**Description of ELL 5 students**

SPL 6-7 in speaking and listening. At this level, students understand conversations on most everyday subjects at normal speed when addressed directly; they may occasionally need some repetition, rewording, or slower speech. They are increasingly able to understand without face-to-face contact (telephone, TV, radio). They function independently in most survival and many social and work situations but may occasionally need help. Students can expand on basic ideas in conversation although they may still hesitate while searching for appropriate vocabulary and grammar. They have control over basic grammar, with some lapses or fossilized bad habits, but are still in the process of mastering more difficult grammar.

As in ELL 4, ELL 5 integrates grammar, reading, and writing with listening skills and fluency in speaking. Level 5 expands the students' knowledge of more advanced grammar, vocabulary, idioms, and general ease and fluency in oral expression. There is heavy emphasis on reading and writing to prepare students to enter high school diploma preparation classes or go on to more advanced courses and/or training outside of the SCALE.

**Content Objectives for ELL 5**

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| --- | --- | --- | --- | --- | --- |
| **Health** | **Environment** | **American Society/Culture** | **Civics** | **Financial/Consumer** | **Work/Next Steps** |
| 1. Medical systems in the U.S. and in native country, medical practices, advances, ethical issues.
2. Preventive care/lifestyle choices (nutrition/exercise) related to stress and chronic diseases – (including high blood pressure, diabetes, high cholesterol), cancer screening
3. Health insurance & healthcare debate in U.S.
4. Vegan/ vegetarianism and local sourcing
5. End of life care, ethical issues
 | 1. Personal carbon footprint, recycling, re-useable bags/bottles, composting, etc.
2. Climate change/ global warming, overpopulation, air and water pollution, global water resources.
3. Conflict between farming/manufacturing/ harvesting resources and preserving wild land/wildlife.
 | 1. Expressing apology, request, sympathy, surprise/disbelief, intention, agreement/disagreement, ability/inability, warning, regrets, obligation, warning, invitation
2. Offering help, advice and suggestions
3. Giving detailed directions
4. Asking for repetition or verification
5. Offering help
6. Asking for/giving permission:
7. Leave taking
8. U.S. and other cultures; students' holidays, traditions, beliefs, customs
 | 1. Community resources – library, museums, summer and after-school programs for k12 kids, farmers’ markets, etc.
2. Current events
3. U.S. government, history, geography
4. Education; i.e., system of education in the U.S.; differences with systems in other countries, getting a high school diploma, college, training, how to keep on improving English skills
5. Social issues; i.e., domestic abuse, drug abuse, crime, discrimination
6. Immigration
 | 1. U.S. economic structure
2. Financial literacy, including credit cards and credit
3. Critical examination of U.S. marketing practices, including fact vs. opinion
4. Being an educated consumer
5. Financing next steps
 | 1. Soft vs. hard skills
2. Technology in the workplace
3. Rights of employees and employers; employee/employer situations; role plays
4. Job interviews
5. Research and choose an appropriate/ compatible place for classes, training, college, employment.
6. Have a resume and cover letter in place
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**Skill Objectives for ELL 5**

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| --- | --- | --- | --- | --- | --- |
| **Aural/Oral** | **Grammar** | **Vocabulary** | **Reading** | **Writing** | **Learning** |
| 1. Understand conversation, stories, speeches, & video on new or unfamiliar topics ***L1.6a***
2. Listen and follow multi-step instructions ***L1.6c***
3. Explain or elaborate on complex ideas ***S1.6b, S3.6a***
4. Express ideas in an organized manner; sequence information for listener ***S1.6c, S3.6b***
5. Speak in complex sentences ***S2.6a***
6. Adapt speech to listener ***S3.6c***
7. Request/provide information ***S1.5a***
8. Describe how to get to a place
9. Understand less frequent word reductions
10. Understand and use high intermediate structure
11. Use phrasing and sentence stress for meaning ***S2.5d&e***
12. Ask for and provide clarification
13. Re-tell/Rephrase stories from reading or speeches
 | 1. Review of mixed tenses, modals and past modals, gerunds and infinitives
2. Use most verb forms and tenses including present and past perfect and past progressives ***S2.6c***
3. 2nd & 3rd (unreal) conditionals
4. Future continuous
5. Passive voice
6. Direct and indirect speech
7. If and wish clauses
8. Phrasal verbs
9. Past modals – could have, should have, etc.
 | 1. Understand vocabulary related to a variety of common and current topics ***L2.6a***
2. Understand high intermediate grammatical structures
3. Use vocabulary to express shades of meaning ***S2.6b***
4. Expand vocabulary, including high frequency words, idioms, synonyms/ antonyms, phrasal verbs, as well as common function words ***R2.6b&d***
5. Use words accurately (correct part of speech, correct meaning for the context)
6. Interpret suffixes and prefixes
 | 1. Review and expand skills listed in ELL 4, including previewing, sequencing, finding main ideas, making inferences, drawing conclusions, finding facts and details, skimming, scanning, comparing/ contrasting, summarizing ***R1.6b,c,d,e***
2. Understand point of view
3. Recognize ¶ structure: main idea, topic sentence, supporting sentences, conclusion
4. Understand key transition words in a narrative
5. Continue to develop oral reading fluency ***R2.6a***
6. Distinguish between literal and figurative language ***R2.6c***
7. Understand the meaning of common and more complex verb tenses in context ***R2.6e***
8. Demonstrate varied and effective word choice in writing ***W2.6b***
9. Interpret graphics that accompany text
10. Familiarity with a variety of comprehension testing formats --multiple choice, fill-ins, etc.
 | 1. Write to reinforce grammar using journals, opinion essays, reporting on reading or viewing, info about home country, description of procedure, storytelling, etc.

***W 1.5a, 3.5b, 1.6b***1. Process writing: write using successive drafts ***W3.6a***
2. Self-edit independently ***W3.6b***
3. Expand ideas in a clear, cohesive passage ***W1.6a***
4. Apply conventional spelling and mechanics ***W 2.5e***
5. Paraphrase, summarize ***W1.6d***
6. Use a mix of basic – high intermediate structures correctly, including negative and interrogative forms ***W2.6d***
7. Use simple, compound, and complex sentences ***W2.6a***
8. Organize writing into well-structured paragraphs
9. Write a 5-paragraph essay ***W2.6c***
10. Format so that paragraphs are indicated by indenting or leaving spaces
11. Write at least one page, single- spaced; handwritten
12. Address an unfamiliar audience with informal writing ***W 1.6c***
 | 1. Follow oral directions to complete a task
2. Follow written directions to complete a task (fill out forms, follow test directions)
3. Self-monitor understanding and improvement ***L3.5d***
4. Keep a tabbed three-ring binder for class handouts and assignments
5. Use an English/English and bilingual dictionaries
6. Use a highlighter to underline important material in reading ***R3.5c***
7. Use index cards when giving an oral presentation
8. Use study aids, such as index cards, for spelling words, vocabulary
9. Use test-taking skills & strategies
10. Take notes while reading ***R3.6b***
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**ELL 5 -- Exit Criteria**

Listening/Speaking

* Participate effectively in practical, persuasive, and social conversation
* Understand 80%-90% native English conversation when the speaker is talking clearly at a normal speed about quotidian subject matter
* Speak fluently in both familiar and unfamiliar situations
* Convey and explain meaning of complex ideas
* Demonstrate good control over grammar (70% accuracy)
* Self-correct with ease
* Handle difficult situations; i.e., speaking to the boss or to the doctor, using the telephone
* Use vocabulary as necessary to restate ideas and explain ideas more clearly.

Grammar

* Control basic grammar including present, past, and future tenses (75-85% accuracy)
* Familiar with perfect tenses
* Incorporate a variety of verb tenses, compound sentences, and expressive structures into speaking

Reading

* Read and understand fiction and expository text in English at a reading level of GLE 6-8.

Writing: writes at least 1 page, handwritten, and single-spaced

* Use appropriate verb tenses
* Use 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 (letters, narratives, opinions, descriptions, summaries)
* Understand and employ principles of paragraph organization

Reading, writing, and grammar assessments will influence promotion and determine subsequent placement.

**DESE ESOL FRAMEWORKS FOR LEVEL 5**

## LISTENING

#### Standard 1

L1.6a Identify the speaker’s intention in spoken messages on less familiar topics (e.g. to persuade; to joke)

L1.6b Listen and understand basic information on new or unfamiliar topics

L1.6c Listen and follow multi-step instructions which include expanded details and sequencing words (e.g. a recipe or operating a cash register)

L1.6d Identify main idea and key details in simple, authentic contexts (e.g. phone conversation, medical instructions)

#### Standard 2

L2.6a Understand vocabulary related to a variety of topics (e.g. steps for writing on a word processor)

L2.6b Comprehend some advanced grammatical structures (e.g. participial adjectives, such as interested vs. interesting; reported speech; adverbial clauses that express unreal condition or opposition: He would go if he had money; He went to work even though he was sick.)

L2.6c Understand intermediate function words: auxiliary verb and vocabulary that indicates comparisons and contrasts (e.g., as well, such as, similar)

L2.6d Apply knowledge of inflections, prefixes, and suffixes to infer meaning of unfamiliar words in context

L.2.6e Comprehend patterns of less frequent reduced speech and linked words (e.g. Itz a girl; did you (didja), don’t you (doncha), gimme that)

L2.6f Understand idioms and phrasal verbs

#### Standard 3

L3.6a Infer meaning by using available information and/or context clues in face-to-face and/or recorded speech

L3.6b Focus on emphasized or repeated words, or paraphrased information in order to identify key ideas in a spoken message

(e.g. They are complete opposites! He likes summer but she likes winter!)

L3.6c Focus on speaker’s pauses or chunking of words to develop fluency

L3.6d Vary listening strategies for different tasks and purposes (e.g. guessing, predicting, relating new information to prior knowledge, using imagery)

## SPEAKING

#### Standard 1

S1.6a Express themselves on unfamiliar topics and/or in problematic situations (e.g. giving information at the scene of an accident, talking to your child’s teacher)

S1.6b Elaborate on complex ideas, both their own and others’ (e.g. use examples, explanations and descriptions)

S1.6c Express ideas and develop them in an organized manner (e.g. with a main idea, supporting details, and conclusion)

#### Standard 2

S2.6a Speak in complex sentences using adjective and noun clauses (e.g. I liked the story we read yesterday; I don’t know what you mean by that)

S2.6b Select vocabulary to express shades of meaning (e.g. smell vs. scent, too much vs. so much, I should go vs. I have to go)

S2.6c Use most verb tenses and forms, including present perfect and past progressive tenses

S2.6d Adapt tone, register, and expression of vocabulary for audience and context, with awareness of how they affect meaning

#### Standard 3

S3.6a Explain challenging concepts through examples, anecdotes, or circumlocution

S3.6b Sequence and organize information for the listener (e.g. use of more sophisticated transitional words and phrases such as, here’s another example; my point is; in that case)

S3.6c Pay attention to the success of the interaction and adjust components of speech such as vocabulary, rate of speech, complexity of grammatical structures to maximize listener comprehension and involvement[[1]](#footnote-1)

## READING

#### Standard 1

R1.6a Read, comprehend, and analyze multi-paragraph materials on everyday subjects (e.g. health brochure from a doctor, newspaper article, work newsletter, short story)

R1.6b Skim (to determine purpose of text) authentic prose or informational text

R1.6c Scan (for specific details) for information in authentic prose or informational text

R1.6d Make inferences and draw conclusions

R1.6e Compare/contrast information with other texts/sources

R1.5e Identify writer's purpose and point of view

#### Standard 2

R2.6a Read orally with expression (with appropriate pausing, stress, and intonation)

R2.6b Develop vocabulary including antonyms and synonyms, acronyms, common collocations, idioms, and phrasal verbs

R2.6c Distinguish between literal and figurative language (e.g. My job stinks.)

R2.6d Recognize advanced function words: pronouns, prepositions, conjunctions, auxiliary verbs (e.g. which, in spite of, although, neither/nor, would)

R2.6e Understand the differences in meaning for most verb tenses and forms, including the prefect tenses and active/passive voice

R2.6f Recognize all forms of punctuation (e.g. ellipses, colon)

#### Standard 3

R3.6a Vary reading strategies for different texts and for different purposes

R3.6b Take notes while reading (e.g. paraphrase in the margins, outline)

## WRITING.

**Standard 1**

W1.6a Elaborate ideas in a clear, cohesive passage

W1.6b Describe a procedure (e.g. how to obtain a loan, how to perform a task at work)

W1.6c Address an unfamiliar audience in writing (e.g. letters to editor or legislator, letter of complaint)

W1.6d Paraphrase or summarize information received orally, graphically, or from a written text

**Standard 2**

W2.6a Use a range of simple, compound and complex sentences

W2.6b Demonstrate varied and effective word choice and some figurative language (e.g. house vs. home; play it by ear)

W2.6c Write several related, organized paragraphs with an introduction, developed ideas, and conclusion

W2.6d Use advanced grammatical structures (e.g. present perfect progressive tense, passive voice; participial adjectives; conditionals)

W2.6e Use punctuation and capitalization correctly

**Standard 3**

W3.6a Rewrite several drafts of own writing, as needed, basing revisions on feedback from others and from self. (The final draft does not need to be perfect)

W3.6b Attempt to identify and self-edit own errors (e.g. using spell checker, dictionary) in order to develop independent writing

## 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
1. [↑](#footnote-ref-1)