ESL PROGRAMS CHART

	Evolution of the ESL Programs				
	Elementary			**Secondary**	
	Cycle One	**Cycle Two**	**Cycle Three**	**Cycle One**	**Cycle Two**
C2 **To communicate orally in English**	– Rely on lots of visual support – Imitate the rhythmicality of the English the language – Use words, strings of words ***No expectations for functional language** **C1** **To interact orally in English**	– Start using targeted functional language during brief exchanges to participate in: ✓ classroom routines ✓ tasks related to familiar topics (e.g. *school, family, food*)	– Use a wider range of targeted functional language during brief exchanges to participate in: ✓classroom routines ✓tasks related to familiar topics and **topics of a broader scope** (e.g. *ecology, heroes, children from other countries*)	– Use functional language, including **prompts related to the three processes**, to partake in classroom life and carry out tasks that often relate to familiar topics (i.e. their needs, interests and experiences) as well as some unfamiliar topics – Express personalized messages in **simple sentences** with increasing spontaneity – Maintain brief exchanges (e.g. *state opinions, ask peers to state opinions, identify and describe*)	– Use more varied functional language to partake in classroom life, and to carry out tasks that deal with **increasingly complex and abstract topics** – Use **some complex sentence structures** and idiomatic expressions – Maintain exchanges (e.g. *state opinions, support and justify opinions, ask others to support and justify opinions*) – Demonstrate willingness to communicate in English in familiar situations with a certain degree of confidence
C1 **To act on understanding of texts**	– Are introduced to songs, rhymes and stories – Join in by using gestures or saying aloud – Retell stories using resources – Discover text components (e.g. *title, author, illustrations*) *** No expectations for reading** **C2** **To reinvest understanding of texts**	– Explore a variety of text types (i.e. popular, literary and information-based) on familiar topics (and on topics of a broader scope in Cycle Three) – Construct meaning of texts, individually and with others using text components – Demonstrate understanding of **overall meaning** and **key elements** (e.g. *using graphic organizers*) – Select, organize and personalize knowledge (i.e. information/ideas and language) from texts – Carry out a step-by-step reinvestment task using models (i.e. highly guided by the teacher) – Deliver an individual final product that **resembles the model**		– Continue to explore a variety of text types (including media texts) on familiar and unfamiliar topics – Learn about **text components** (i.e. format and structure of a text) and key elements (e.g. *headline, logo, caption*). – Are initiated to the **response process** (i.e. explore, make personal connections, generalize) – Continue to construct meaning (both individually and with others), demonstrate understanding (literal, underlying meaning), and reinvest knowledge from texts provided – Continue to deliver an individual final product using models	– Broadens knowledge of texts by exploring a greater variety of text types (on both familiar and unfamiliar topics) – Discover the internal (i.e. topic/information, language, text components) and external (i.e. audience, purpose, culture) **text features**. – Continue to use the response process with more confidence to construct a **deeper understanding** of texts (both literal and underlying meaning) – Continue to construct meaning, demonstrate understanding, and reinvest knowledge from texts by making clear links between the reinvestment task and the texts provided – Continue to deliver an individual final product
	* No expectations for writing **C3** **To write and produce* texts** *The production process is introduced at the secondary level	– Are introduced to writing as a process with the help of a writing checklist – Refer to **explicit models** (student's text resembles the model) – Write short, well-structured texts to fulfill meaningful goals (purpose & audience)	– Are introduced to writing as a process with the help of a writing checklist – Refer to **open-ended models** – Write a variety of short, well-structured texts to fulfill meaningful goals	– Are initiated to a formal **writing process** in order to write a variety of personalized, well-structured texts – Are initiated to the **production process** (i.e. preproduction, production, postproduction) in order to create different media texts with peers (e.g. *poster, brochure, podcast, video*) – Refer to various text models, as needed – Explore text components (e.g. *table of contents, hyperlinks, slogan, chorus*)	– Continue to use the writing process to create **more elaborate texts** – Continue to use the production process and choose the medium, tools, strategies and resources that best suit the task at hand. – **Deconstruct** model texts by comparing similarities/differences and recognizing patterns in the **internal features** (e.g. *online safety/budget, formal/figurative/technical language, headline/editorial*) and **external features** (e.g. *peers/adults/children, to direct/inform/entertain, Canadian music/Quebec authors/British TV shows*).