

ELEMENTARY CYCLE 3 ESSENTIAL LEARNING
PLANNING TOOL 2021 - 2022

ENGLISH AS A SECOND LANGUAGE

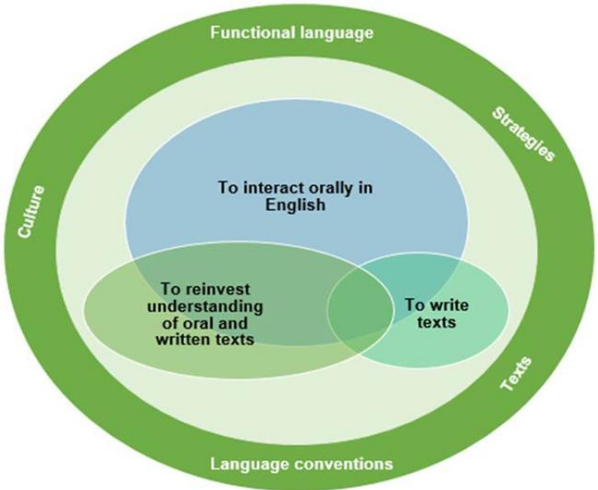
Remember that:

- You have the authority and professional skills required to ...
 - Determine your students’ needs
 - Select the means to set up appropriate strategies to meet their needs in the current context
- You are in the best position to determine the content, apart from the learning already acquired, that you wish to consolidate, cover in greater depth or teach your students

In **Cycle Three**, the students develop three COMPETENCIES in synergy:

1. To interact orally in English (45%)
2. To reinvest understanding of oral and written texts (35%)
3. To write texts (20%)

Students continue to become familiar with various strategies that allow them to participate in exchanges on familiar topics as well as on topics of broader scope, understand a variety of texts, reinvest certain elements of texts they have seen, read or heard in other contexts, and to write texts that are increasingly elaborate and personalized.



Consult the programs of study and the progressions of learning:

www.education.gouv.qc.ca/en/teachers/quebec-education-program
<http://www.education.gouv.qc.ca/en/teachers/quebec-education-program/elementary/languages/english-as-a-second-language/>
<http://www.education.gouv.qc.ca/enseignants/apprentissages-a-prioriser/>

What to target

Opt for tasks that:

- ✓ target the development of **MORE THAN ONE COMPETENCY**
 - ✓ offer opportunities for **ORAL INTERACTION**
 - ✓ use **AUTHENTIC TEXTS**
 - ✓ allow for **TRANSFER OF LEARNING**
 - ✓ use elements of **ESSENTIAL KNOWLEDGE**
- ☐ **FUNCTIONAL LANGUAGE:** students expand their personal repertoire of Useful expressions and vocabulary
 - ☐ **STRATEGIES:** students become familiar with a variety of strategies to accomplish tasks with more ease
 - ☐ **TEXT COMPONENTS:** students become familiar with the overall meaning, the contextual cues, the key elements and events and the connecting words in a variety of texts
 - ☐ **CULTURAL PRODUCTS:** students become familiar with English-language cultures through various cultural products
 - ☐ **LANGUAGE CONVENTIONS:** when the context of the task allows it, the students’ attention can be directed to a target form (grammar, phonology, punctuation, spelling) as well as its function and contribution to **the meaning of the message**

Please refer to the « **Normes et Modalités** » of your school to know when the competencies should be evaluated in the report card to complete this part of your global planning. We advise you to **keep traces of the students’ development** (e.g. observation sheets, comments, students’ work, etc.), in order to help you grade them. Also, your evaluation must reflect what you have worked on during the term. To make sure you respect all the Ministry’s requirements, please refer to the official documents. **You must enter a mark for each competency.**

COMPETENCIES	EVALUATION CRITERIA	GRADE 5				GRADE 6			
		CÉ 1	T1	CÉ2	T2	CÉ 1	T1	CÉ2	T2
Competency 1 To interact orally in English (45%) <u>Report card wording</u> : <i>Communiquer oralement en anglais</i>	<input type="checkbox"/> Use of fonctional language → Use of targeted useful expressions and vocabulary → Combination of useful expressions and vocabulary to express personal messages → Pronunciation of frequently used expressions and targeted vocabulary		X		X		X		X
	<input type="checkbox"/> Participation in exchanges → Participation in classroom routines → Perseverance in using English at all times → Initiation and maintenance of oral exchanges → Reaction to oral messages → Support of peers during interaction → Expression of personalized messages								
Competency 2 To reinvest understanding of oral and written texts (35%) <u>Report card wording</u> : <i>Comprendre des textes lus en entendus</i>	<input type="checkbox"/> Evidence of understanding of texts → Demonstration of understanding of overall meaning of texts → Identification and/or description of key elements in texts → Establishment of connections between text and own experience → Expression of appreciation of texts → Sharing of understanding of texts with others		X		X		X		X
	<input type="checkbox"/> Use of knowledge from texts in a reinvestment task → Selection of information/ideas from texts, relevant to task → Coherence of organization of selected information/ideas → Use of words and expressions from texts → Delivery of a personalized product by: <ul style="list-style-type: none">▪ summarizing information/ideas drawn from texts▪ combining information/ideas from texts with own ideas and language								
Competency 3 To write texts (20%) <u>Report card wording</u> : <i>Écrire des textes</i>	<input type="checkbox"/> Application of targeted language conventions → Use of grammar targeted for tasks → Use of punctuation targeted for tasks → Spelling of words from provided models and available resources		X		X		X		X
	<input type="checkbox"/> Characteristics of the written text → Writing of a text that: <ul style="list-style-type: none">▪ is on topic▪ respects the required text form and requirements▪ is well structured▪ takes the intended purpose and audience into account▪ is creative								
* CÉ = Communication Écrite . This document will be sent in November and April. Refer to your principal to know if you have to complete something. We strongly recommend that you complete such a document only for students whose behaviour or results are concerning.									

Global Planning

We strongly recommend the use of LES in class for all cycles because they respect the ESL Programs’ philosophy. Many of them are available for you to borrow at our office. You can also download all the documents from the [ESL Elementary Teams](#).

First Term August 27th, 2021 to January ____, 2022 (approximately 18 weeks) <i>Report cards must be handed to parents by January 28th, 2022</i>															Second Term January ____, 2022 to June ____, 2022 (approximately 18 weeks) <i>Report cards must be handed to parents by July 10th, 2022</i>														
Number of classes with grade 5 students							Number of classes with grade 6 students							Multi	Number of classes with grade 5 students							Number of classes with grade 6 students							Multi
311	312	313	314	315	319	317	321	322	323	324	325	326	327	319	311	312	313	314	315	316	317	321	322	323	324	325	326	327	319
LES or Unit Titles										Duration <i>(in hours or periods)</i>		Competencies targeted			LES or Unit Titles										Duration <i>(in hours or periods)</i>		Competencies targeted		
												C1	C2	C3													C1	C2	C3

Essential Learning

Starred and underlined elements from the *Progression of Learning* in the Functional Language, Vocabulary and Language Conventions sections only.
Since English is a competency-based program, teaching cannot be limited to these elements. Compensatory and Learning Strategies are also important to teach.

CATEGORY 1 – Functional Language	CATEGORY 2 – Strategies	CATEGORY 3 – Language Conventions	CATEGORY 4 – Text Components
<p><u>Useful Expressions</u> :</p> <ul style="list-style-type: none"><input type="checkbox"/> Gives instructions (e.g. <i>Roll the dice. Pick a card.</i>) 5*<input type="checkbox"/> Asks for identification (e.g. <i>What’s this? What’s your name? Where does he live?</i>) 6*<input type="checkbox"/> States others’ capabilities (e.g. <i>He can’t sing. She’s good at drawing. They can run fast.</i>) 6*<input type="checkbox"/> Asks W-questions (e.g. <i>What page is it on? When is recess? Who’s your partner?</i>) →<input type="checkbox"/> Asks yes/no questions (e.g. <i>Do you have a pencil? Is this your book? Does he play hockey?</i>) →<input type="checkbox"/> Inquires about agreement/disagreement (e.g. <i>Do you agree? Is this okay? Does she disagree?</i>) 6*<input type="checkbox"/> Gives opinions (e.g. <i>I think that..., I believe that...</i>) →<input type="checkbox"/> Inquires about others’ opinions (e.g. <i>What do you think? What’s your opinion? What does he think?</i>) →<input type="checkbox"/> Expresses others’ needs and wants (e.g. <i>He needs a ruler. She wants a new bike.</i>) 6*<input type="checkbox"/> Gives warnings (e.g. <i>Careful! Watch out! Stop!</i>) 5*<input type="checkbox"/> Expresses others’ feelings, interests, tastes, preferences (e.g. <i>He’s excited. My sister doesn’t like rock music. They prefer pizza.</i>) 6*<input type="checkbox"/> Makes suggestions (e.g. <i>Let’s be partners. How about making a poster?</i>) 6*<input type="checkbox"/> Invites (e.g. <i>Do you want to play with us at recess? Would you like to work with me?</i>) 6*<input type="checkbox"/> Maintains exchanges (e.g. <i>It’s your turn. What about you? Is that right?</i>) 6*<input type="checkbox"/> Contributes to teamwork (e.g. <i>Each our turn. Do you have all your things? Five minutes left.</i>) 6* <p><u>Vocabulary</u> :</p> <ul style="list-style-type: none"><input type="checkbox"/> Uses targeted vocabulary to carry out tasks →<input type="checkbox"/> Uses expressions of time frequently encountered in class (e.g. <i>five minutes, in September, next summer</i>) 5*<input type="checkbox"/> Responds to question words used in context (e.g. <i>who, what, how</i>) 6*<input type="checkbox"/> Uses question words in context 6*	<p><u>Compensatory Strategies</u> :</p> <ul style="list-style-type: none"><input type="checkbox"/> Makes up for the lack of a precise word or expression by substituting known words or expressions 6* <p><u>Learning Strategies</u> :</p> <ul style="list-style-type: none"><input type="checkbox"/> Decides to concentrate on the right things 5*<input type="checkbox"/> Maintains attention during tasks 6*<input type="checkbox"/> Draws on own background knowledge as a source of information 6*<input type="checkbox"/> Foretells based on prior knowledge, topic, task at hand, title, pictures, glancing through a text 6*<input type="checkbox"/> Makes intelligent guesses based on all available cues such as context, cognates, known words and expressions, visual clues, contextual cues, intonation, patterns 6*<input type="checkbox"/> Makes use of human resources (e.g. <i>teacher and peers</i>) 5*<input type="checkbox"/> Makes use of material resources (e.g. <i>word and expression banks, graphic organizers, posters, checklists, quick references, books, thematic and visual dictionaries, information technology</i>) 5*<input type="checkbox"/> Writes down relevant information in an organized way (e.g. <i>T-chart, Venn diagram, story web</i>) 5*<input type="checkbox"/> Glances through a text quickly to get a general impression and overview of the content 6*<input type="checkbox"/> Looks for specific information in a text 6*<input type="checkbox"/> Works and learns with others; helps others 6*<input type="checkbox"/> Experiments with known language 6*<input type="checkbox"/> Attempts to integrate new language →	<p><u>Grammar</u> :</p> <ul style="list-style-type: none"><input type="checkbox"/> Uses irregular plurals frequently encountered in class (e.g. <i>people, children, feet</i>) 5*<input type="checkbox"/> Uses knowledge of verb tenses to construct meaning (e.g. <i>imperative, past, future</i>) →<input type="checkbox"/> Uses verb tenses targeted for tasks → <p><u>Punctuation</u> :</p> <ul style="list-style-type: none"><input type="checkbox"/> Writes commas between items in an enumeration 6* <p><u>Spelling</u> :</p> <ul style="list-style-type: none"><input type="checkbox"/> Spells words as found in open-ended models and available resources targeted for carrying out tasks 6*	<ul style="list-style-type: none"><input type="checkbox"/> Uses knowledge of connecting words to construct meaning 6*<input type="checkbox"/> Uses contextual cues to recognize a variety of text formats (e.g. newspaper article, graphic novel, advertisement) and to predict content 6*<input type="checkbox"/> Uses contextual cues to construct meaning 6*<input type="checkbox"/> Finds implied ideas (i.e. <i>underlying meaning</i>) →<input type="checkbox"/> Identifies facts 6*<input type="checkbox"/> Briefly describes story line, plot 6*<input type="checkbox"/> Sequences events 6*
CATEGORY 5 – Cultural Elements and Cultural Products			
<input type="checkbox"/> Texts, media, games (e.g. <i>films, magazines, Web sites</i>) →			