All in the Name of Progress

Progression of Learning

Elementary English as a Second Language

SPEAQ

November 13, 2009
Presentation Goals

- To understand the structure of the *Progression of Learning*
- To understand the use of the *Progression of Learning* as a planning tool

Progression of Learning

BALs

CCCs

Subject Areas

ESL Competencies

Key Features
Evaluation Criteria
End-of-Cycle Outcomes
Essential Knowledge

Scales of Competency Levels
Progression of Learning

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Skim through the *Progression of Learning*.

What stands out for you?
English as a Second Language

Category 1 - Contextual Language and Functional Language

Children are focused on what this new language can actually be used for here and now.

H. Douglas Brown

In the Cycle One program, contextual language refers to students' personal language repertoire of words, strings of words and short expressions that they build and use at their own pace to help them develop the competencies to act on understanding of texts and to communicate orally in English.

In the Cycles Two and Three program, functional language allows students to interact in English by producing stretches of speech starting in Cycle Two. Useful expressions (routine formulas and patterns learned as ready-made, whole chunks) and vocabulary (meaningful units of language) make up Functional Language. Useful expressions and vocabulary contribute to developing the competency to interact orally in English. Vocabulary also supports the development of the competencies to reinvest understanding of oral and written texts and to write texts.

Learning contexts are a feature found in the ELL Progression of Learning chart that describes the conditions under which students progressively construct knowledge throughout the cycles. It highlights the differences in the learning environments as defined in the Cycle One and the Cycles Two and Three programs.

**Legend**

- Student constructs knowledge with teacher guidance.
- Student applies knowledge by the end of the school year.
- Student reinforces knowledge.

**Category**

- Contextual Language
- Functional Language

**Sub-Category**

- Routines
- Classroom routines

**Element**

- Uses common inquires and statements (e.g. Finished? Red pencil? That's correct.)
- Participates in classroom routines (e.g. Teacher: What's the date? Student: It's April second.
- Joins in during playful chorale responses (e.g. Humph up. No problem.)

**Sub-element**

- The Cycle One Student constructs new knowledge by gradually becoming aware of new language, strategies, language conventions, text components and cultural elements.

(See PB, page 2)
Glossary of Terms
PB, page 3

1. Footnote
2. Examples
3. Sub-element
4. Legend
5. Introduction
6. Elements
7. Learning Contexts
How would you explain the legend?
Legend:  ➔

- Student constructs knowledge with teacher guidance.

- Explicit teaching
- Teacher prompts students
- Resources provided by teacher
- Teacher scaffolds learning
- Modeled by teacher
Legend: ★
- Student applies knowledge by the end of the school year.

- Most of the students
- Student takes initiative
- Self-directed use of resources
- Correctly most of the time
Legend: □
- Student reinvests knowledge

- Most of the students
- Reuses
- Broadens
- In new contexts
- Refines
- Transfers
How would you explain the footnote?
Footnote:  \[1\]

- The Cycle One student constructs new knowledge by gradually becoming aware of new language, strategies, language conventions, text components and cultural elements.

- Initial exposure to the language
- Acquires naturally
- Imitates
- Discovers
Category 1: Contextual Language and Functional Language
PB, page 4

1. Look at the elements and sub-elements on page 6. What do you notice?

2. Look at the element **Opinions** on page 6. What do you notice?
Category 1: Contextual Language and Functional Language

PB, page 4

Some elements have a vertical progression (i.e. from more simple to more complex).

3. What elements on page 6 also have a vertical progression?

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Category 1:
Contextual Language and Functional Language
PB, page 4

Vertical Progression:
- Agreement, disagreement
- Offers of assistance
- Needs
4. Look at the sub-elements on page 6. Why are they written using action verbs?
A competency is a set of behaviours based on the effective mobilization and use of a range of resources.

... students’ learning serves as tools for both action and thought. ...
Category 1: Contextual Language and Functional Language PB, page 4

Look at the examples on page 6.
- How can they help?
- How can they be misleading?
Brain Teaser

“How is progression shown in Cycle 1?”
To understand the use of the Progression of Learning as a planning tool

Sample Case Study, PB page 5
Progression of Learning

Sample Case Study

Jack and the Beanstalk
retold by award-winning author Carol Ottolenghi
illustrated by Guy Porfirio
Jenna is working on the fairy tale *Jack and the Beanstalk* with her Grade Four students. Which **text components** and **learning strategies** should she focus on?

**Targeted Competency**
C2 - To reinvest understanding of oral and written texts

**Elements**
- Overall meaning
- Predicting

**Sub-elements**
- Identifies general ideas stated explicitly
- Foretells topic based on book cover

**Your Examples**
- Jack’s mother was not happy about the magic beans
- a story about a boy
- takes place a long time ago

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In teams, read one of the Case Studies and complete the graphic organizer.