. Describe past experiences; one's own and other people's present situation; goals for the future; 4. Talk about past and present accomplishments and skills 5. Describe coming to the U.S.; reasons for coming, feelings and first impressions; adapting to life in the U.S.- issues and problems; comparisons between the native country and the U.S. 6. Compare education in the U.S. and in native country. 7. Understand common contractions and reductions ***L2.4e*** 8. Research /seek clarifying info and communicate level of understanding using own words ***L3.4a,b,c*** 9. Understand main idea of text when given orally only | 1. Review & contrast: present, pres continuous 2. Future with "going to"; future with "will" and "won't" ***L2.4b*** 3. Simple past: regular verbs including pronunciation of -ed, and common irregulars 4. Past continuous contrasted w/ simple past 5. Habitual action in past w/ *used to* 6. Adverbs of manner 7. Comparative and superlative adjectives 8. Modals: can, must, have to, should, be supposed to 9. 1st conditional-probability in the future 10. Review quantifiers: count/ non-count nouns, how many/how much 11. Sentence terminology – subject, verb, complement | 1. Vocabulary to express feelings, personality, and character ***L2.4a*** 2. Move beyond quotidian vocab ***W2.4b*** 3. Learn transition words, base words ***L2.4 c&d*** 4. Learn new words from oral and written contexts 5. Stress the correct syllable in multisyllabic words ***S2.4d*** 6. Recognize and use common roots and morphemes, basic synonyms, antonyms, common idioms, some phrasal verbs,   transition words, ***L2.4f, S2.4b, R2.4d*** | 1. Preview a text by asking questions, and looking at the title, sub-headings and/or pictures 2. Decode unfamiliar words ***R2.4a*** 3. Recognize high frequency words ***R2.4b*** 4. Connect text to one's own experience 5. Find main idea(s) and supporting details ***R1.4b*** 6. Find factual information 7. Understand differences in meaning for simple vs continuous tenses ***R2.4f*** 8. Compare & contrast information ***R1.4c*** 9. Predict what will happen next ***R1.4d*** 10. Summarize ***S1.4d*** 11. Use chunking for oral reading fluency ***R2.4c*** 12. Determine theme or main idea of a text | 1. Exercises for reinforcement of grammar skills, including journal writing; paragraph and short essays describing personal experience, expressing an opinion, describing a picture or picture story, etc. 2. Fill out applications & forms ***W1.4b*** 3. Write directions to a place 4. Write an 8-sentence paragraph with conventional structure and organization ***W1.4a, W2.4c*** 5. Develop ideas through pre-writing activities, including brainstorming ***W3.4a*** 6. Write simple sentences (subject -verb - complement) 7. Use connecting words in compound and complex sentences; i.e., use *and, but,*   *because* ***W2.4a***   1. Use intermediate grammar structures --present, future, and past tenses, including appropriate auxiliary verbs in negatives and questions   ***W2.4d***   1. Spell and use mechanics in a conventional manner ***W2.4e&f*** 2. Write a paragraph of 5-8 sentences | 1. Review and reinforcement of skills covered in Levels 1 & 2. 2. Identify personal long-term and short-term goals 3. Work cooperatively in pairs and/or small groups; brainstorm ideas to problem solve 4. Use memory strategies 5. Scan a text for information 6. Follow oral directions with multiple steps 7. Proofread own written work w/ assistance 8. Keep organized notebook for class with teacher's guidance 9. Apply techniques for independent practice and review of material covered in class ***S3.4c***, 10. Take risks in order to learn and practice ***S3.4d*** |

**ELL 3/C -- Exit Criteria**

Listening/Speaking

* Expand on basic ideas in conversation. May speak with hesitation while searching for correct vocabulary and grammar, but is usually understood by native speakers.
* Participate in conversation on everyday topics.
* Understand main idea of oral presentation given by a native speaker.
* Uses correct grammar for this level and is able to self-correct during negotiated interaction.

Grammar

* 75% control of basic grammar including present, simple past (regular and irregular) and future tenses(will/going to), all including negatives and questions
* 50% control of future tense clauses (if, when, before, after), modals (will, can should, might, may must), first conditional form.
* Use present, past, and future with relative accuracy when speaking and writing
* Familiar with past vs. past continuous (50% accuracy).
* Correctly make comparisons between 2 or more things.
* Use count and non-count nouns with appropriate quantity words.

Reading

* Read and understand stories and articles written for native speakers at a reading level of GLE 3-5.
* Find main idea and supporting details in a reading passage.
* Talk about a text read in class using own words
* Identify fact vs. opinion.
* Sequence events in a story
* Understand text, abbreviations, and idioms with the help of appropriate references

Writing

* Correctly use appropriate basic verb tenses for this level
* Correctly spell regular and irregular forms of simple past tense verbs
* Attempt some compound and complex sentences with appropriate connecting words -- (and, but, so, because, although, when, while) and appropriate punctuation
* Write for a variety of reasons (describe an experience, express an opinion, or describe a scene)
* Use commas in a list/series, date, city/state, and with clauses
* Write sentences with subject/verb agreement and correct English syntax.
* Write a paragraph of at least 5 sentences.

Vocabulary

* Recognize common roots, prefixes and suffixes.
* Begin to self-correct
* Use own words to present information
* Use available tools successfully – dictionary, phone, Internet, text/paper, electronic translator, etc.

*ESOL CURRICULUM FRAMEWORKS NEXT PAGE*

**DESE ESOL FRAMEWORKS FOR LEVEL C/3**

## 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

## 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)

## 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 and 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)

3.4d Use a graphic organizer to organize information, ideas, words (e.g. word web, Venn diagram, timeline, K-W-L chart)

## WRITING.

**Standard 1**

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

W1.4b Fill out simple authentic forms (e.g. 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**

W2.4a 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 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 Demonstrate 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)

## 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

Depending on their needs, learners are encouraged to work on the following **pronunciation skills** in class:

* Produce vowel sounds (e.g. long and short vowel sounds, schwa, diphthongs) and consonant sounds in learning the basic English sound set
* Produce most of the initial blends and digraphs in learning the basic English sound set
* Pronounce sounds in some terminal blends and digraphs in a controlled context (e.g. desk, pound, S-ending sounds)
* Apply letter and sound associations to pronounce word families (e.g. fat, cat)
* Practice minimal pairs (bit/bat) to focus on differences in sound, and be able to produce phonemes accurately
* Recognize syllables, be able to separate words into syllables, practice noting stressed and unstressed syllables and pauses in a variety of ways (e.g. voice emphasis, finger counting, tapping, marking a script, etc.)
* Control rate of speech for listener comprehension
* Use phrasing to group words into thought patterns (e.g. /*She’s not here*; / *I think her baby Nami is sick today*./)
* Practice linking and reductions to be able to produce phrases accurately (e.g. Try it. = /tra - yIt/; I don't know = I dunno)
* Use appropriate English stress patterns for intended meaning (e.g. length, loudness and pitch) applied to syllables in a word (Baseball, Weekend) and sentence stress (“I won’t do THAT” vs. “I WON’T do that”)
* Become increasingly intelligible with focused/controlled pronunciation practice
* Monitor production and self-correct within a conversation