



OUTIL DE PLANIFICATION DES
APPRENTISSAGES ESSENTIELS EN VUE DE LA
POURSUITE DU CHEMINEMENT
SCOLAIRE EN 2020-2021
COVID-19



Anglais
Secondaire

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« Ce qui compte, c'est d'offrir à chaque élève des occasions d'apprendre ce qui est essentiel pour lui donner la chance de réussir. »

Robert J. Marzano, 2003

La crise sanitaire qui frappe présentement le Québec a tôt fait d'atteindre le milieu de l'éducation. La fermeture des établissements engendrée par cette dernière alimente les inquiétudes et les questionnements. En effet, bien que les élèves aient actuellement accès à diverses activités pédagogiques, l'ensemble des acteurs de l'éducation sont préoccupés par l'écart qui se creuse entre les élèves. Cet enjeu d'assurer la réussite éducative de tous les élèves a incité la Table Montérégie-Estrie à unir ses forces afin de développer un outil d'aide à la planification des apprentissages essentiels en vue de la poursuite du cheminement scolaire en 2020-2021.

Forte de son expertise, c'est par la collaboration et la concertation que les différents acteurs de cette région proposent un outil pour soutenir et aider les équipes-école à développer, au sein de chaque établissement, un programme réaliste et harmonisé des apprentissages essentiels. "Réaliste par le fait que son contenu se limite à ce que les élèves doivent apprendre de façon prioritaire et harmonisé en ce sens que les attentes mises de l'avant se veulent cohérentes pour chaque niveau scolaire et entre les niveaux."¹

Bref, cet outil est porté par cette volonté de permettre à chaque élève de disposer de la même chance d'apprendre ce qui est essentiel pour sa réussite, peu importe l'enseignant et peu importe son école.

L'outil d'aide à la planification des apprentissages essentiels est composé des sections suivantes :

- Les objectifs de l'outil ;
- Les principes directeurs guidant l'outil ;
- Les documents de référence ;
- La définition du concept d'apprentissages essentiels ;
- Le tableau des apprentissages essentiels ;
- La préparation aux transitions ;
- Les outils de planification ;
- Les rôles des différents acteurs ;
- Les apprentissages essentiels sous l'angle de la différenciation pédagogique.

¹ Ce principe provient de la démarche de production des Essentiels porté par le projet CAR.

Il est à noter que ces outils ont été élaborés en un court délai. Il s'agit d'un travail collaboratif qui pourra être modifié selon les besoins des diverses équipes. De plus, la priorité a été accordée au programme régulier (Core). Les enseignants qui dispensent le programme enrichi pourront bonifier les outils présentés à l'aide des documents ministériels présentés plus bas.

I. LES OBJECTIFS DE L'OUTIL

Le présent outil a été développé dans l'optique de soutenir les compétences professionnelles des enseignants au sein du contexte exceptionnel engendré par la crise sanitaire ayant forcé la fermeture des établissements scolaires québécois. Ainsi, le but poursuivi par cet outil consiste à focaliser sur les apprentissages essentiels afin de favoriser la réussite de tous les élèves. Plus précisément, cet outil tend à :

- 1) Soutenir les enseignants à prioriser les apprentissages essentiels du niveau en cours, d'en avoir une compréhension commune et de planifier la prochaine année scolaire afin d'assurer la réussite éducative des élèves;
- 2) Soutenir les enseignants dans l'ajustement de leur planification et de leur enseignement pour répondre aux besoins des élèves;
- 3) Offrir des ressources communes pouvant être utilisées par les conseillers pédagogiques lors des accompagnements ;
- 4) Orienter les directions d'école vers des ressources pertinentes, complètes et rigoureuses afin de mieux mobiliser et coordonner leur équipe-école.

2. LES PRINCIPES DIRECTEURS GUIDANT L'OUTIL

Tel qu'annoncé par le ministère de l'Éducation et de l'Enseignement supérieur (MEES), les épreuves ministérielles n'auront pas lieu et les élèves du préscolaire, du primaire et du secondaire n'auront pas à reprendre l'année scolaire actuelle en raison de la fermeture des écoles. Toutefois, puisque celle-ci se prolonge au-delà du 1er mai, il devient incontournable de miser sur les apprentissages essentiels et de préparer un plan de transition pour le retour des élèves d'ici la fin de l'année scolaire, mais aussi pour planifier l'année 2020-2021.

Voici quelques éléments qui permettront de guider la démarche de production de l'outil :

- Développer une vision commune des apprentissages essentiels;
- Distinguer un élève en difficulté d'un élève qui ne l'est pas dans le contexte actuel. « Qu'ils n'aient pas appris [...] ou de ne pas savoir quelque chose n'est pas une difficulté d'apprentissage. » (Archambault, 2010);
- Considérer la différenciation pédagogique ;
- Privilégier le travail collaboratif puisqu'il favorise le développement professionnel des enseignants et des directions d'école. « Il permet l'amélioration continue des façons de faire et le déploiement d'une expertise collective qui maximise l'impact des interventions réalisées pour aider les élèves à apprendre. » (Projet CAR);

3. LES DOCUMENTS DE RÉFÉRENCE

« Que voulons-nous que nos élèves apprennent? ». La situation exceptionnelle au sein de laquelle le milieu scolaire est plongé justifie plus que jamais ce questionnement. Afin d'y répondre, il importe d'appuyer les réflexions et les orientations privilégiées sur des assises pertinentes permettant d'unifier et de baliser les apprentissages à réaliser en priorité par les élèves pour le niveau scolaire visé et, le cas échéant, de planifier l'enseignement de ceux-ci lors de la prochaine année scolaire.

Ce présent outil d'aide à la planification des apprentissages essentiels prendra donc appui sur les référentiels suivants :

- [*Programme de formation de l'école québécoise : 1^{er} cycle, de base et enrichi \(English version\), 2^e cycle, de base et enrichi \(English version\)*](#)
- [*Progression des apprentissages : programmes de base \(English version\) et programmes enrichis \(English version\)*](#)
- [*Cadre d'évaluation des apprentissages \(English version\)*](#)
- [*Pondérations et libellés au bulletin \(English version\)*](#)

4. LES APPRENTISSAGES ESSENTIELS

Qu'entend-on par apprentissages essentiels? Le PFEQ du primaire parle de savoirs essentiels tandis qu'au secondaire, il est davantage question d'éléments d'apprentissage. Dans la planification de ce qui est essentiel, que doit-on considérer ? Les savoirs, les connaissances? Qu'en est-il des compétences et des stratégies? Nombreuses peuvent être les interprétations de ce concept. Les acteurs de la Table Montérégie-Estrie proposent donc leur définition de ce qui est entendu par apprentissages essentiels au sein de cet outil d'aide à la planification.

Il est à noter que cette définition est inspirée par les principes mis de l'avant par le projet CAR. Ainsi, voici ce qui est entendu lorsqu'il est question d'apprentissages essentiels dans cet outil.

« Les apprentissages essentiels correspondent à ce que tous les élèves doivent savoir, être capables de faire ou comprendre pour réussir dans un domaine en particulier. Ils se différencient de ceux considérés comme moins prioritaires et de ceux que les élèves ayant des besoins d'enrichissement peuvent réaliser. Pour qu'un apprentissage soit essentiel, il doit être à la fois **préalable**, **transférable** et **durable** » et donc répondre aux trois questions suivantes, soit :

PRÉALABLE

Prépare-t-il les élèves à un autre apprentissage essentiel dans le domaine en question?

TRANSFÉRABLE

Est-il utile pour les élèves dans d'autres matières scolaires ou disciplines?

DURABLE

Est-il utile pour les élèves sur une longue période?

Il importe de souligner que les apprentissages essentiels qui seront ciblés dans le cadre de cet outil d'aide à la planification le sont dans le contexte actuel et exceptionnel engendré par la crise sanitaire découlant de la COVID-19.

- Dans le but d'aider les enseignants à cibler les contenus essentiels à prioriser dans leur planification, voici un arbre décisionnel permettant de cibler les savoirs essentiels que les élèves pourront développer, consolider ou maîtriser.

— Dans le but de soutenir les conseillers pédagogiques ainsi que les enseignants dans la planification des apprentissages essentiels, nous vous proposons une démarche de réflexion qui se base à la fois sur le document de la *Progression des apprentissages au secondaire (programmes de base et programmes enrichis)* ainsi que d'extraits du document *Échelles des niveaux de compétence au secondaire (premier cycle et deuxième cycle)*. Il est laissé à la discrétion de chacune des équipes d'utiliser à sa guise les outils proposés afin de nourrir leur réflexion.

- [Planning tool for the Progression of learning secondary .1](#)
- [Planning tool for the Progression of learning secondary 2](#)
- [Planning tool for the Progression of learning secondary 3](#)
- [Planning tool for the Progression of learning secondary 4](#)
- [Planning tool for the Progression of learning secondary 5](#)

Afin de dresser un portrait de vos groupes lors du départ de vos élèves en mars, vous pourriez utiliser les documents qui suivent pour identifier les éléments enseignés, peu enseignés ou non enseignés. Surlignez en vert les éléments enseignés, en jaune les éléments peu enseignés, et en rose les éléments non enseignés.

Vous pourriez utiliser ces grilles surlignées afin de planifier votre enseignement pour la fin de cette année scolaire. Réviser votre document à la fin de l'année scolaire pour planifier le début de l'année scolaire 2020-2021. Et surtout, n'hésitez pas à partager vos grilles avec un collègue si vous n'enseignez pas à ces élèves l'année prochaine.

[Progression of Learning: Secondary 1](#)

[Progression of Learning: Secondary 2](#)

[Progression of Learning: Secondary 3](#)

[Progression of Learning: Secondary 4](#)

[Progression of Learning: Secondary 5](#)

Vous trouverez aussi un outil de planification des apprentissages essentiels pour mai-juin 2020 (Séquence d'enseignement-apprentissage). Cet outil peut servir aux enseignants à prioriser et organiser les contenus à consolider, semaine par semaine, d'ici la fin de l'année.

[Planning the Essential Knowledge May-June 2020](#)

5. LA PRÉPARATION AUX TRANSITIONS

C'est un fait : les élèves n'auront pas eu l'occasion, au cours de l'année scolaire 2019-2020, d'aborder, d'étudier, de consolider et de réviser l'ensemble des notions visées par le PFEQ. Parmi les questionnements qui émergent, l'un se démarque : comment prévoir l'enseignement de la totalité des apprentissages en 2020-2021 en palliant les manques s'étant imposés lors de l'année scolaire précédente quand on ne dispose que de 180 jours ? Cette préoccupation est d'autant plus importante quand elle est considérée sous l'angle des transitions. Ainsi, comment faciliter la transition au niveau supérieur et y assurer la réussite des élèves? Comment accueillir les élèves en début d'année? Doit-on utiliser la première étape pour enseigner les savoirs qui ne l'ont pas été l'année précédente? Ces questions, tout autant qu'elles sont, se veulent des plus pertinentes et c'est par le biais de la planification collaborative, le partage des responsabilités qu'il sera possible d'assurer un alignement vertical des attentes dans l'école et, de ce fait, de privilégier la cohérence du parcours scolaire des élèves.

La présente section **proposera des outils pour accompagner** les équipes-écoles dans leur planification inter-niveaux, inter-cycles et inter-ordres.

5.1 PLANIFIER LA TRANSITION D'UN NIVEAU À L'AUTRE

Afin de veiller au développement du plein potentiel des élèves, il s'avère opportun que les équipes mettent en place des mécanismes pour s'assurer d'une transition permettant de toucher à la fois les dimensions affectives, sociales et cognitives. Les outils proposés aideront les enseignants à consigner les éléments observés chez les élèves à risque afin d'assurer une meilleure transition pour la prochaine année scolaire.

Élèves à risque:

Voici un guide pour vous aider à cibler des éléments de la Progression des apprentissages qui pourraient représenter des défis pour les élèves à risque.

- [Grille d'observation globale des sphères cognitives et des apprentissages en anglais, langue seconde](#)

5.2 PLANIFIER LE PASSAGE PRIMAIRE SECONDAIRE

Afin de bien accueillir les élèves de 6^e année à leur passage vers le secondaire, il peut s'avérer utile d'identifier les éléments de la progression des apprentissages qui se retrouvent tant au primaire qu'au secondaire. En effet, certains éléments sont étoilés en 6^e année et en secondaire I. Ces derniers pourraient être priorités pour les nouveaux élèves qui arriveront en secondaire I à l'automne.

Le tableau des éléments communs du primaire et du secondaire vous aidera à faire des choix judicieux à ce qui a trait au passage primaire secondaire.

Il est également recommandé de consulter l'outil utilisé par la direction adjointe responsable du dossier passage primaire secondaire de votre milieu afin de vous dresser un portrait de la nouvelle cohorte.

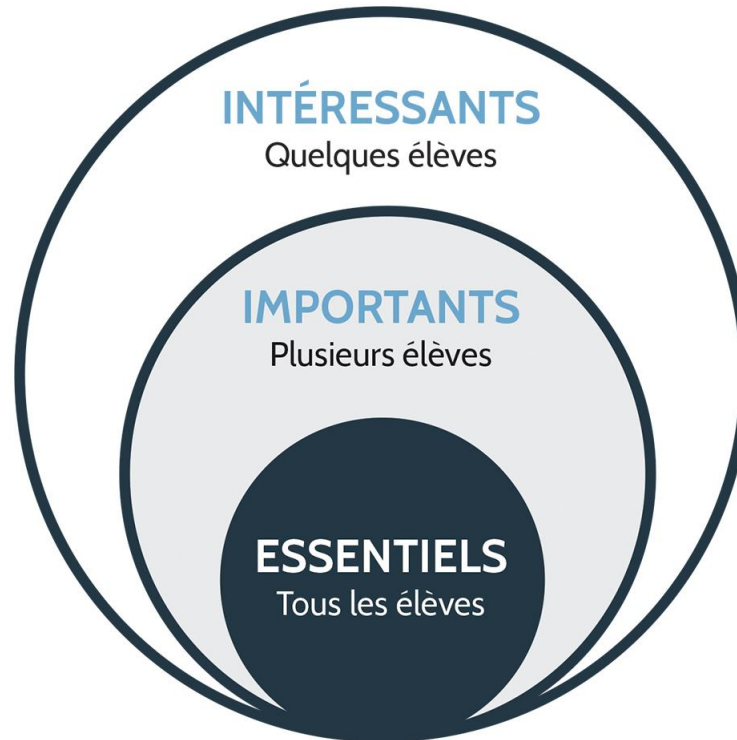
De plus, les spécialistes du primaire ont reçu un outil de planification pouvant servir, entre autres, à partager l'information pertinente au sujet des savoirs essentiels de leurs élèves de 6^e année. Veuillez-vous référer aux personnes ressources concernées dans vos écoles bassins.

6. LES OUTILS DE PLANIFICATION

En dépit du fait que l'un des principes sous-jacents à l'élaboration de cet outil étant de focaliser sur les apprentissages essentiels pour pallier les écarts ayant pu se créer dans le contexte de la fermeture des établissements scolaires, il importait de respecter la couleur, la culture et les pratiques professionnelles de chaque établissement, de chaque classe et de chaque enseignant, et ce, en respect des objectifs du PEVR de chaque commission scolaire. C'est donc pour cette raison qu'il a été décidé que l'outil développé ne proposerait pas une planification clé en main. L'option de proposer des pistes réflexives et des outils adaptables et flexibles a été privilégiée pour permettre à chaque équipe-école d'adapter les apprentissages essentiels ciblés à leur réalité, et ce, en considérant leur projet éducatif.

Les pistes et outils viseront à amener les équipes-écoles à cibler ensemble les apprentissages que **tous** les élèves doivent réaliser en priorité pour être prêts au niveau supérieur. La figure 1 dresse le portrait de l'organisation des apprentissages par priorité.

Organisation des apprentissages par priorité



Wiggins et McTighe, 2005

Figure 1 – Organisation des apprentissages par priorité

Outil de planification globale

Nous vous proposons un outil de planification globale qui vous permettra de consigner les apprentissages qui sont vus dans une année

- [Global Planning ESL Secondary Temate](#)

Les pistes réflexives proposées ci-bas permettent quant à elles à l'équipe-école de développer une compréhension claire et commune de ce qui doit être enseigné à l'ensemble des élèves.

Questions Specific to ESL Planning:

- *Have I completed a planning tool that shows my global planning?* If not, refer to [Section 4: Les apprentissages essentiels](#)

- Are there any projects or units that, although interesting, are maybe not essential this year?
- What do I have time to teach, realistically, given the time and organizational constraints resulting from this very challenging situation my students and I are going through?
- What tools do my students have access to?
- Have I considered making links between what I teach and the elements included in my school's projet éducatif?
- Have I considered using the free online tools that are accessible in the situation?
- What should I emphasize to make sure students are ready for the next school year?
- Have I taken into consideration the needs of the second cycle students preparing for the Ministry evaluations?
- What other concerns or questions do I have?
- Who can I reach out to for more help?
- What platforms do I have access to where I can reach out to colleagues?
- How can students develop their CI skills differently using online resources?

Lors de la planification de l'évaluation finale des élèves, les enseignants peuvent se référer au document MEES Échelles des niveaux de compétences. Ces éléments pourraient être pris en considération lors de l'exercice de votre jugement professionnel. Les indicateurs présentés représentent un élève de niveau 3, répondant aux exigences minimales.

[Student Portrait Tool, Cycle 1](#)
[Student Portrait Tool, Cycle 2](#)



Images: Pixabay

6.1 BIENVEILLANCE/ KINDNESS KIT

Dear Teacher,

Be kind to yourself. Remember that you and your students have been going through stressful times. Each person also has different conditions, and some might be more complex than others. So, because we realize that this is a challenging time for educators, both teachers and students will need to feel safe and reassured in their physical or virtual classroom.

Here are a few suggestions to help you take better care of yourself.

Music: Use these links to add ambiance to your work session

- <https://www.youtube.com/watch?v=PErqizZqLjI&t=11s>
- <https://www.youtube.com/watch?v=Atp8GPADPDM&t=460s>
- <https://www.youtube.com/watch?v=mmS4x331fz4>



Office Exercises

- Stretching <https://www.youtube.com/watch?v=5M-b1c2spPE>
- Mindful Breathing <https://www.youtube.com/watch?v=I-SFdhVwrVA>
- 6 minute-Yoga <https://www.youtube.com/watch?v=tAUf7aajBWE>

Extra Visual Support

Here are [posters](#) that can be used for:

- Explaining the COVID Context
- Promoting mindfulness
- Guiding interactions online

7. LES RÔLES DES DIFFÉRENTS ACTEURS

La Politique de la réussite éducative se distingue notamment de par la place privilégiée qui y est accordée à la mobilisation et à la responsabilité partagée des différents acteurs du milieu dans le développement du plein potentiel de chaque élève et dans sa réussite. Portés par ce principe, nombreux sont les PEVR et les projets éducatifs au Québec qui reposent notamment sur la valeur de la collaboration. C'est en ce sens qu'il s'avère pertinent, voire nécessaire de considérer l'apport de chacun dans la planification des apprentissages essentiels. Le tableau I répertorie les rôles des différents acteurs dans le contexte actuel pour répondre aux besoins émergents.

Tableau I – Rôles des différents acteurs

ACTEURS	RÔLES
Direction d'établissement	<ul style="list-style-type: none"> • Mobiliser l'équipe-école afin de développer au sein de l'établissement un programme réaliste et harmonisé des apprentissages essentiels. • Favoriser la collaboration des enseignants pour harmoniser la planification et les pratiques.
Enseignant	<ul style="list-style-type: none"> • Identifier des apprentissages essentiels à la poursuite du cheminement de l'élève. • Planifier la consolidation des apprentissages essentiels d'ici la fin de l'année. • Communiquer les apprentissages réalisés cette année pour les enseignants du niveau suivant. • Planifier l'enseignement des apprentissages essentiels pour l'année scolaire 2020-2021. • Identifier et soutenir les élèves en difficulté et à risque. • Différencier la planification et l'enseignement des apprentissages essentiels.
Orthopédagogue/ Enseignant ressource	<ul style="list-style-type: none"> • Soutenir les élèves en difficulté et à risque. • Déployer des mesures de rééducation auprès des élèves en difficulté. • Soutenir les enseignants dans la différenciation liée aux apprentissages essentiels.
Conseiller pédagogique	<ul style="list-style-type: none"> • Accompagner les équipes-écoles dans l'identification et la planification des apprentissages essentiels autant d'ici la fin de l'année que pour l'année scolaire 2020-2021. • Accompagner l'enseignant dans la planification des apprentissages essentiels au niveau des dispositifs de différenciation. • Soutenir l'enseignant dans la réorganisation de l'enseignement alors que les pratiques habituelles sont ébranlées.
Professionnels	<ul style="list-style-type: none"> • Offrir le soutien nécessaire aux enseignants et aux élèves afin de placer ces derniers dans les meilleures conditions pour apprendre.

8. LES APPRENTISSAGES ESSENTIELS SOUS L'ANGLE DE LA DIFFÉRENCIATION PÉDAGOGIQUE

Comment saurons-nous que les élèves ont appris ? Que ferons-nous avec les élèves qui n'ont pas appris ? Ce sont là les questions qui guideront les interventions à mettre en place, à la fois de façon universelle, mais également de façon ciblée et intensive. Le concept de la Réponse à l'intervention (RÀI) qui est de plus en plus mise en place au sein des établissements scolaires est repris brièvement à la tableau 2.

Tableau 2

Rappel du concept de la Réponse à l'intervention (RÀI)

Le **niveau 1** Le niveau primaire de prévention consiste à offrir un enseignement de grande qualité utilisant des programmes et des méthodes pédagogiques validés par la recherche ainsi qu'un dépistage systématique à quelques reprises dans l'année.

Le **niveau 2** Le niveau secondaire de prévention consiste à offrir un enseignement supplémentaire ciblé en petits groupes, des interventions validées par la recherche axée sur les forces et les besoins spécifiques des élèves et un suivi des progrès.

Le **niveau 3** Le niveau tertiaire de prévention offre des interventions intensives adaptées aux besoins de l'élève, un enseignement dispensé individuellement ou en petit groupe et un suivi systématique des progrès.

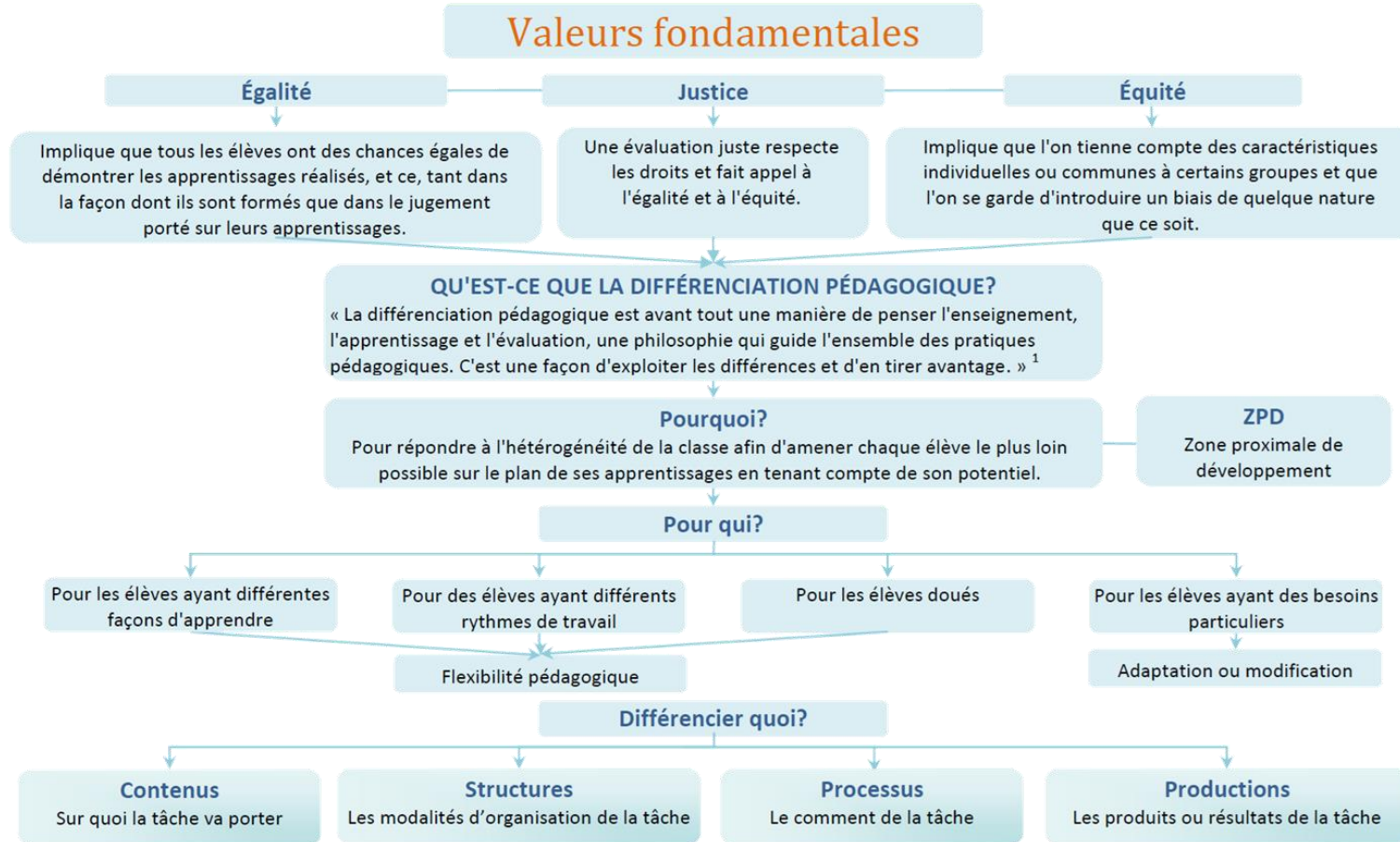
Définitions du CTREQ (<http://rire.ctreq.qc.ca/2017/11/rai-dt/>)

Cette réponse à l'intervention s'inscrit au cœur même de la différenciation pédagogique. Réel levier de la réussite, la différenciation pédagogique constitue un incontournable au sein du contexte engendré par la crise sanitaire. En effet, il existait sans contredit un écart entre certains élèves avant la fermeture des écoles. Au cours de cette fermeture, l'accès à la consolidation des apprentissages s'est déroulé à géométrie variable pour les élèves. De ce fait, de nouveaux écarts se sont possiblement creusés tandis que certains déjà existants se sont parfois approfondis. Ainsi, il s'avère opportun que l'enseignant analyse les besoins d'apprentissage de ces élèves et en tienne compte dans la planification de ses interventions pédagogiques.

La figure 3 dresse un portrait des principaux aspects de la différenciation pédagogique. Les valeurs fondamentales portées par la différenciation pédagogique y sont explicitées et les quatre dispositifs autour desquels ce concept s'articule y sont présentés. Pour en connaître davantage quant à la planification et au soutien en lien avec la différenciation pédagogique, il est possible de consulter le guide « À l'écoute de chaque élève grâce à la différenciation pédagogique ».



Schéma présentant les principaux aspects de la différenciation pédagogique



¹ Gouvernement du Québec. (2006). *L'évaluation des apprentissages au secondaire. Cadre de référence*. Québec : Ministère de l'Éducation, du Loisir et du Sport, p. 27.

CONCLUSION

«Qu'ils n'aient pas appris ce qu'on souhaitait à leur entrée à l'école ou ne pas savoir quelque chose n'est pas une difficulté d'apprentissage.»
Archambault, 2010

En établissant cette prémisse, Archambault (2010) faisait référence aux élèves issus des milieux défavorisés. Or, celle-ci s'applique tout autant dans le contexte actuel où les élèves auront manqué jusqu'à huit semaines d'enseignement-apprentissage en salle de classe. Ces huit semaines représentent, par exemple, au primaire, plus de 72 heures de cours de français au 1^{er} cycle, au-delà de 40 heures en mathématique au 2^e et au 3^e cycle. Le manque à gagner est tout aussi important au secondaire là où chaque unité compte et où chaque heure de formation tend à garantir la sanction des élèves.

Ainsi, quand on sait l'importance de la modélisation, de la pratique guidée, de la manipulation, du temps requis pour l'appropriation et la consolidation d'un savoir, d'une stratégie, d'une compétence, force est alors de constater que cette absence d'enseignement-apprentissage a nécessairement privé les élèves de possibilités de développement et de perfectionnement. Il n'en demeure pas moins que l'accès restreint ou inexistant à des possibilités éducatives en dehors du cadre scolaire normal ne peut constituer un standard pour déterminer si un élève se situe en position d'échec. Une telle association serait dès lors très réductrice : un élève à qui l'on n'a pas enseigné ne peut être considéré en difficulté. En effet, lors de la fermeture des écoles le 13 mars, les élèves disposaient encore de temps pour parfaire leurs apprentissages et ceux-ci ne peuvent être pénalisés parce qu'ils n'ont pas été exposés à certains contenus.

Cette idée sous-tend l'importance accordée à l'identification, à la planification et à l'enseignement des apprentissages jugés essentiels à la réussite du niveau supérieur. Cette idée sous-tend également l'importance de porter un jugement adapté à la situation exceptionnelle engendrée par la crise sanitaire. La décision de passage doit être prise en considérant les conditions exceptionnelles et l'état d'urgence sanitaire actuelle plutôt que de considérer uniquement les résultats eux-mêmes. À cet effet, l'outil d'aide à la décision en vue de la poursuite du cheminement scolaire en 2020-2021 propose de se pencher sur l'analyse de la trajectoire de réussite de l'élève et, de ce fait, il constitue un complément des plus pertinents au présent outil de planification.

Les annexes

Student Portrait Tool

Excerpts from the MEES Competency Scales

(Échelles des niveaux de compétences)

English as a second language

Secondary, Cycle 1

When planning the final evaluation of students, teachers can refer to the MEES document *Échelles des niveaux de compétences*. Many of the rubrics found in our evaluation situations and tools were built considering the student gestures presented in these scales. These elements need to be considered when **exercising your professional judgement** (i.e. passing vs failing a student).

The indicators presented here represent a **level 3 student**, meeting the minimal requirements.

C1: To Interact Orally in English

- | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| → Interacts with the teacher or a peer to carry out tasks when the necessary resources (e.g. functional language posters, models, key words) are made available. |
| → Needs prompting, teacher or peer support to practise new language and to contribute to small-group discussions. |
| → Shows understanding of messages that are based on familiar topics when they are stated simply by peers/teacher. |
| → Expresses understandable messages, which may need interpretation or clarification, using functional language, key words and familiar language conventions. |
| → Links ideas using words such as “and” and “because.” |
| → Corrects, with assistance from teacher, simple language errors brought to his/her attention. |
| → Uses a variety of communication strategies, with support (e.g. substitutes words, gestures, stalls for time) to understand messages and to formulate responses. |
| → With support, selects from available resources (e.g. models, posters, word banks) and uses them to express messages. |
| → With the help of guiding questions, reflects upon own use of resources (e.g. models, posters). |

C2: To Reinvest Understanding of Texts

- | |
|------------------------------------------------------------------------------------|
| → Uses various components of texts (e.g. titles, pictures) to build understanding. |
|------------------------------------------------------------------------------------|

→ Demonstrates understanding (e.g. by completing graphic organizers, answering questions) of simple texts (e.g. texts with known vocabulary, on familiar topics).
→ With support from teacher or peers, expresses understanding of overall meaning of texts.
→ Expresses opinions about texts with the help of resources such as functional language and word banks.
→ Modifies texts by changing targeted elements (e.g. character descriptions, information).
→ Incorporates language from texts (e.g. vocabulary, sentence structure) into new texts, following models, as necessary.
→ Uses, when reminded, those strategies that have been taught explicitly (e.g. scanning for specific information, paying selective attention).
→ Uses resources provided (e.g. prompts, guiding questions, word banks).
→ Reflects on a completed task using a self-evaluation tool provided by the teacher.

C3: Produces Texts

→ Follows a writing or production process determined by the teacher: brainstorms ideas for tasks with the help of peers.
→ Writes texts using simple sentences that will likely require interpretation.
→ Uses a tool (e.g. checklist) to edit own texts for required basic elements.
→ Identifies and corrects targeted errors, with help (e.g. punctuation, capitalization, use of pronouns).
→ Asks others for help, when provided with the necessary functional language.
→ Modifies elements of models to create texts.
→ Meets most of the requirements of tasks.
→ Uses, when reminded, those strategies that have been taught explicitly in class (e.g. plan, take notes, activate prior knowledge).
→ Reflects on completed tasks, using a provided self-evaluation tool.

Excerpt from *Échelles des niveaux de compétence, secondaire 1^{er} cycle, MEES, 2006.*

Student Portrait Tool

Excerpts from the MEES Competency Scales

(Échelles des niveaux de compétences)

English as a second language

Secondary, Cycle 2

When planning the final evaluation of students, teachers can refer to the MEES document *Échelles des niveaux de compétences*. Many of the rubrics found in our evaluation situations and tools were built considering the student gestures presented in these scales. These elements need to be considered when **exercising your professional judgement** (i.e. passing vs failing a student).

The indicators presented here represent a **level 3 student**, meeting the minimal requirements.

C1: To Interact Orally in English

- | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| → Speaks English in all classroom situations and participates in discussions related to the topics at hand when provided with resources (e.g. word list, Student Booklet). |
| → Uses simple sentence structures to express messages that may need some interpretation or clarification but are pertinent to the tasks or contexts and properly address other speakers. |
| → Shares personal ideas on given topics by adding to peers' comments. |
| → Maintains interactions with peers or teacher using various communication and socio-affective strategies (e.g. substitutes words, gestures, asks for help). |
| → Correctly pronounces targeted functional language and vocabulary and self-corrects simple language errors brought to his or her attention. |
| → Uses available resources to express appropriate messages related to the task, context and purpose, as needed. |

C2: To Reinvest Understanding of Texts

- | |
|--------------------------------------------------------------------------------------------------|
| → Contributes to discussions by using information, ideas and language from texts, when prompted. |
| → Makes brief comments to link ideas from texts to personal experiences. |

- Selects relevant features from a variety of texts, such as information, text components and language, and organizes them coherently in reinvestment tasks.
- Creates products that contain mostly accurate but explicit information, and that are often mechanical but meet the task requirements.
- Uses new strategies modelled by teacher and uses available resources properly to understand texts and to carry out tasks.

C3: Produces Texts

- Writes and produces texts that are understood upon first reading with little interpretation and meet the task requirements.
- Effectively organizes ideas in texts when provided with tools.
- Correctly uses simple sentence structures and occasionally uses syntax borrowed from mother tongue.
- Uses familiar vocabulary and seeks to use recently learned language in new tasks.
- Uses strategies that have been taught and available resources, when needed.
- When prompted, revises own texts and corrects errors that have been identified.

Excerpt from *Échelles des niveaux de compétence, secondaire 1^{er} cycle, MEES, 2006.*

THE PROGRESSION OF LEARNING: Elements that start in Elementary and pursue in Secondary

ESL	ESSENTIAL KNOWLEDGE		G 3	G 4	G 5	G 6	S 1	S 2	S 3	S 4	S 5	
	Elementary	Secondary										
STRATEGIES	Skimming	Skim				★	★					
	Scanning	Scan				★	★					
	Cooperation	Cooperate				★	★					
	Circumlocution	Substitute				★	★					
	Maintains attention during tasks	Direct attention				★	★					
	Use prior knowledge	Activate prior knowledge				★	★					
	Inferencing	Infer				★	★					
	Predicting	Predict				★	★					
	Risk Taking	Take risks						→	★			
	Self-monitoring	Self-regulation							→	★		
	Self-evaluation	Self-evaluation							→	★		
	Planning	Plan							→	★		
USEFUL EXPRESSIONS/ FUNCTIONAL LANGUAGE	States others' capabilities	Expresses capabilities				★	★					
	Inquires about agreement/ disagreement	Asks if others are in agreement/ disagreement				★	★					
	Expresses others' needs and wants	Expresses wants, needs and obligations				★	★					
	Expresses others' feelings, interests, tastes, preferences	Expresses feelings				★	★					
	Makes suggestions	Makes suggestions				★	★					
	Invites	Invites				★	★					
	Maintains exchanges	Invites others to contribute to exchanges				★	★					
	Contributes to teamwork					★	★					
	Inquires about others' feelings, interests, ...							→	★			
	Inquires about basic characteristics of people...							→	★			
	Inquires about others' capabilities							→	★			
	Asks yes/no questions								→	★		
	Asks W-questions								→	★		
	Gives opinions (Starts in cycle 3)							→	★			
	Offers assistance							→	★			
Inquires about others' needs and wants							→	★				
VOCABULARY	Uses pers. pron. and poss. forms to talk of others	Uses targeted vocabulary related to language conventions						→	★			
	Uses prepositions and location words	Uses targeted vocabulary related to language conventions						→	★			

→ Student constructs knowledge with teacher guidance. ★ Student applies knowledge by the end of the school year.

Anita Romano, ESL CP at CSP for the Montérégie/Estrie ESL team, 2020
Adapted from a document by Christine Baida, CSDL, April 2020

Planning Tool for the Progression of Learning

POL Considerations for secondary 1

The Progression of Learning is an official MEES document that helps teachers in their planning. Teachers can use this adapted version to identify the elements they have covered and those that still need to be included in their planning.

Tip: A teacher could highlight using color-codes (ex. Legend: Already seen / Needs to be taught spring 2020)

→	Student constructs knowledge with teacher guidance		
*	Student applies knowledge by the end of the school year		
	Student reinvests knowledge		
E	The letter E shows links between the elementary- and secondary-level ESL programs		
Culture			Projects/Unit/LES (Teacher adds personal notes here)
A. Aesthetic Aspect (i.e. cultural products such as cinema, literature, plays, music, media that represent English-language cultures)			1
a. Explores cultural products from English-language cultures.		E	→
b. Compares targeted cultural products From English-language cultures with own culture			→
B. Sociological Aspect (i.e. daily life practices related to areas such as family, relationships, pastimes, customs, heroes, history)			1
a. Explores daily life practices from English-language cultures		E	→
b. Compares targeted daily life practices from English-language cultures with own culture			→
C. Sociolinguistic Aspect (i.e. communication conventions such as social conventions, paralinguistic skills, language code, humour)			1
a. Explores communication conventions from English-language cultures		E	→
b. Compares targeted communication conventions from English-language cultures with own culture			→
Language Repertoire			Projects/Unit/LES
A. Functional language			
1. Social conventions			
a. Greet (e.g. <i>How are you? Not so bad, and you? What's new?</i>)		E	

b. Takes leave (e.g. <i>Take care! See you later! I have to go</i>)	E		
c. Uses expression of courtesy (e.g. <i>Please. Thank you very much! You're more than welcome.</i>)	E		
d. Begins/ends telephone exchanges and uses voice mail (e.g. <i>Hello, I'm calling about..., Thank you for calling. Please leave a message after the beep.</i>)		→	
2. Apologies			
a. Apologizes and responds to apologies (e.g. <i>I apologize. Sorry, I didn't mean to..., Don't worry about it.</i>)	E		
3. Politely interrupting a conversation			
a. Interrupts a conversation politely (e.g. <i>Excuse me. Sorry to interrupt, but ..., Before you continue...</i>)		→	
4. Identification and description			
a. Describes basic characteristics of people, animals, objects, places (e.g. <i>He looks..., This is a..., She is very intelligent.</i>)	E		
b. Asks about people, animals, objects, places (e.g. <i>Who are they? Where is it? What's your...?</i>)	E	→	
c. Describes events, experiences, ideas and issues (e.g. <i>This is about..., It was the best day of my life because...</i>)		→	
d. Asks about events, experiences, ideas and issues (e.g. <i>What does it look like? Can you tell me more about...</i>)		→	
5. Stalling for time and fillers			
a. Indicates that more time is needed to figure out what to say and how to say it (e.g. <i>Just a minute. Wait a second. Let me think.</i>)	E		
b. Fills in pauses to maintain exchanges (e.g. <i>I mean..., You know..., Well...</i>)		→	
6. Rejoinders and connectors			
a. Invites other speakers to contribute to exchanges and to maintain interaction (e.g. <i>What about you? Are you sure? What's your point of view?</i>)	E	☆	
7. Warnings			
a. Gives warning (e.g. <i>Watch out! Be careful! You'd better not...</i>)	E		
8. Agreement\disagreement			
a. Expresses agreement\disagreement (e.g. <i>Me too. I don't think so. We don't agree with...</i>)	E		
b. Asks if others are in agreement\disagreement (e.g. <i>Do you agree? Who disagrees? Are you okay with...?</i>)	E	☆	
9. Opinions			
a. States opinions (e.g. <i>In my opinion..., I think that..., I'm for\against...</i>)	E	→	
b. Asks for others' opinions (e.g. <i>What do you think? What's your opinion? Is he for or against...?</i>)	E	→	
c. Supports opinions (e.g. <i>I believe this because..., For example..., Based on the text...</i>)		→	
d. Asks others to support their opinions (e.g. <i>Why do you say that? Why are you against...? What are your arguments?</i>)		→	

10. Capabilities			
a. Expresses capabilities (e.g. <i>He's good at..., They are unable to..., I can/can't...</i>)	E	☆	
b. Asks about capabilities (e.g. <i>Do they know how to...? Can it...? Are you good at ...?</i>)	E	→	
11. Feelings			
a. Expresses feelings (e.g. <i>I'm thrilled. She feels..., They're happy.</i>)	E	☆	
b. Asks about others' feelings (e.g. <i>How do you feel about...? Are you okay? Why is she sad?</i>)	E	→	
12. Interests, tastes and preferences			
a. Expresses interests, tastes and preferences (e.g. <i>They like..., I can't stand..., She prefers...</i>)	E	☆	
b. Asks about others' interests, tastes and preferences (e.g. <i>Which would you prefer? What's your favourite...? Why do you like...?</i>)	E	→	
13. Decisions\indecision			
a. Expresses decision\indecision (e.g. <i>I decided that..., We choose this one. I'm not sure about this.</i>)		→	
b. Asks about others' decision\indecision (e.g. <i>What have you decided? Have you made up your mind? What's your decision?</i>)		→	
14. Permission			
a. Asks for permission (e.g. <i>May\Can I...? Do you mind if...? Is it all right if...?</i>)	E		
b. Gives\Refuses permission (e.g. <i>Yes, go ahead, No you can't. Sure, no problem.</i>)		☆	
15. Advice and Feedback			
a. Gives advice and feedback (e.g. <i>Why don't you try ..., If I were you, I would..., You could...</i>)		→	
b. Asks for advice and feedback (e.g. <i>What would you do? Could you give me your feedback on this? Would you have a look at...?</i>)		→	
16. Instructions and classroom routines			
a. Participates in classroom life (e.g. <i>Write this down. I would like to work with..., How was your weekend?</i>)	E		
17. Help\assistance			
a. Asks for help\assistance (e.g. <i>How do you write...? How would you do this? An you help me with ...?</i>)	E		
b. Accepts or declines offers of help\assistance (e.g. <i>No thanks. Sure, that's fine. Yes, I'll help you.</i>)	E		
c. Offers help\assistance (e.g. <i>Do you want me to help you? I can help you with..., Let me give you a hand.</i>)	E	→	
18. Needs			
a. Expresses needs, wants, and obligations (e.g. <i>They need..., I really want...We must...</i>)	E	☆	
b. Asks about needs, wants and obligations (e.g. <i>What do they need? What does she want? What do we have to do?</i>)	E	→	
19. Requests for information			
a. Asks information questions (e.g. <i>Who, What, Where, Where, When, Why, How...? Does he...? Can they...? Are you...?</i>)	E	→	

20. Clarification			
a. Asks for clarification (e.g. <i>Could you repeat please? Can you say that another way? What does... mean?</i>)	E		
b. Offers clarification (e.g. <i>What I said was..., Let me explain... I mean...</i>)		→	
21. Suggestions			
a. Makes suggestions (e.g. <i>Let's..., Maybe you should..., Why don't we...?</i>)	E	☆	
b. Asks for suggestions (e.g. <i>Should I...? What do you suggest? Do you have a suggestion?</i>)		→	
22. Invitations			
a. Invites others (e.g. <i>Let's go to..., Would you like to...? Do you want to join us?</i>)	E	☆	
b. Accepts or refuses invitations (e.g. <i>Yes, I'd love to! I can't make it. Sounds good to me.</i>)	E	☆	
23. Teamwork and encouragement			
a. Contributes to teamwork and harmonious exchanges (e.g. <i>Do you want to be on our team? Interesting idea! Good work!</i>)	E	☆	
24. Discourse markers			
a. Uses discourse markers to link ideas (e.g. <i>Then..., Next..., On the other hand...</i>)		→	
25. Goal setting			
a. Set short- and long-term learning goals (e.g. <i>I will watch an English TV program tonight. By the end of the year, I will ..., This year, I want to improve...</i>)			
26. Reflecting			
a. Shares reflections about learning (e.g. <i>I was able to understand this text because..., I used this strategy to..., I learned...</i>)			
B 1 Vocabulary			
a. Uses targeted vocabulary related to the immediate environment such as classroom, home, community (e.g. <i>stapler</i>)	E		
b. Uses targeted vocabulary related to students' interests and needs such as leisure activities, relationships, job (e.g. <i>sports equipment</i>)	E	→	
c. Uses targeted vocabulary related to issues inspired by the broad areas of learning: - Health and Well-Being (e.g. <i>hygiene</i>) - Personal and Career Planning (Cycle 1) \Career Planning and Entrepreneurship (Cycle 2) (e.g. <i>Occupations</i>) - Environmental Awareness and Consumer Rights and Responsibilities (e.g. <i>pollution</i>) - Media Literacy (e.g. <i>copyrights</i>) - Citizenship and Community Life (e.g. <i>democracy</i>)	E	→	
d. Uses targeted vocabulary related to development of the cross-curricular competencies: - Uses information (e.g. <i>source</i>) - Solves problems (e.g. <i>solution</i>) - Exercises critical judgment (e.g. <i>viewpoints</i>)	E	→	

<ul style="list-style-type: none"> - Uses creativity (e.g. <i>trial and error</i>) - Adopts effective work methods (e.g. <i>process</i>) - Uses information and communications technologies (e.g. <i>networks</i>) - Achieves his\her potential (e.g. <i>autonomy</i>) - Cooperates with others (e.g. <i>teammates</i>) - Communicates appropriately (e.g. <i>audience</i>) 			
e. Uses targeted vocabulary related to communication and learning strategies (e.g. <i>skim, quick read</i>)	E	→	
f. Uses targeted vocabulary related to the response, writing and production processes (e.g. <i>response process, exploring, connecting, generalizing</i>)		→	
g. Uses targeted vocabulary related to language conventions (i.e. <i>intonation, pronunciation and grammar</i>) (e.g. <i>talk, silent letter "l"</i>)	E	→	
h. Uses targeted vocabulary related to texts (e.g. text type, popular, text component, subtitle, text feature, topic)	E	→	
C Language Conventions			
1. Intonation and pronunciation			
a. Uses rising and falling voice pitch to convey meaning (e.g. <i>rising voice pitch to express surprise (It's snowing? ↑)</i>)	E	→	
b. Uses appropriate stress and pronunciation for words frequently used to participate in classroom life (e.g. <i>Wednesday: wenz-day</i>)	E	→	
c. Uses appropriate stress and pronunciation for targeted words to carry out tasks (e.g. <i>Chocolate: \Châ-clate\</i>)		→	
2. Grammar			
a. Uses knowledge of targeted mechanics to construct meaning of texts	E	→	
b. Uses targeted mechanics to write and produce texts	E	→	
c. Uses knowledge of targeted grammatical structures to construct meaning of oral and written messages	E	→	
d. Uses targeted grammatical structures to expresses oral and written messages	E	→	
Strategies			Projects/Unit/LES
A. Communication Strategies			
Strategies used to solve problems related to participating in and maintaining interaction.			
1. List of communication strategies			
1.1 Gesture	E		
a. Uses physical actions to convey or support message			
1.2 Recast		→	
a. Restates what someone else has just said to verify comprehension			
1.3 Rephrase		→	
a. Expresses in an alternative way			
1.4 Stall for time	E		
a. Buys time to think out a response			
1.5 Substitute	E	☆	

a. Uses less precise words or expressions to replace unknown ones			
2. Self-regulation of communication strategies			
a. Uses various means to reflect on the effectiveness of a specific communication strategy (<i>e.g. self-evaluation grids, class discussions, peer feedback.</i>)	E	→	
b. Manages an inventory of communication strategies: <ul style="list-style-type: none"> - Identifies the strategies - Selects which ones to use for a given task - Uses them appropriately - Analyzes their effectiveness - Makes necessary adjustments 			
B. Metacognitive Strategies Strategies used to regulate learning			
1. List of metacognitive strategies			
1.1. Direct attention <ul style="list-style-type: none"> a. Maintains attention during task purposely avoiding distracters 	E	☆	
1.2. Pay selective attention <ul style="list-style-type: none"> a. Decides in advance to concentrate on particular details. 	E		
1.3. Plan <ul style="list-style-type: none"> a. Identifies the necessary elements to carry out a task. 	E	→	
1.4. Seek or create practice opportunities <ul style="list-style-type: none"> a. Finds situations to practice English outside the ESL classroom 			
1.5. Self-Evaluate <ul style="list-style-type: none"> a. Assesses own progress by reflecting on what has been learned and how 	E	→	
1.6. Self-monitor <ul style="list-style-type: none"> a. Checks and corrects own language 	E	→	
1.7. Sets goals and objectives <ul style="list-style-type: none"> a. Sets personal short- and long-term goals for learning English 			
2. Self-regulation of metacognitive strategies			
a. Uses self-evaluation means to reflect on the effectiveness of a specific metacognitive strategy (<i>e.g. self-evaluation grids, class discussions</i>)	E	→	
b. Manages an inventory of metacognitive strategies: <ul style="list-style-type: none"> - Identifies the strategies - Selects which ones to use for a given task - Uses them appropriately - Analyzes their effectiveness - Makes necessary adjustments 			
C. Cognitive Strategies Strategies used to manipulate and interact with the material to be learned.			
1. List of cognitive strategies			
1.1 Activate prior knowledge <ul style="list-style-type: none"> a. Links new information to what is already known 	E	☆	
1.2 Compare		→	

a. Notes significant similarities and differences			
1.3 Delay speaking a. Takes time to listen and speaks when ready.		→	
1.4 Infer. a. Makes intelligent guesses based on prior knowledge of cues such as context, cognates, expressions, visual clues, intonation.	E	☆	
1.5 Practice a. Reuses language learned in the ESL class	E		
1.6 Predict a. Makes hypotheses based on prior knowledge, topic, task at hand, text components or glancing through a text.	E	☆	
1.7 Recombine a. Constructs a meaningful sentence by putting together known words and expressions in a new way.		→	
1.8 Scan Looks for specific information in a text.	E	☆	
1.9 Skim Reads through a text quickly to get a general overview	E	☆	
1.10 Takes notes Writes down relevant information in an organized way (<i>e.g. graphic organizers, guiding questions, prompts</i>)	E	→	
1.11 Transfer a. Uses a newly learned item in a new context.			
1.12 Uses semantic mapping a. Groups ideas in meaningful clusters to visually represent relationships between concepts.		→	
2. Self-regulation of cognitive strategies			
a. Uses self-evaluation means to reflect on the effectiveness of a specific cognitive strategy (<i>e.g. self-evaluation grids, class discussions</i>)	E	→	
b. Manages an inventory of cognitive strategies: - Identifies the strategies - Selects which ones to use for a given task - Uses them appropriately - Analyses their effectiveness - Makes necessary adjustments			
D. Social/Affective Strategies			
1. List of social/affective strategies			
1.1 Ask for help, repetition, clarification, confirmation a. Requests assistance, reiteration, precision and reinforcement	E		
1.2 Ask questions a. Asks for advice/feedback or correction to support learning			
1.3 Cooperate Works with others to achieve a common goal	E	☆	
1.4 Develop cultural understanding			

a. Tries to communicate with someone who speaks English, learns about English-language cultures and practices English with others			
1.5 Encourage and reward self and others. a. Makes positive statements during a task and congratulates self and others upon completion.		→	
1.6 Lower anxiety a. Reduces stress by reminding self of goals, progress made and resources available		→	
1.7 Take risks a. Pushes oneself to experiment with language and ideas without fear of making errors.	E	→	
2. Self-regulation of social\ affective strategies.			
a. Uses self-evaluation means to reflect on the effectiveness of a specific social\ affective strategy (e.g. <i>self-evaluation grid, class discussions</i>)	E	→	
b. Manages an inventory of social\ affective strategies: - Identifies the strategies - Selects which ones to use for a given task - Uses them appropriately - Analyzes their effectiveness - Makes necessary adjustments.			
Processes			Projects/Unit/LES
A. Response Process			
1. Exploring the Text Phase			
1.1 Before listening, reading and viewing			
a. Uses strategies, guiding questions, prompts and knowledge of text components to prepare to respond to texts.		→	
b. Uses knowledge of text features to prepare to respond to texts		→	
1.2 While listening, reading and viewing			
a. Identifies important details of texts		→	
b. Determines overall message of texts		→	
1.3 After listening, reading and viewing			
a. Answers guiding questions individually and expands on prompts that deal with the literal meaning of texts.		→	
b. Answers guiding questions individually and expands on prompts that deal with the underlying meaning of texts		→	
c. Shares understanding of texts with others to verify, adjust and deepen understanding		→	
2. Establishing a Personal Connection With the Text Phase			
a. Answers guiding questions individually and expands on prompts to make personal connection with texts		→	
b. Shares personal connections to texts with others to deepen understanding		→	

3. Generalizing Beyond the Text Phase			
a. Answers guiding questions individually and expands on prompts that deal with issues from texts at a broader level		→	
b. Shares generalizations inspired by issues from texts with others to broaden world-view.		→	
B. Writing Process			
1. Before engaging in the Writing Process			
a. Identifies text components in models written texts	E	→	
b. Deconstructs models of written texts			
2. Preparing to Write Phase			
a. Brainstorm topic and ideas with others	E	→	
b. Research topic	E	→	
c. Considers purpose, audience	E	→	
d. Selects appropriate language (<i>e.g. vocabulary, level of formality</i>)	E	→	
e. Constructs outline of text	E	→	
3. Writing the Draft Phase			
a. Writes down ideas, opinions, thoughts and feelings while referring to outline	E	→	
b. Adjusts outline		→	
4. Revising Phase			
a. Shares draft with others for feedback	E	→	
b. Assesses how well draft achieves intended purpose and reaches audience	E	→	
c. Adds, substitutes, removes and rearranges ideas, words and sentences to improve draft.	E	→	
5. Editing Phase			
a. Shares draft with others for feedback	E	→	
b. Corrects grammar errors to improve draft	E	→	
c. Writes final copy	E	→	
d. Uses self-evaluation means to reflect on process and final version of written text (<i>e.g. self-evaluation grid, class discussion</i>)	E	→	
6. Publishing Phase (optional)			
a. Shares polished copy with intended audience.	E	→	
C. Production Process			
1. Before Engaging in the Production Process			
a. Identifies text components in models of media texts		→	
b. Deconstructs models of media texts			
2. Preproduction Phase			
a. Plans media text with team members		→	
b. Brainstorms topic and ideas with others		→	
c. Researches topic		→	
d. Selects medium and corresponding media conventions (<i>e.g. poster, catchy title, slogan large photo</i>)		→	
e. Selects appropriate language (<i>e.g. vocabulary, level of formality</i>)		→	
f. Targets purpose audience and culture		→	
g. Writes a focus sentence		→	

h. Constructs outline of media text (<i>e.g. storyboard</i>)		→	
i. Validates ideas with others and makes adjustments according to feedback.		→	
3. Production Phase			
a. Creates preliminary version of media text with team members		→	
b. Uses appropriate media conventions		→	
c. Validates preliminary version of media text with sample audience and makes adjustments according to feedback (<i>i.e. edits and adds final touches.</i>)		→	
4. Post production Phase			
a. Shares finale version of media text with intended audience		→	
b. Uses self-evaluation means to reflect on process and final versions of media text <i>e.g. self-evaluation grids, class discussion, peer feedback</i>)		→	
Texts			Projects/Unit/LES
A. Text Types			
a. Explores a variety of popular, literary and information-based texts	E	→	
B. Text Components			
a. Uses text components to construct meaning when listening to, reading and viewing a variety of texts.	E	→	
b. Applies knowledge of text components to write and produce texts.	E	→	
C. Text Features			
a. Uses text features to construct meaning when listening to, reading and viewing texts			
b. Applies knowledge of text features to write and produce texts			

Planning Tool for the Progression of Learning

POL Considerations for secondary 2

The Progression of Learning is an official MEES document that helps teachers in their planning. Teachers can use this adapted version to identify the elements they have covered and those that still need to be included in their planning.

Tip: A teacher could highlight using color-codes (ex. Legend: Already seen / Needs to be taught spring 2020)

→	Student constructs knowledge with teacher guidance		
*	Student applies knowledge by the end of the school year		
	Student reinvests knowledge		
E	The letter E shows links between the elementary- and secondary-level ESL programs		
Culture			
D. Aesthetic Aspect (i.e. cultural products such as cinema, literature, plays, music, media that represent English-language cultures)			Projects/Unit/LES (Teacher adds personal notes here)
	1	2	
c.	Explores cultural products from English-language cultures.	E →	→
d.	Compares targeted cultural products From English-language cultures with own culture	→	→
E. Sociological Aspect (i.e. daily life practices related to areas such as family, relationships, pastimes, customs, heroes, history)			
	1	2	
c.	Explores daily life practices from English-language cultures	E →	→
d.	Compares targeted daily life practices from English-language cultures with own culture	→	→
F. Sociolinguistic Aspect (i.e. communication conventions such as social conventions, paralinguistic skills, language code, humour)			
	1	2	
c.	Explores communication conventions from English-language cultures	E →	→
d.	Compares targeted communication conventions from English-language cultures with own culture	→	→
Language Repertoire			
Projects/Unit/LES			
B. Functional language			
27. Social conventions			
e.	Greet (e.g. <i>How are you? Not so bad, and you? What's new?</i>)	E	
f.	Takes leave (e.g. <i>Take care! See you later! I have to go</i>)	E	

g. Uses expression of courtesy (e.g. <i>Please. Thank you very much! You're more than welcome.</i>)	E			
h. Begins/ends telephone exchanges and uses voice mail (e.g. <i>Hello, I'm calling about..., Thank you for calling. Please leave a message after the beep.</i>)		→	☆	
28. Apologies				
b. Apologizes and responds to apologies (e.g. <i>I apologize. Sorry, I didn't mean to..., Don't worry about it.</i>)	E			
29. Politely interrupting a conversation				
b. Interrupts a conversation politely (e.g. <i>Excuse me. Sorry to interrupt, but ..., Before you continue...</i>)		→	☆	
30. Identification and description				
e. Describes basic characteristics of people, animals, objects, places (e.g. <i>He looks..., This is a..., She is very intelligent.</i>)	E			
f. Asks about people, animals, objects, places (e.g. <i>Who are they? Where is it? What's your...?</i>)	E	→	☆	
g. Describes events, experiences, ideas and issues (e.g. <i>This is about..., It was the best day of my life because...</i>)		→	→	
h. Asks about events, experiences, ideas and issues (e.g. <i>What does it look like? Can you tell me more about...</i>)		→	→	
31. Stalling for time and fillers				
c. Indicates that more time is needed to figure out what to say and how to say it (e.g. <i>Just a minute. Wait a second. Let me think.</i>)	E			
d. Fills in pauses to maintain exchanges (e.g. <i>I mean..., You know..., Well...</i>)		→	☆	
32. Rejoinders and connectors				
b. Invites other speakers to contribute to exchanges and to maintain interaction (e.g. <i>What about you? Are you sure? What's your point of view?</i>)	E	☆		
33. Warnings				
b. Gives warning (e.g. <i>Watch out! Be careful! You'd better not...</i>)	E			
34. Agreement\disagreement				
c. Expresses agreement\disagreement (e.g. <i>Me too. I don't think so. We don't agree with...</i>)	E			
d. Asks if others are in agreement\disagreement (e.g. <i>Do you agree? Who disagrees? Are you okay with...?</i>)	E	☆		
35. Opinions				
e. States opinions (e.g. <i>In my opinion..., I think that..., I'm for\against...</i>)	E	→	☆	
f. Asks for others' opinions (e.g. <i>What do you think? What's your opinion? Is he for or against...?</i>)	E	→	☆	
g. Supports opinions (e.g. <i>I believe this because..., For example..., Based on the text...</i>)		→	→	
h. Asks others to support their opinions (e.g. <i>Why do you say that? Why are you against...? What are your arguments?</i>)		→	→	
36. Capabilities				
c. Expresses capabilities (e.g. <i>He's good at..., They are unable to..., I can\can't...</i>)	E	☆		

d. Asks about capabilities (e.g. <i>Do they know how to...? Can it...? Are you good at ...?</i>)	E	→	☆	
37. Feelings				
c. Expresses feelings (e.g. <i>I'm thrilled. She feels..., They're happy.</i>)	E	☆		
d. Asks about others' feelings (e.g. <i>How do you feel about...? Are you okay? Why is she sad?</i>)	E	→	☆	
38. Interests, tastes and preferences				
c. Expresses interests, tastes and preferences (e.g. <i>They like..., I can't stand..., She prefers...</i>)	E	☆		
d. Asks about others' interests, tastes and preferences (e.g. <i>Which would you prefer? What's your favourite...? Why do you like...?</i>)	E	→	☆	
39. Decisions\indecision				
c. Expresses decision\indecision (e.g. <i>I decided that..., We choose this one. I'm not sure about this.</i>)		→	☆	
d. Asks about others' decision\indecision (e.g. <i>What have you decided? Have you made up your mind? What's your decision?</i>)		→	☆	
40. Permission				
c. Asks for permission (e.g. <i>May\Can I...? Do you mind if...? Is it all right if...?</i>)	E			
d. Gives\Refuses permission (e.g. <i>Yes, go ahead, No you can't. Sure, no problem.</i>)		☆		
41. Advice and Feedback				
c. Gives advice and feedback (e.g. <i>Why don't you try ..., If I were you, I would..., You could...</i>)		→	→	
d. Asks for advice and feedback (e.g. <i>What would you do? Could you give me your feedback on this? Would you have a look at...?</i>)		→	→	
42. Instructions and classroom routines				
b. Participates in classroom life (e.g. <i>Write this down. I would like to work with..., How was your weekend?</i>)	E			
43. Help\assistance				
d. Asks for help\assistance (e.g. <i>How do you write...? How would you do this? An you help me with ...?</i>)	E			
e. Accepts or declines offers of help\assistance (e.g. <i>No thanks. Sure, that's fine. Yes, I'll help you.</i>)	E			
f. Offers help\assistance (e.g. <i>Do you want me to help you? I can help you with..., Let me give you a hand.</i>)	E	→	☆	
44. Needs				
c. Expresses needs, wants, and obligations (e.g. <i>They need..., I really want...We must...</i>)	E	☆		
d. Asks about needs, wants and obligations (e.g. <i>What do they need? What does she want? What do we have to do?</i>)	E	→	☆	
45. Requests for information				
b. Asks information questions (e.g. <i>Who, What, Where, Where, When, Why, How...? Does he...? Can they...? Are you...?</i>)	E	→	→	
46. Clarification				

c. Asks for clarification (e.g. <i>Could you repeat please? Can you say that another way? What does... mean?</i>)	E			
d. Offers clarification (e.g. <i>What I said was..., Let me explain... I mean...</i>)		→	☆	
47. Suggestions				
c. Makes suggestions (e.g. <i>Let's..., Maybe you should..., Why don't we...?</i>)	E	☆		
d. Asks for suggestions (e.g. <i>Should I...? What do you suggest? Do you have a suggestion?</i>)		→	☆	
48. Invitations				
c. Invites others (e.g. <i>Let's go to..., Would you like to...? Do you want to join us?</i>)	E	☆		
d. Accepts or refuses invitations (e.g. <i>Yes, I'd love to! I can't make it. Sounds good to me.</i>)	E	☆		
49. Teamwork and encouragement				
b. Contributes to teamwork and harmonious exchanges (e.g. <i>Do you want to be on our team? Interesting idea! Good work!</i>)	E	☆		
50. Discourse markers				
b. Uses discourse markers to link ideas (e.g. <i>Then..., Next..., On the other hand...</i>)		→	→	
51. Goal setting				
b. Set short- and long-term learning goals (e.g. <i>I will watch an English TV program tonight. By the end of the year, I will ..., This year, I want to improve...</i>)				
52. Reflecting				
b. Shares reflections about learning (e.g. <i>I was able to understand this text because..., I used this strategy to..., I learned...</i>)				
B Vocabulary				
i. Uses targeted vocabulary related to the immediate environment such as classroom, home, community (e.g. <i>stapler</i>)	E			
j. Uses targeted vocabulary related to students' interests and needs such as leisure activities, relationships, job (e.g. <i>sports equipment</i>)	E	→	☆	
k. Uses targeted vocabulary related to issues inspired by the broad areas of learning: - Health and Well-Being (e.g. <i>hygiene</i>) - Personal and Career Planning (Cycle 1) \Career Planning and Entrepreneurship (Cycle 2) (e.g. <i>Occupations</i>) - Environmental Awareness and Consumer Rights and Responsibilities (e.g. <i>pollution</i>) - Media Literacy (e.g. <i>copyrights</i>) - Citizenship and Community Life (e.g. <i>democracy</i>)	E	→	→	
l. Uses targeted vocabulary related to development of the cross-curricular competencies: - Uses information (e.g. <i>source</i>) - Solves problems (e.g. <i>solution</i>) - Exercises critical judgment (e.g. <i>viewpoints</i>) - Uses creativity (e.g. <i>trial and error</i>)	E	→	→	

- Adopts effective work methods (e.g. process) - Uses information and communications technologies (e.g. networks) - Achieves his\her potential (e.g. autonomy) - Cooperates with others (e.g. teammates) - Communicates appropriately (e.g. audience)				
m. Uses targeted vocabulary related to communication and learning strategies (e.g. skim, quick read)	E	→	→	
n. Uses targeted vocabulary related to the response, writing and production processes (e.g. response process, exploring, connecting, generalizing)		→	→	
o. Uses targeted vocabulary related to language conventions (i.e. intonation, pronunciation and grammar) (e.g. talk, silent letter "f")	E	→	→	
p. Uses targeted vocabulary related to texts (e.g. text type, popular, text component, subtitle, text feature, topic)	E	→	→	
C Language Conventions				
3. Intonation and pronunciation				
d. Uses rising and falling voice pitch to convey meaning (e.g. rising voice pitch to express surprise (It's snowing? ↑))	E	→	☆	
e. Uses appropriate stress and pronunciation for words frequently used to participate in classroom life (e.g. Wednesday: wenz-day)	E	→	☆	
f. Uses appropriate stress and pronunciation for targeted words to carry out tasks (e.g. Chocolate: \Châ-clate\)		→	→	
4. Grammar				
e. Uses knowledge of targeted mechanics to construct meaning of texts	E	→	→	
f. Uses targeted mechanics to write and produce texts	E	→	→	
g. Uses knowledge of targeted grammatical structures to construct meaning of oral and written messages	E	→	→	
h. Uses targeted grammatical structures to expresses oral and written messages	E	→	→	
Strategies				Projects/Unit/LES
E. Communication Strategies				
Strategies used to solve problems related to participating in and maintaining interaction.				
3. List of communication strategies				
3.1 Gesture b. Uses physical actions to convey or support message	E			
3.2 Recast b. Restates what someone else has just said to verify comprehension		→	☆	
3.3 Rephrase b. Expresses in an alternative way		→	☆	
3.4 Stall for time b. Buys time to think out a response	E			
3.5 Substitute	E	☆		

b. Uses less precise words or expressions to replace unknown ones				
4. Self-regulation of communication strategies				
c. Uses various means to reflect on the effectiveness of a specific communication strategy (e.g. self-evaluation grids, class discussions, peer feedback.)	E	→	→	
d. Manages an inventory of communication strategies: <ul style="list-style-type: none"> - Identifies the strategies - Selects which ones to use for a given task - Uses them appropriately - Analyzes their effectiveness - Makes necessary adjustments 				
F. Metacognitive Strategies Strategies used to regulate learning				
3. List of metacognitive strategies				
3.1. Direct attention <ul style="list-style-type: none"> b. Maintains attention during task purposely avoiding distracters 	E	☆		
3.2. Pay selective attention <ul style="list-style-type: none"> b. Decides in advance to concentrate on particular details. 	E			
3.3. Plan <ul style="list-style-type: none"> b. Identifies the necessary elements to carry out a task. 	E	→	→	
3.4. Seek or create practice opportunities <ul style="list-style-type: none"> b. Finds situations to practice English outside the ESL classroom 				
3.5. Self-Evaluate <ul style="list-style-type: none"> b. Assesses own progress by reflecting on what has been learned and how 	E	→	→	
3.6. Self-monitor <ul style="list-style-type: none"> a. Checks and corrects own language 	E	→	→	
3.7. Sets goals and objectives <ul style="list-style-type: none"> a. Sets personal short- and long-term goals for learning English 				
4. Self-regulation of metacognitive strategies				
c. Uses self-evaluation means to reflect on the effectiveness of a specific metacognitive strategy (e.g. self-evaluation grids, class discussions)	E	→	→	
d. Manages an inventory of metacognitive strategies: <ul style="list-style-type: none"> - Identifies the strategies - Selects which ones to use for a given task - Uses them appropriately - Analyzes their effectiveness - Makes necessary adjustments 				
G. Cognitive Strategies Strategies used to manipulate and interact with the material to be learned.				
3. List of cognitive strategies				
3.1 Activate prior knowledge <ul style="list-style-type: none"> b. Links new information to what is already known 	E	☆		
3.2 Compare		→	☆	

b. Notes significant similarities and differences				
3.3 Delay speaking b. Takes time to listen and speaks when ready.		→	☆	
3.4 Infer. b. Makes intelligent guesses based on prior knowledge of cues such as context, cognates, expressions, visual clues, intonation.	E	☆		
3.5 Practice b. Reuses language learned in the ESL class	E			
3.6 Predict b. Makes hypotheses based on prior knowledge, topic, task at hand, text components or glancing through a text.	E	☆		
3.7 Recombine b. Constructs a meaningful sentence by putting together known words and expressions in a new way.		→	☆	
3.8 Scan Looks for specific information in a text.	E	☆		
3.9 Skim Reads through a text quickly to get a general overview	E	☆		
3.10 Takes notes Writes down relevant information in an organized way (<i>e.g. graphic organizers, guiding questions, prompts</i>)	E	→	☆	
3.11 Transfer b. Uses a newly learned item in a new context.				
3.12 Uses semantic mapping b. Groups ideas in meaningful clusters to visually represent relationships between concepts.		→	→	
4. Self-regulation of cognitive strategies				
c. Uses self-evaluation means to reflect on the effectiveness of a specific cognitive strategy (<i>e.g. self-evaluation grids, class discussions</i>)	E	→	→	
d. Manages an inventory of cognitive strategies: - Identifies the strategies - Selects which ones to use for a given task - Uses them appropriately - Analyses their effectiveness - Makes necessary adjustments				
H. Social/Affective Strategies				
2. List of social/affective strategies				
2.1 Ask for help, repetition, clarification, confirmation b. Requests assistance, reiteration, precision and reinforcement	E			
2.2 Ask questions b. Asks for advice/feedback or correction to support learning				
2.3 Cooperate Works with others to achieve a common goal	E	☆		
2.4 Develop cultural understanding				

b. Tries to communicate with someone who speaks English, learns about English-language cultures and practices English with others				
2.5 Encourage and reward self and others. b. Makes positive statements during a task and congratulates self and others upon completion.		→	☆	
2.6 Lower anxiety b. Reduces stress by reminding self of goals, progress made and resources available		→	☆	
2.7 Take risks b. Pushes oneself to experiment with language and ideas without fear of making errors.	E	→	☆	
2. Self-regulation of social\ affective strategies.				
c. Uses self-evaluation means to reflect on the effectiveness of a specific social\ affective strategy (e.g. <i>self-evaluation grid, class discussions</i>)	E	→	→	
d. Manages an inventory of social\ affective strategies: - Identifies the strategies - Selects which ones to use for a given task - Uses them appropriately - Analyzes their effectiveness - Makes necessary adjustments.				
Processes				Projects/Unit/LES
D. Response Process				
4. Exploring the Text Phase				
1.1 Before listening, reading and viewing				
c. Uses strategies, guiding questions, prompts and knowledge of text components to prepare to respond to texts.		→	☆	
d. Uses knowledge of text features to prepare to respond to texts		→	→	
1.2 While listening, reading and viewing				
c. Identifies important details of texts		→	☆	
d. Determines overall message of texts		→	→	
1.3 After listening, reading and viewing				
d. Answers guiding questions individually and expands on prompts that deal with the literal meaning of texts.		→	☆	
e. Answers guiding questions individually and expands on prompts that deal with the underlying meaning of texts		→	→	
f. Shares understanding of texts with others to verify, adjust and deepen understanding		→	→	
5. Establishing a Personal Connection With the Text Phase				
c. Answers guiding questions individually and expands on prompts to make personal connection with texts		→	→	
d. Shares personal connections to texts with others to deepen understanding		→	→	

6. Generalizing Beyond the Text Phase			
c. Answers guiding questions individually and expands on prompts that deal with issues from texts at a broader level		→	→
d. Shares generalizations inspired by issues from texts with others to broaden world-view.		→	→
E. Writing Process			
7. Before engaging in the Writing Process			
c. Identifies text components in models written texts	E	→	☆
d. Deconstructs models of written texts			
8. Preparing to Write Phase			
f. Brainstorm topic and ideas with others	E	→	☆
g. Research topic	E	→	☆
h. Considers purpose, audience	E	→	☆
i. Selects appropriate language (e.g. <i>vocabulary, level of formality</i>)	E	→	☆
j. Constructs outline of text	E	→	☆
9. Writing the Draft Phase			
c. Writes down ideas, opinions, thoughts and feelings while referring to outline	E	→	☆
d. Adjusts outline		→	→
10. Revising Phase			
d. Shares draft with others for feedback	E	→	→
e. Assesses how well draft achieves intended purpose and reaches audience	E	→	→
f. Adds, substitutes, removes and rearranges ideas, words and sentences to improve draft.	E	→	→
11. Editing Phase			
e. Shares draft with others for feedback	E	→	→
f. Corrects grammar errors to improve draft	E	→	→
g. Writes final copy	E	→	→
h. Uses self-evaluation means to reflect on process and final version of written text (e.g. self-evaluation grid, class discussion)	E	→	→
12. Publishing Phase (optional)			
b. Shares polished copy with intended audience.	E	→	☆
F. Production Process			
5. Before Engaging in the Production Process			
c. Identifies text components in models of media texts		→	☆
d. Deconstructs models of media texts			
6. Preproduction Phase			
j. Plans media text with team members		→	☆
k. Brainstorms topic and ideas with others		→	☆
l. Researches topic		→	☆
m. Selects medium and corresponding media conventions (e.g. <i>poster, catchy title, slogan large photo</i>)		→	☆
n. Selects appropriate language (e.g. <i>vocabulary, level of formality</i>)		→	☆

o. Targets purpose audience and culture		→	☆	
p. Writes a focus sentence		→	☆	
q. Constructs outline of media text (e.g. storyboard)		→	☆	
r. Validates ideas with others and makes adjustments according to feedback.		→	☆	
7. Production Phase				
d. Creates preliminary version of media text with team members		→	→	
e. Uses appropriate media conventions		→	→	
f. Validates preliminary version of media text with sample audience and makes adjustments according to feedback (i.e. edits and adds final touches.)		→	→	
8. Post production Phase				
c. Shares finale version of media text with intended audience		→	→	
d. Uses self-evaluation means to reflect on process and final versions of media text e.g. self-evaluation grids, class discussion, peer feedback)		→	→	
Texts				Projects/Unit/LES
D. Text Types				
b. Explores a variety of popular, literary and information-based texts	E	→	→	
E. Text Components				
c. Uses text components to construct meaning when listening to, reading and viewing a variety of texts.	E	→	☆	
d. Applies knowledge of text components to write and produce texts.	E	→	☆	
F. Text Features				
c. Uses text features to construct meaning when listening to, reading and viewing texts				
d. Applies knowledge of text features to write and produce texts				

Planning Tool for the Progression of Learning

POL Considerations for secondary 3

The Progression of Learning is an official MEES document that helps teachers in their planning. Teachers can use this adapted version to identify the elements they have covered and those that still need to be included in their planning.

Tip: A teacher could highlight using color-codes (ex. Legend: Already seen / Needs to be taught spring 2020)

→	Student constructs knowledge with teacher guidance				
☆	Student applies knowledge by the end of the school year				
	Student reinvests knowledge				
E	The letter E shows links between the elementary- and secondary-level ESL programs				
Culture					Projects/Unit/LES (Teacher adds personal notes here)
G. Aesthetic Aspect (i.e. cultural products such as cinema, literature, plays, music, media that represent English-language cultures)					
		1	2	3	
e.	E	→	→	→	
f.		→	→	→	
H. Sociological Aspect (i.e. daily life practices related to areas such as family, relationships, pastimes, customs, heroes, history)					
		1	2	3	
e.	E	→	→	→	
f.		→	→	→	
I. Sociolinguistic Aspect (i.e. communication conventions such as social conventions, paralinguistic skills, language code, humour)					
		1	2	3	
e.	E	→	→	→	
f.		→	→	→	

Language Repertoire				Projects/Unit/LES
C. Functional language				
53. Social conventions				
i. Greet (e.g. <i>How are you? Not so bad, and you? What's new?</i>)	E			
j. Takes leave (e.g. <i>Take care! See you later! I have to go</i>)	E			
k. Uses expression of courtesy (e.g. <i>Please. Thank you very much! You're more than welcome.</i>)	E			
l. Begins/lends telephone exchanges and uses voice mail (e.g. <i>Hello, I'm calling about..., Thank you for calling. Please leave a message after the beep.</i>)		→	☆	
54. Apologies				
c. Apologizes and responds to apologies (e.g. <i>I apologize. Sorry, I didn't mean to..., Don't worry about it.</i>)	E			
55. Politely interrupting a conversation				
c. Interrupts a conversation politely (e.g. <i>Excuse me. Sorry to interrupt, but ..., Before you continue...</i>)		→	☆	
56. Identification and description				
i. Describes basic characteristics of people, animals, objects, places (e.g. <i>He looks..., This is a..., She is very intelligent.</i>)	E			
j. Asks about people, animals, objects, places (e.g. <i>Who are they? Where is it? What's your...?</i>)	E	→	☆	
k. Describes events, experiences, ideas and issues (e.g. <i>This is about..., It was the best day of my life because...</i>)		→	→	→
l. Asks about events, experiences, ideas and issues (e.g. <i>What does it look like? Can you tell me more about...</i>)		→	→	→
57. Stalling for time and fillers				
e. Indicates that more time is needed to figure out what to say and how to say it (e.g. <i>Just a minute. Wait a second. Let me think.</i>)	E			
f. Fills in pauses to maintain exchanges (e.g. <i>I mean..., You know..., Well...</i>)		→	☆	
58. Rejoinders and connectors				
c. Invites other speakers to contribute to exchanges and to maintain interaction (e.g. <i>What about you? Are you sure? What's your point of view?</i>)	E	☆		
59. Warnings				
c. Gives warning (e.g. <i>Watch out! Be careful! You'd better not...</i>)	E			
60. Agreement\disagreement				
e. Expresses agreement\disagreement (e.g. <i>Me too. I don't think so. We don't agree with...</i>)	E			
f. Asks if others are in agreement\disagreement (e.g. <i>Do you agree? Who disagrees? Are you okay with...?</i>)	E	☆		

61. Opinions					
i. States opinions (e.g. <i>In my opinion..., I think that..., I'm for/against...</i>)	E	→	☆		
j. Asks for others' opinions (e.g. <i>What do you think? What's your opinion? Is he for or against...?</i>)	E	→	☆		
k. Supports opinions (e.g. <i>I believe this because..., For example..., Based on the text...</i>)		→	→	→	
l. Asks others to support their opinions (e.g. <i>Why do you say that? Why are you against...? What are your arguments?</i>)		→	→	→	
62. Capabilities					
e. Expresses capabilities (e.g. <i>He's good at..., They are unable to..., I can/can't...</i>)	E	☆			
f. Asks about capabilities (e.g. <i>Do they know how to...? Can it...? Are you good at ...?</i>)	E	→	☆		
63. Feelings					
e. Expresses feelings (e.g. <i>I'm thrilled. She feels..., They're happy.</i>)	E	☆			
f. Asks about others' feelings (e.g. <i>How do you feel about...? Are you okay? Why is she sad?</i>)	E	→	☆		
64. Interests, tastes and preferences					
e. Expresses interests, tastes and preferences (e.g. <i>They like..., I can't stand..., She prefers...</i>)	E	☆			
f. Asks about others' interests, tastes and preferences (e.g. <i>Which would you prefer? What's your favourite...? Why do you like...?</i>)	E	→	☆		
65. Decisions\indecision					
e. Expresses decision\indecision (e.g. <i>I decided that..., We choose this one. I'm not sure about this.</i>)		→	☆		
f. Asks about others' decision\indecision (e.g. <i>What have you decided? Have you made up your mind? What's your decision?</i>)		→	☆		
66. Permission					
e. Asks for permission (e.g. <i>May\Can I...? Do you mind if...? Is it all right if...?</i>)	E				
f. Gives\Refuses permission (e.g. <i>Yes, go ahead, No you can't. Sure, no problem.</i>)		☆			
67. Advice and Feedback					
e. Gives advice and feedback (e.g. <i>Why don't you try ..., If I were you, I would..., You could...</i>)		→	→	☆	
f. Asks for advice and feedback (e.g. <i>What would you do? Could you give me your feedback on this? Would you have a look at...?</i>)		→	→	☆	
68. Instructions and classroom routines					
c. Participates in classroom life (e.g. <i>Write this down. I would like to work with..., How was your weekend?</i>)	E				
69. Help\assistance					
g. Asks for help\assistance (e.g. <i>How do you write...? How would you do this? An you help me with ...?</i>)	E				

h. Accepts or declines offers of help\assistance (e.g. <i>No thanks. Sure, that's fine. Yes, I'll help you.</i>)	E				
i. Offers help\assistance (e.g. <i>Do you want me to help you? I can help you with..., Let me give you a hand.</i>)	E	→	☆		
70. Needs					
e. Expresses needs, wants, and obligations (e.g. <i>They need..., I really want...We must...</i>)	E	☆			
f. Asks about needs, wants and obligations (e.g. <i>What do they need? What does she want? What do we have to do?</i>)	E	→	☆		
71. Requests for information					
c. Asks information questions (e.g. <i>Who, What, Where, Where, When, Why, How...? Does he...? Can they...? Are you...?</i>)	E	→	→	☆	
72. Clarification					
e. Asks for clarification (e.g. <i>Could you repeat please? Can you say that another way? What does... mean?</i>)	E				
f. Offers clarification (e.g. <i>What I said was..., Let me explain... I mean...</i>)		→	☆		
73. Suggestions					
e. Makes suggestions (e.g. <i>Let's..., Maybe you should..., Why don't we...?</i>)	E	☆			
f. Asks for suggestions (e.g. <i>Should I...? What do you suggest? Do you have a suggestion?</i>)		→	☆		
74. Invitations					
e. Invites others (e.g. <i>Let's go to..., Would you like to...? Do you want to join us?</i>)	E	☆			
f. Accepts or refuses invitations (e.g. <i>Yes, I'd love to! I can't make it. Sounds good to me.</i>)	E	☆			
75. Teamwork and encouragement					
c. Contributes to teamwork and harmonious exchanges (e.g. <i>Do you want to be on our team? Interesting idea! Good work!</i>)	E	☆			
76. Discourse markers					
c. Uses discourse markers to link ideas (e.g. <i>Then..., Next..., On the other hand...</i>)		→	→	☆	
77. Goal setting					
c. Set short- and long-term learning goals (e.g. <i>I will watch an English TV program tonight. By the end of the year, I will ..., This year, I want to improve...</i>)				→	
78. Reflecting					
c. Shares reflections about learning (e.g. <i>I was able to understand this text because..., I used this strategy to..., I learned...</i>)				→	
B Vocabulary					
q. Uses targeted vocabulary related to the immediate environment such as classroom, home, community (e.g. <i>stapler</i>)	E				

r. Uses targeted vocabulary related to students' interests and needs such as leisure activities, relationships, job (e.g. <i>sports equipment</i>)	E	→	☆		
s. Uses targeted vocabulary related to issues inspired by the broad areas of learning: - Health and Well-Being (e.g. <i>hygiene</i>) - Personal and Career Planning (Cycle 1) \Career Planning and Entrepreneurship (Cycle 2) (e.g. <i>Occupations</i>) - Environmental Awareness and Consumer Rights and Responsibilities (e.g. <i>pollution</i>) - Media Literacy (e.g. <i>copyrights</i>) - Citizenship and Community Life (e.g. <i>democracy</i>)	E	→	→	→	
t. Uses targeted vocabulary related to development of the cross-curricular competencies: - Uses information (e.g. <i>source</i>) - Solves problems (e.g. <i>solution</i>) - Exercises critical judgment (e.g. <i>viewpoints</i>) - Uses creativity (e.g. <i>trial and error</i>) - Adopts effective work methods (e.g. <i>process</i>) - Uses information and communications technologies (e.g. <i>networks</i>) - Achieves his\her potential (e.g. <i>autonomy</i>) - Cooperates with others (e.g. <i>teammates</i>) - Communicates appropriately (e.g. <i>audience</i>)	E	→	→	→	
u. Uses targeted vocabulary related to communication and learning strategies (e.g. <i>skim, quick read</i>)	E	→	→	→	
v. Uses targeted vocabulary related to the response, writing and production processes (e.g. <i>response process, exploring, connecting, generalizing</i>)		→	→	☆	
w. Uses targeted vocabulary related to language conventions (i.e. <i>intonation, pronunciation and grammar</i>) (e.g. <i>talk, silent letter "r"</i>)	E	→	→	☆	
x. Uses targeted vocabulary related to texts (e.g. text type, popular, text component, subtitle, text feature, topic)	E	→	→	→	

C Language Conventions

5. Intonation and pronunciation

g. Uses rising and falling voice pitch to convey meaning (e.g. <i>rising voice pitch to express surprise (It's snowing? ↑)</i>)	E	→	☆		
h. Uses appropriate stress and pronunciation for words frequently used to participate in classroom life (e.g. <i>Wednesday: wenz-day</i>)	E	→	☆		
i. Uses appropriate stress and pronunciation for targeted words to carry out tasks (e.g. <i>Chocolate: \Châ-clate\</i>)		→	→	→	

6. Grammar

i. Uses knowledge of targeted mechanics to construct meaning of texts	E	→	→	☆	
j. Uses targeted mechanics to write and produce texts	E	→	→	☆	

k. Uses knowledge of targeted grammatical structures to construct meaning of oral and written messages	E	→	→	→	
l. Uses targeted grammatical structures to expresses oral and written messages	E	→	→	→	
Strategies					Projects/Unit/LES
I. Communication Strategies					
Strategies used to solve problems related to participating in and maintaining interaction.					
5. List of communication strategies					
5.1 Gesture c. Uses physical actions to convey or support message	E				
5.2 Recast c. Restates what someone else has just said to verify comprehension		→	☆		
5.3 Rephrase c. Expresses in an alternative way		→	☆		
5.4 Stall for time c. Buys time to think out a response	E				
5.5 Substitute c. Uses less precise words or expressions to replace unknown ones	E	☆			
6. Self-regulation of communication strategies					
e. Uses various means to reflect on the effectiveness of a specific communication strategy (e.g. <i>self-evaluation grids, class discussions, peer feedback.</i>)	E	→	→	☆	
f. Manages an inventory of communication strategies: - Identifies the strategies - Selects which ones to use for a given task - Uses them appropriately - Analyzes their effectiveness - Makes necessary adjustments				→	
J. Metacognitive Strategies					
Strategies used to regulate learning					
5. List of metacognitive strategies					
5.1. Direct attention c. Maintains attention during task purposely avoiding distracters	E	☆			
5.2. Pay selective attention c. Decides in advance to concentrate on particular details.	E				
5.3. Plan c. Identifies the necessary elements to carry out a task.	E	→	→	☆	
5.4. Seek or create practice opportunities c. Finds situations to practice English outside the ESL classroom				→	
5.5. Self-Evaluate	E	→	→	☆	

c. Assesses own progress by reflecting on what has been learned and how					
5.6. Self-monitor a. Checks and corrects own language	E	→	→	☆	
5.7. Sets goals and objectives a. Sets personal short- and long-term goals for learning English				→	
6. Self-regulation of metacognitive strategies					
e. Uses self-evaluation means to reflect on the effectiveness of a specific metacognitive strategy (e.g. <i>self-evaluation grids, class discussions</i>)	E	→	→	☆	
f. Manages an inventory of metacognitive strategies: - Identifies the strategies - Selects which ones to use for a given task - Uses them appropriately - Analyzes their effectiveness - Makes necessary adjustments				→	
K. Cognitive Strategies Strategies used to manipulate and interact with the material to be learned.					
5. List of cognitive strategies					
5.1 Activate prior knowledge c. Links new information to what is already known	E	☆			
5.2 Compare c. Notes significant similarities and differences		→	☆		
5.3 Delay speaking c. Takes time to listen and speaks when ready.		→	☆		
5.4 Infer. c. Makes intelligent guesses based on prior knowledge of cues such as context, cognates, expressions, visual clues, intonation.	E	☆			
5.5 Practice c. Reuses language learned in the ESL class	E				
5.6 Predict c. Makes hypotheses based on prior knowledge, topic, task at hand, text components or glancing through a text.	E	☆			
5.7 Recombine c. Constructs a meaningful sentence by putting together known words and expressions in a new way.		→	☆		
5.8 Scan Looks for specific information in a text.	E	☆			
5.9 Skim Reads through a text quickly to get a general overview	E	☆			
5.10 Takes notes Writes down relevant information in an organized way (e.g. <i>graphic organizers, guiding questions, prompts</i>)	E	→	☆		
5.11 Transfer c. Uses a newly learned item in a new context.				→	
5.12 Uses semantic mapping		→	→	☆	

c. Groups ideas in meaningful clusters to visually represent relationships between concepts.					
6. Self-regulation of cognitive strategies					
e. Uses self-evaluation means to reflect on the effectiveness of a specific cognitive strategy (e.g. self-evaluation grids, class discussions)	E	→	→	☆	
f. Manages an inventory of cognitive strategies: <ul style="list-style-type: none"> - Identifies the strategies - Selects which ones to use for a given task - Uses them appropriately - Analyses their effectiveness - Makes necessary adjustments 				→	
L. Social\Affective Strategies					
3. List of social\affektive strategies					
3.1 Ask for help, repetition, clarification, confirmation c. Requests assistance, reiteration, precision and reinforcement	E				
3.2 Ask questions c. Asks for advice\feedback or correction to support learning				→	
3.3 Cooperate Works with others to achieve a common goal	E	☆			
3.4 Develop cultural understanding c. Tries to communicate with someone who speaks English, learns about English-language cultures and practices English with others				→	
3.5 Encourage and reward self and others. c. Makes positive statements during a task and congratulates self and others upon completion.		→	☆		
3.6 Lower anxiety c. Reduces stress by reminding self of goals, progress made and resources available		→	☆		
3.7 Take risks c. Pushes oneself to experiment with language and ideas without fear of making errors.	E	→	☆		
2. Self-regulation of social\ affective strategies.					
e. Uses self-evaluation means to reflect on the effectiveness of a specific social\affektive strategy (e.g. self-evaluation grid, class discussions)	E	→	→	☆	
f. Manages an inventory of social\affektive strategies: <ul style="list-style-type: none"> - Identifies the strategies - Selects which ones to use for a given task - Uses them appropriately - Analyzes their effectiveness - Makes necessary adjustments. 				→	
Processes					Projects/Unit/LES
G. Response Process					

7. Exploring the Text Phase					
1.1 Before listening, reading and viewing					
e. Uses strategies, guiding questions, prompts and knowledge of text components to prepare to respond to texts.		→	☆		
f. Uses knowledge of text features to prepare to respond to texts		→	→	→	
1.2 While listening, reading and viewing					
e. Identifies important details of texts		→	☆		
f. Determines overall message of texts		→	→	☆	
1.3 After listening, reading and viewing					
g. Answers guiding questions individually and expands on prompts that deal with the literal meaning of texts.		→	☆		
h. Answers guiding questions individually and expands on prompts that deal with the underlying meaning of texts		→	→	→	
i. Shares understanding of texts with others to verify, adjust and deepen understanding		→	→	☆	
8. Establishing a Personal Connection With the Text Phase					
e. Answers guiding questions individually and expands on prompts to make personal connection with texts		→	→	☆	
f. Shares personal connections to texts with others to deepen understanding		→	→	☆	
9. Generalizing Beyond the Text Phase					
e. Answers guiding questions individually and expands on prompts that deal with issues from texts at a broader level		→	→	→	
f. Shares generalizations inspired by issues from texts with others to broaden world-view.		→	→	→	
H. Writing Process					
13. Before engaging in the Writing Process					
e. Identifies text components in models written texts	E	→	☆		
f. Deconstructs models of written texts				→	
14. Preparing to Write Phase					
k. Brainstorm topic and ideas with others	E	→	☆		
l. Research topic	E	→	☆		
m. Considers purpose, audience	E	→	☆		
n. Selects appropriate language (<i>e.g. vocabulary, level of formality</i>)	E	→	☆		
o. Constructs outline of text	E	→	☆		
15. Writing the Draft Phase					
e. Writes down ideas, opinions, thoughts and feelings while referring to outline	E	→	☆		
f. Adjusts outline		→	→	→	
16. Revising Phase					
g. Shares draft with others for feedback	E	→	→	→	

h. Assesses how well draft achieves intended purpose and reaches audience	E	→	→	→	
i. Adds, substitutes, removes and rearranges ideas, words and sentences to improve draft.	E	→	→	→	
17. Editing Phase					
i. Shares draft with others for feedback	E	→	→	→	
j. Corrects grammar errors to improve draft	E	→	→	→	
k. Writes final copy	E	→	→	→	
l. Uses self-evaluation means to reflect on process and final version of written text (e.g. self-evaluation grid, class discussion)	E	→	→	→	
18. Publishing Phase (optional)					
c. Shares polished copy with intended audience.	E	→	☆		
I. Production Process					
9. Before Engaging in the Production Process					
e. Identifies text components in models of media texts		→	☆		
f. Deconstructs models of media texts				→	
10. Preproduction Phase					
s. Plans media text with team members		→	☆		
t. Brainstorms topic and ideas with others		→	☆		
u. Researches topic		→	☆		
v. Selects medium and corresponding media conventions (e.g. poster, catchy title, slogan large photo)		→	☆		
w. Selects appropriate language (e.g. vocabulary, level of formality)		→	☆		
x. Targets purpose audience and culture		→	☆		
y. Writes a focus sentence		→	☆		
z. Constructs outline of media text (e.g. storyboard)		→	☆		
aa. Validates ideas with others and makes adjustments according to feedback.		→	☆		
11. Production Phase					
g. Creates preliminary version of media text with team members		→	→	→	
h. Uses appropriate media conventions		→	→	→	
i. Validates preliminary version of media text with sample audience and makes adjustments according to feedback (i.e. edits and adds final touches.)		→	→	→	
12. Post production Phase					
e. Shares finale version of media text with intended audience		→	→	→	
f. Uses self-evaluation means to reflect on process and final versions of media text e.g. self-evaluation grids, class discussion, peer feedback)		→	→	→	
Texts					Projects/Unit/LES
G. Text Types					

c. Explores a variety of popular, literary and information-based texts	E	→	→	→	
H. Text Components					
e. Uses text components to construct meaning when listening to, reading and viewing a variety of texts.	E	→	☆		
f. Applies knowledge of text components to write and produce texts.	E	→	☆		
I. Text Features					
e. Uses text features to construct meaning when listening to, reading and viewing texts				→	
f. Applies knowledge of text features to write and produce texts				→	

Planning tool for the Progression of Learning

POL Considerations for secondary 4

The Progression of Learning is an official MEES document that helps teachers in their planning. Teachers can use this adapted version to identify the elements they have covered and those that still need to be included in their planning.

Tip: A teacher could highlight using color-codes (ex. Legend: Already seen / Needs to be taught spring 2020)

→	Student constructs knowledge with teacher guidance				
*	Student applies knowledge by the end of the school year				
	Student reinvests knowledge				
E	The letter E shows links between the elementary- and secondary-level ESL programs				
Culture					Projects/Unit/LES (Teacher adds personal notes here)
J. Aesthetic Aspect (i.e. cultural products such as cinema, literature, plays, music, media that represent English-language cultures)					
	1	2	3	4	
g.	E →	→	→	→	
h.	→	→	→	→	
K. Sociological Aspect (i.e. daily life practices related to areas such as family, relationships, pastimes, customs, heroes, history)					
	1	2	3	4	
g.	E →	→	→	→	
h.	→	→	→	→	
L. Sociolinguistic Aspect (i.e. communication conventions such as social conventions, paralinguistic skills, language code, humor)					
	1	2	3	4	
g.	E →	→	→	→	
h.	→	→	→	→	
Language Repertoire					Projects/Unit/LES
D. Functional language					
79. Social conventions					

m. Greet (e.g. <i>How are you? Not so bad, and you? What's new?</i>)	E					
n. Takes leave (e.g. <i>Take care! See you later! I have to go</i>)	E					
o. Uses expression of courtesy (e.g. <i>Please. Thank you very much! You're more than welcome.</i>)	E					
p. Begins\ends telephone exchanges and uses voice mail (e.g. <i>Hello, I'm calling about..., Thank you for calling. Please leave a message after the beep.</i>)		→	☆			
80. Apologies						
d. Apologizes and responds to apologies (e.g. <i>I apologize. Sorry, I didn't mean to..., Don't worry about it.</i>)	E					
81. Politely interrupting a conversation						
d. Interrupts a conversation politely (e.g. <i>Excuse me. Sorry to interrupt, but ..., Before you continue...</i>)		→	☆			
82. Identification and description						
m. Describes basic characteristics of people, animals, objects, places (e.g. <i>He looks..., This is a..., She is very intelligent.</i>)	E					
n. Asks about people, animals, objects, places (e.g. <i>Who are they? Where is it? What's your...?</i>)	E	→	☆			
o. Describes events, experiences, ideas and issues (e.g. <i>This is about..., It was the best day of my life because...</i>)		→	→	→	☆	
p. Asks about events, experiences, ideas and issues (e.g. <i>What does it look like? Can you tell me more about...</i>)		→	→	→	☆	
83. Stalling for time and fillers						
g. Indicates that more time is needed to figure out what to say and how to say it (e.g. <i>Just a minute. Wait a second. Let me think.</i>)	E					
h. Fills in pauses to maintain exchanges (e.g. <i>I mean..., You know..., Well...</i>)		→	☆			
84. Rejoinders and connectors						
d. Invites other speakers to contribute to exchanges and to maintain interaction (e.g. <i>What about you? Are you sure? What's your point of view?</i>)	E	☆				
85. Warnings						
d. Gives warning (e.g. <i>Watch out! Be careful! You'd better not...</i>)	E					
86. Agreement\disagreement						
g. Expresses agreement\disagreement (e.g. <i>Me too. I don't think so. We don't agree with...</i>)	E					
h. Asks if others are in agreement\disagreement (e.g. <i>Do you agree? Who disagrees? Are you okay with...?</i>)	E	☆				
87. Opinions						

m. States opinions (e.g. <i>In my opinion..., I think that..., I'm for/against...</i>)	E	→	☆			
n. Asks for others' opinions (e.g. <i>What do you think? What's your opinion? Is he for or against...?</i>)	E	→	☆			
o. Supports opinions (e.g. <i>I believe this because..., For example..., Based on the text...</i>)		→	→	→	☆	
p. Asks others to support their opinions (e.g. <i>Why do you say that? Why are you against...? What are your arguments?</i>)		→	→	→	☆	
88. Capabilities						
g. Expresses capabilities (e.g. <i>He's good at..., They are unable to..., I can/can't...</i>)	E	☆				
h. Asks about capabilities (e.g. <i>Do they know how to...? Can it...? Are you good at ...?</i>)	E	→	☆			
89. Feelings						
g. Expresses feelings (e.g. <i>I'm thrilled. She feels..., They're happy.</i>)	E	☆				
h. Asks about others' feelings (e.g. <i>How do you feel about...? Are you okay? Why is she sad?</i>)	E	→	☆			
90. Interests, tastes and preferences						
g. Expresses interests, tastes and preferences (e.g. <i>They like..., I can't stand..., She prefers...</i>)	E	☆				
h. Asks about others' interests, tastes and preferences (e.g. <i>Which would you prefer? What's your favourite...? Why do you like...?</i>)	E	→	☆			
91. Decisions\indecision						
g. Expresses decision\indecision (e.g. <i>I decided that..., We choose this one. I'm not sure about this.</i>)		→	☆			
h. Asks about others' decision\indecision (e.g. <i>What have you decided? Have you made up your mind? What's your decision?</i>)		→	☆			
92. Permission						
g. Asks for permission (e.g. <i>May\Can I...? Do you mind if...? Is it all right if...?</i>)	E					
h. Gives\Refuses permission (e.g. <i>Yes, go ahead, No you can't. Sure, no problem.</i>)		☆				
93. Advice and Feedback						
g. Gives advice and feedback (e.g. <i>Why don't you try ..., If I were you, I would..., You could...</i>)		→	→	☆		
h. Asks for advice and feedback (e.g. <i>What would you do? Could you give me your feedback on this? Would you have a look at...?</i>)		→	→	☆		
94. Instructions and classroom routines						
d. Participates in classroom life (e.g. <i>Write this down. I would like to work with..., How was your weekend?</i>)	E					
95. Help\assistance						
j. Asks for help\assistance (e.g. <i>How do you write...? How would you do this? An you help me with ...?</i>)	E					

k. Accepts or declines offers of help\assistance (e.g. <i>No thanks. Sure, that's fine. Yes, I'll help you.</i>)	E					
l. Offers help\assistance (e.g. <i>Do you want me to help you? I can help you with..., Let me give you a hand.</i>)	E	→	☆			
96. Needs						
g. Expresses needs, wants, and obligations (e.g. <i>They need..., I really want...We must...</i>)	E	☆				
h. Asks about needs, wants and obligations (e.g. <i>What do they need? What does she want? What do we have to do?</i>)	E	→	☆			
97. Requests for information						
d. Asks information questions (e.g. <i>Who, What, Where, Where, When, Why, How...? Does he...? Can they...? Are you...?</i>)	E	→	→	☆		
98. Clarification						
g. Asks for clarification (e.g. <i>Could you repeat please? Can you say that another way? What does... mean?</i>)	E					
h. Offers clarification (e.g. <i>What I said was..., Let me explain... I mean...</i>)		→	☆			
99. Suggestions						
g. Makes suggestions (e.g. <i>Let's..., Maybe you should..., Why don't we...?</i>)	E	☆				
h. Asks for suggestions (e.g. <i>Should I...? What do you suggest? Do you have a suggestion?</i>)		→	☆			
100. Invitations						
g. Invites others (e.g. <i>Let's go to..., Would you like to...? Do you want to join us?</i>)	E	☆				
h. Accepts or refuses invitations (e.g. <i>Yes, I'd love to! I can't make it. Sounds good to me.</i>)	E	☆				
101. Teamwork and encouragement						
d. Contributes to teamwork and harmonious exchanges (e.g. <i>Do you want to be on our team? Interesting idea! Good work!</i>)	E	☆				
102. Discourse markers						
d. Uses discourse markers to link ideas (e.g. <i>Then..., Next..., On the other hand...</i>)		→	→	☆		
103. Goal setting						
d. Set short- and long-term learning goals (e.g. <i>I will watch an English TV program tonight. By the end of the year, I will ..., This year, I want to improve...</i>)				→		
104. Reflecting						
d. Shares reflections about learning (e.g. <i>I was able to understand this text because..., I used this strategy to..., I learned...</i>)				→		
B Vocabulary						

y. Uses targeted vocabulary related to the immediate environment such as classroom, home, community (e.g. <i>stapler</i>)	E				
z. Uses targeted vocabulary related to students' interests and needs such as leisure activities, relationships, job (e.g. <i>sports equipment</i>)	E	→	☆		
aa. Uses targeted vocabulary related to issues inspired by the broad areas of learning: - Health and Well-Being (e.g. <i>hygiene</i>) - Personal and Career Planning (Cycle 1) \Career Planning and Entrepreneurship (Cycle 2) (e.g. <i>Occupations</i>) - Environmental Awareness and Consumer Rights and Responsibilities (e.g. <i>pollution</i>) - Media Literacy (e.g. <i>copyrights</i>) - Citizenship and Community Life (e.g. <i>democracy</i>)	E	→	→	→	→
bb. Uses targeted vocabulary related to development of the cross-curricular competencies: - Uses information (e.g. <i>source</i>) - Solves problems (e.g. <i>solution</i>) - Exercises critical judgment (e.g. <i>viewpoints</i>) - Uses creativity (e.g. <i>trial and error</i>) - Adopts effective work methods (e.g. <i>process</i>) - Uses information and communications technologies (e.g. <i>networks</i>) - Achieves his\her potential (e.g. <i>autonomy</i>) - Cooperates with others (e.g. <i>teammates</i>) - Communicates appropriately (e.g. <i>audience</i>)	E	→	→	→	→
cc. Uses targeted vocabulary related to communication and learning strategies (e.g. <i>skim, quick read</i>)	E	→	→	→	☆
dd. Uses targeted vocabulary related to the response, writing and production processes (e.g. <i>response process, exploring, connecting, generalizing</i>)		→	→	☆	
ee. Uses targeted vocabulary related to language conventions (i.e. <i>intonation, pronunciation and grammar</i>) (e.g. <i>talk, silent letter "l"</i>)	E	→	→	☆	
ff. Uses targeted vocabulary related to texts (e.g. text type, popular, text component, subtitle, text feature, topic)	E	→	→	→	☆

C Language Conventions

7. Intonation and pronunciation

j. Uses rising and falling voice pitch to convey meaning (e.g. <i>rising voice pitch to express surprise (It's snowing? ↑)</i>)	E	→	☆		
k. Uses appropriate stress and pronunciation for words frequently used to participate in classroom life (e.g. <i>Wednesday: wenz-day</i>)	E	→	☆		

l. Uses appropriate stress and pronunciation for targeted words to carry out tasks (e.g. <i>Chocolate: ʃ'hâ-clate!</i>)		→	→	→	→	
8. Grammar						
m. Uses knowledge of targeted mechanics to construct meaning of texts	E	→	→	☆		
n. Uses targeted mechanics to write and produce texts	E	→	→	☆		
o. Uses knowledge of targeted grammatical structures to construct meaning of oral and written messages	E	→	→	→	→	
p. Uses targeted grammatical structures to expresses oral and written messages	E	→	→	→	→	
Strategies						Projects/Unit/LES
M. Communication Strategies						
Strategies used to solve problems related to participating in and maintaining interaction.						
7. List of communication strategies						
7.1 Gesture d. Uses physical actions to convey or support message	E					
7.2 Recast d. Restates what someone else has just said to verify comprehension		→	☆			
7.3 Rephrase d. Expresses in an alternative way		→	☆			
7.4 Stall for time d. Buys time to think out a response	E					
7.5 Substitute d. Uses less precise words or expressions to replace unknown ones	E	☆				
8. Self-regulation of communication strategies						
g. Uses various means to reflect on the effectiveness of a specific communication strategy (e.g. <i>self-evaluation grids, class discussions, peer feedback.</i>)	E	→	→	☆		
h. Manages an inventory of communication strategies: - Identifies the strategies - Selects which ones to use for a given task - Uses them appropriately - Analyzes their effectiveness - Makes necessary adjustments					→	→
N. Metacognitive Strategies						
Strategies used to regulate learning						
7. List of metacognitive strategies						
7.1. Direct attention d. Maintains attention during task purposely avoiding distracters	E	☆				
7.2. Pay selective attention	E					

d. Decides in advance to concentrate on particular details.						
7.3. Plan d. Identifies the necessary elements to carry out a task.	E	→	→	☆		
7.4. Seek or create practice opportunities d. Finds situations to practice English outside the ESL classroom				→	☆	
7.5. Self-Evaluate d. Assesses own progress by reflecting on what has been learned and how	E	→	→	☆		
7.6. Self-monitor a. Checks and corrects own language	E	→	→	☆		
7.7. Sets goals and objectives a. Sets personal short- and long-term goals for learning English				→	☆	
8. Self-regulation of metacognitive strategies						
g. Uses self-evaluation means to reflect on the effectiveness of a specific metacognitive strategy (e.g. self-evaluation grids, class discussions)	E	→	→	☆		
h. Manages an inventory of metacognitive strategies: - Identifies the strategies - Selects which ones to use for a given task - Uses them appropriately - Analyzes their effectiveness - Makes necessary adjustments				→	→	
O. Cognitive Strategies Strategies used to manipulate and interact with the material to be learned.						
7. List of cognitive strategies						
7.1 Activate prior knowledge d. Links new information to what is already known	E	☆				
7.2 Compare d. Notes significant similarities and differences		→	☆			
7.3 Delay speaking d. Takes time to listen and speaks when ready.		→	☆			
7.4 Infer. d. Makes intelligent guesses based on prior knowledge of cues such as context, cognates, expressions, visual clues, intonation.	E	☆				
7.5 Practice d. Reuses language learned in the ESL class	E					
7.6 Predict d. Makes hypotheses based on prior knowledge, topic, task at hand, text components or glancing through a text.	E	☆				
7.7 Recombine		→	☆			

d. Constructs a meaningful sentence by putting together known words and expressions in a new way.						
7.8 Scan Looks for specific information in a text.	E	☆				
7.9 Skim Reads through a text quickly to get a general overview	E	☆				
7.10 Takes notes Writes down relevant information in an organized way (e.g. <i>graphic organizers, guiding questions, prompts</i>)	E	→	☆			
7.11 Transfer d. Uses a newly learned item in a new context.				→	☆	
7.12 Uses semantic mapping d. Groups ideas in meaningful clusters to visually represent relationships between concepts.		→	→	☆		
8. Self-regulation of cognitive strategies						
g. Uses self-evaluation means to reflect on the effectiveness of a specific cognitive strategy (e.g. <i>self-evaluation grids, class discussions</i>)	E	→	→	☆		
h. Manages an inventory of cognitive strategies: - Identifies the strategies - Selects which ones to use for a given task - Uses them appropriately - Analyses their effectiveness - Makes necessary adjustments				→	→	
P. Social/Affective Strategies						
4. List of social/affective strategies						
4.1 Ask for help, repetition, clarification, confirmation d. Requests assistance, reiteration, precision and reinforcement	E					
4.2 Ask questions d. Asks for advice/feedback or correction to support learning				→	☆	
4.3 Cooperate Works with others to achieve a common goal	E	☆				
4.4 Develop cultural understanding d. Tries to communicate with someone who speaks English, learns about English-language cultures and practices English with others				→	→	
4.5 Encourage and reward self and others. d. Makes positive statements during a task and congratulates self and others upon completion.		→	☆			
4.6 Lower anxiety d. Reduces stress by reminding self of goals, progress made and resources available		→	☆			
4.7 Take risks	E	→	☆			

d. Pushes oneself to experiment with language and ideas without fear of making errors.						
2. Self-regulation of social\ affective strategies.						
g. Uses self-evaluation means to reflect on the effectiveness of a specific social\ affective strategy (e.g. self-evaluation grid, class discussions)	E	→	→	☆		
h. Manages an inventory of social\ affective strategies: - Identifies the strategies - Selects which ones to use for a given task - Uses them appropriately - Analyzes their effectiveness - Makes necessary adjustments.				→	→	
Processes						Projects/Unit/LES
J. Response Process						
10. Exploring the Text Phase						
1.1 Before listening, reading and viewing						
g. Uses strategies, guiding questions, prompts and knowledge of text components to prepare to respond to texts.		→	☆			
h. Uses knowledge of text features to prepare to respond to texts		→	→	→	☆	
1.2 While listening, reading and viewing						
g. Identifies important details of texts		→	☆			
h. Determines overall message of texts		→	→	☆		
1.3 After listening, reading and viewing						
j. Answers guiding questions individually and expands on prompts that deal with the literal meaning of texts.		→	☆			
k. Answers guiding questions individually and expands on prompts that deal with the underlying meaning of texts		→	→	→	☆	
l. Shares understanding of texts with others to verify, adjust and deepen understanding		→	→	☆		
11. Establishing a Personal Connection With the Text Phase						
g. Answers guiding questions individually and expands on prompts to make personal connection with texts		→	→	☆		
h. Shares personal connections to texts with others to deepen understanding		→	→	☆		
12. Generalizing Beyond the Text Phase						
g. Answers guiding questions individually and expands on prompts that deal with issues from texts at a broader level		→	→	→	☆	

h. Shares generalizations inspired by issues from texts with others to broaden world-view.		→	→	→	☆	
K. Writing Process						
19. Before engaging in the Writing Process						
g. Identifies text components in models written texts	E	→	☆			
h. Deconstructs models of written texts				→	☆	
20. Preparing to Write Phase						
p. Brainstorm topic and ideas with others	E	→	☆			
q. Research topic	E	→	☆			
r. Considers purpose, audience	E	→	☆			
s. Selects appropriate language (e.g. <i>vocabulary, level of formality</i>)	E	→	☆			
t. Constructs outline of text	E	→	☆			
21. Writing the Draft Phase						
g. Writes down ideas, opinions, thoughts and feelings while referring to outline	E	→	☆			
h. Adjusts outline		→	→	→	☆	
22. Revising Phase						
j. Shares draft with others for feedback	E	→	→	→	☆	
k. Assesses how well draft achieves intended purpose and reaches audience	E	→	→	→	☆	
l. Adds, substitutes, removes and rearranges ideas, words and sentences to improve draft.	E	→	→	→	☆	
23. Editing Phase						
m. Shares draft with others for feedback	E	→	→	→	☆	
n. Corrects grammar errors to improve draft	E	→	→	→	☆	
o. Writes final copy	E	→	→	→	☆	
p. Uses self-evaluation means to reflect on process and final version of written text (e.g. self-evaluation grid, class discussion)	E	→	→	→	☆	
24. Publishing Phase (optional)						
d. Shares polished copy with intended audience.	E	→	☆			
L. Production Process						
13. Before Engaging in the Production Process						
g. Identifies text components in models of media texts		→	☆			
h. Deconstructs models of media texts				→	☆	
14. Preproduction Phase						
bb. Plans media text with team members		→	☆			
cc. Brainstorms topic and ideas with others		→	☆			
dd. Researches topic		→	☆			
ee. Selects medium and corresponding media conventions (e.g. <i>poster, catchy title, slogan large photo</i>)		→	☆			
ff. Selects appropriate language (e.g. <i>vocabulary, level of formality</i>)		→	☆			
gg. Targets purpose audience and culture		→	☆			

hh. Writes a focus sentence		→	☆			
ii. Constructs outline of media text (<i>e.g. storyboard</i>)		→	☆			
jj. Validates ideas with others and makes adjustments according to feedback.		→	☆			
15. Production Phase						
j. Creates preliminary version of media text with team members		→	→	→	☆	
k. Uses appropriate media conventions		→	→	→	☆	
l. Validates preliminary version of media text with sample audience and makes adjustments according to feedback (<i>i.e. edits and adds final touches.</i>)		→	→	→	☆	
16. Post production Phase						
g. Shares finale version of media text with intended audience		→	→	→	☆	
h. Uses self-evaluation means to reflect on process and final versions of media text <i>e.g. self-evaluation grids, class discussion, peer feedback</i>)		→	→	→	☆	
Texts					Projects/Unit/LES	
J. Text Types						
d. Explores a variety of popular, literary and information-based texts	E	→	→	→	→	
K. Text Components						
g. Uses text components to construct meaning when listening to, reading and viewing a variety of texts.	E	→	☆			
h. Applies knowledge of text components to write and produce texts.	E	→	☆			
L. Text Features						
g. Uses text features to construct meaning when listening to, reading and viewing texts				→	☆	
h. Applies knowledge of text features to write and produce texts				→	☆	

Tool for the Progression of Learning

POL Considerations for secondary 5

The Progression of Learning is an official MEES document that helps teachers in their planning. Teachers can use this adapted version to identify the elements they have covered and those that still need to be included in their planning.

Tip: A teacher could highlight using color-codes (ex. Legend: Already seen / Needs to be taught spring 2020)

→	Student constructs knowledge with teacher guidance					
*	Student applies knowledge by the end of the school year					
	Student reinvests knowledge					
E	The letter E shows links between the elementary- and secondary-level ESL programs					
Culture						Projects/Unit/LES (Teacher adds personal notes here)
M. Aesthetic Aspect (i.e. cultural products such as cinema, literature, plays, music, media that represent English-language cultures)		1	2	3	4	5
i. Explores cultural products from English-language cultures.	E	→	→	→	→	→
j. Compares targeted cultural products From English-language cultures with own culture		→	→	→	→	→
N. Sociological Aspect (i.e. daily life practices related to areas such as family, relationships, pastimes, customs, heroes, history)		1	2	3	4	5
i. Explores daily life practices from English-language cultures	E	→	→	→	→	→
j. Compares targeted daily life practices from English-language cultures with own culture		→	→	→	→	→
O. Sociolinguistic Aspect (i.e. communication conventions such as social conventions, paralinguistic skills, language code, humour)		1	2	3	4	5
i. Explores communication conventions from English-language cultures	E	→	→	→	→	→
j. Compares targeted communication conventions from English-language cultures with own culture		→	→	→	→	→
Language Repertoire						Projects/Unit/LES

Functional language						
105. Social conventions						
q. Greet (e.g. <i>How are you? Not so bad, and you? What's new?</i>)	E					
r. Takes leave (e.g. <i>Take care! See you later! I have to go</i>)	E					
s. Uses expression of courtesy (e.g. <i>Please. Thank you very much! You're more than welcome.</i>)	E					
t. Begins\ends telephone exchanges and uses voice mail (e.g. <i>Hello, I'm calling about..., Thank you for calling. Please leave a message after the beep.</i>)		→	☆			
106. Apologies						
e. Apologizes and responds to apologies (e.g. <i>I apologize. Sorry, I didn't mean to..., Don't worry about it.</i>)	E					
107. Politely interrupting a conversation						
e. Interrupts a conversation politely (e.g. <i>Excuse me. Sorry to interrupt, but ..., Before you continue...</i>)		→	☆			
108. Identification and description						
q. Describes basic characteristics of people, animals, objects, places (e.g. <i>He looks..., This is a..., She is very intelligent.</i>)	E					
r. Asks about people, animals, objects, places (e.g. <i>Who are they? Where is it? What's your...?</i>)	E	→	☆			
s. Describes events, experiences, ideas and issues (e.g. <i>This is about..., It was the best day of my life because...</i>)		→	→	→	☆	
t. Asks about events, experiences, ideas and issues (e.g. <i>What does it look like? Can you tell me more about...</i>)		→	→	→	☆	
109. Stalling for time and fillers						
i. Indicates that more time is needed to figure out what to say and how to say it (e.g. <i>Just a minute. Wait a second. Let me think.</i>)	E					
j. Fills in pauses to maintain exchanges (e.g. <i>I mean..., You know..., Well...</i>)		→	☆			
110. Rejoinders and connectors						
e. Invites other speakers to contribute to exchanges and to maintain interaction (e.g.	E	☆				

<i>What about you? Are you sure? What's your point of view?</i>								
111. Warnings								
e. Gives warning (e.g. <i>Watch out! Be careful! You'd better not...</i>)	E							
112. Agreement\disagreement								
i. Expresses agreement\disagreement (e.g. <i>Me too. I don't think so. We don't agree with...</i>)	E							
j. Asks if others are in agreement\disagreement (e.g. <i>Do you agree? Who disagrees? Are you okay with...?</i>)	E	☆						
113. Opinions								
q. States opinions (e.g. <i>In my opinion..., I think that..., I'm for\against...</i>)	E	→	☆					
r. Asks for others' opinions (e.g. <i>What do you think? What's your opinion? Is he for or against...?</i>)	E	→	☆					
s. Supports opinions (e.g. <i>I believe this because..., For example..., Based on the text...</i>)		→	→	→	☆			
t. Asks others to support their opinions (e.g. <i>Why do you say that? Why are you against...? What are your arguments?</i>)		→	→	→	☆			
114. Capabilities								
i. Expresses capabilities (e.g. <i>He's good at..., They are unable to..., I can\can't...</i>)	E	☆						
j. Asks about capabilities (e.g. <i>Do they know how to...? Can it...? Are you good at ...?</i>)	E	→	☆					
115. Feelings								
i. Expresses feelings (e.g. <i>I'm thrilled. She feels..., They're happy.</i>)	E	☆						
j. Asks about others' feelings (e.g. <i>How do you feel about...? Are you okay? Why is she sad?</i>)	E	→	☆					
116. Interests, tastes and preferences								
i. Expresses interests, tastes and preferences (e.g. <i>They like..., I can't stand..., She prefers...</i>)	E	☆						
j. Asks about others' interests, tastes and preferences (e.g. <i>Which would you prefer? What's your favourite...? Why do you like...?</i>)	E	→	☆					
117. Decisions\indecision								
i. Expresses decision\indecision (e.g. <i>I decided that..., We choose this one. I'm not sure about this.</i>)		→	☆					

j. Asks about others' decision\indecision (e.g. <i>What have you decided? Have you made up your mind? What's your decision?</i>)		→	☆				
118. Permission							
i. Asks for permission (e.g. <i>May\Can I...? Do you mind if...? Is it all right if...?</i>)	E						
j. Gives\Refuses permission (e.g. <i>Yes, go ahead, No you can't. Sure, no problem.</i>)		☆					
119. Advice and Feedback							
i. Gives advice and feedback (e.g. <i>Why don't you try ..., If I were you, I would..., You could...</i>)		→	→	☆			
j. Asks for advice and feedback (e.g. <i>What would you do? Could you give me your feedback on this? Would you have a look at...?</i>)		→	→	☆			
120. Instructions and classroom routines							
e. Participates in classroom life (e.g. <i>Write this down. I would like to work with..., How was your weekend?</i>)	E						
121. Help\assistance							
m. Asks for help\assistance (e.g. <i>How do you write...? How would you do this? An you help me with ...?</i>)	E						
n. Accepts or declines offers of help\assistance (e.g. <i>No thanks. Sure, that's fine. Yes, I'll help you.</i>)	E						
o. Offers help\assistance (e.g. <i>Do you want me to help you? I can help you with..., Let me give you a hand.</i>)	E	→	☆				
122. Needs							
i. Expresses needs, wants, and obligations (e.g. <i>They need..., I really want...We must...</i>)	E	☆					
j. Asks about needs, wants and obligations (e.g. <i>What do they need? What does she want? What do we have to do?</i>)	E	→	☆				
123. Requests for information							
e. Asks information questions (e.g. <i>Who, What, Where, Where, When, Why, How...? Does he...? Can they...? Are you...?</i>)	E	→	→	☆			
124. Clarification							
i. Asks for clarification (e.g. <i>Could you repeat please? Can you say that another way? What does... mean?</i>)	E						
j. Offers clarification (e.g. <i>What I said was..., Let me explain... I mean...</i>)		→	☆				
125. Suggestions							

i. Makes suggestions (e.g. <i>Let's..., Maybe you should..., Why don't we...?</i>)	E	☆					
j. Asks for suggestions (e.g. <i>Should I...? What do you suggest? Do you have a suggestion?</i>)		→	☆				
126. Invitations							
i. Invites others (e.g. <i>Let's go to..., Would you like to...? Do you want to join us?</i>)	E	☆					
j. Accepts or refuses invitations (e.g. <i>Yes, I'd love to! I can't make it. Sounds good to me.</i>)	E	☆					
127. Teamwork and encouragement							
e. Contributes to teamwork and harmonious exchanges (e.g. <i>Do you want to be on our team? Interesting idea! Good work!</i>)	E	☆					
128. Discourse markers							
e. Uses discourse markers to link ideas (e.g. <i>Then..., Next..., On the other hand...</i>)		→	→	☆			
129. Goal setting							
e. Set short- and long-term learning goals (e.g. <i>I will watch an English TV program tonight. By the end of the year, I will ..., This year, I want to improve...</i>)				→			
130. Reflecting							
e. Shares reflections about learning (e.g. <i>I was able to understand this text because..., I used this strategy to..., I learned...</i>)				→			
B Vocabulary							
gg. Uses targeted vocabulary related to the immediate environment such as classroom, home, community (e.g. <i>stapler</i>)	E						
hh. Uses targeted vocabulary related to students' interests and needs such as leisure activities, relationships, job (e.g. <i>sports equipment</i>)	E	→	☆				
ii. Uses targeted vocabulary related to issues inspired by the broad areas of learning: - Health and Well-Being (e.g. <i>hygiene</i>) - Personal and Career Planning (Cycle 1) \ Career Planning and Entrepreneurship (Cycle 2) (e.g. <i>Occupations</i>) - Environmental Awareness and Consumer Rights and Responsibilities (e.g. <i>pollution</i>) - Media Literacy (e.g. <i>copyrights</i>) - Citizenship and Community Life (e.g. <i>democracy</i>)	E	→	→	→	→	→	
jj. Uses targeted vocabulary related to development of the cross-curricular competencies: - Uses information (e.g. <i>source</i>)	E	→	→	→	→	→	

<ul style="list-style-type: none"> - Solves problems (e.g. <i>solution</i>) - Exercises critical judgment (e.g. <i>viewpoints</i>) - Uses creativity (e.g. <i>trial and error</i>) - Adopts effective work methods (e.g. <i>process</i>) - Uses information and communications technologies (e.g. <i>networks</i>) - Achieves his\her potential (e.g. <i>autonomy</i>) - Cooperates with others (e.g. <i>teammates</i>) - Communicates appropriately (e.g. <i>audience</i>) 							
kk. Uses targeted vocabulary related to communication and learning strategies (e.g. <i>skim, quick read</i>)	E	→	→	→	☆		
ll. Uses targeted vocabulary related to the response, writing and production processes (e.g. <i>response process, exploring, connecting, generalizing</i>)		→	→	☆			
mm. Uses targeted vocabulary related to language conventions (i.e. <i>intonation, pronunciation and grammar</i>) (e.g. <i>talk, silent letter "r"</i>)	E	→	→	☆			
nn. Uses targeted vocabulary related to texts (e.g. text type, popular, text component, subtitle, text feature, topic)	E	→	→	→	☆		
C Language Conventions							
9. Intonation and pronunciation							
m. Uses rising and falling voice pitch to convey meaning (e.g. <i>rising voice pitch to express surprise (It's snowing? ↑)</i>)	E	→	☆				
n. Uses appropriate stress and pronunciation for words frequently used to participate in classroom life (e.g. <i>Wednesday: wenz-day</i>)	E	→	☆				
o. Uses appropriate stress and pronunciation for targeted words to carry out tasks (e.g. <i>Chocolate: \ˈChâ-clate\</i>)		→	→	→	→	→	
10. Grammar							
q. Uses knowledge of targeted mechanics to construct meaning of texts	E	→	→	☆			
r. Uses targeted mechanics to write and produce texts	E	→	→	☆			
s. Uses knowledge of targeted grammatical structures to construct meaning of oral and written messages	E	→	→	→	→	☆	
t. Uses targeted grammatical structures to expresses oral and written messages	E	→	→	→	→	☆	

Strategies						Projects/Unit/LES
Q. Communication Strategies Strategies used to solve problems related to participating in and maintaining interaction.						
9. List of communication strategies						
9.1 Gesture e. Uses physical actions to convey or support message	E					
9.2 Recast e. Restates what someone else has just said to verify comprehension		→	☆			
9.3 Rephrase e. Expresses in an alternative way		→	☆			
9.4 Stall for time e. Buys time to think out a response	E					
9.5 Substitute e. Uses less precise words or expressions to replace unknown ones	E	☆				
10. Self-regulation of communication strategies						
i. Uses various means to reflect on the effectiveness of a specific communication strategy (<i>e.g. self-evaluation grids, class discussions, peer feedback.</i>)	E	→	→	☆		
j. Manages an inventory of communication strategies: - Identifies the strategies - Selects which ones to use for a given task - Uses them appropriately - Analyzes their effectiveness - Makes necessary adjustments				→	→	☆
R. Metacognitive Strategies Strategies used to regulate learning						
9. List of metacognitive strategies						
9.1. Direct attention e. Maintains attention during task purposely avoiding distracters	E	☆				
9.2. Pay selective attention e. Decides in advance to concentrate on particular details.	E					
9.3. Plan e. Identifies the necessary elements to carry out a task.	E	→	→	☆		
9.4. Seek or create practice opportunities e. Finds situations to practice English outside the ESL classroom				→	☆	
9.5. Self-Evaluate	E	→	→	☆		

e. Assesses own progress by reflecting on what has been learned and how							
9.6. Self-monitor a. Checks and corrects own language	E	→	→	☆			
9.7. Sets goals and objectives a. Sets personal short- and long-term goals for learning English				→	☆		
10. Self-regulation of metacognitive strategies							
i. Uses self-evaluation means to reflect on the effectiveness of a specific metacognitive strategy (e.g. self-evaluation grids, class discussions)	E	→	→	☆			
j. Manages an inventory of metacognitive strategies: - Identifies the strategies - Selects which ones to use for a given task - Uses them appropriately - Analyzes their effectiveness - Makes necessary adjustments				→	→	☆	
S. Cognitive Strategies Strategies used to manipulate and interact with the material to be learned.							
9. List of cognitive strategies							
9.1 Activate prior knowledge e. Links new information to what is already known	E	☆					
9.2 Compare e. Notes significant similarities and differences		→	☆				
9.3 Delay speaking e. Takes time to listen and speaks when ready.		→	☆				
9.4 Infer. e. Makes intelligent guesses based on prior knowledge of cues such as context, cognates, expressions, visual clues, intonation.	E	☆					
9.5 Practice e. Reuses language learned in the ESL class	E						
9.6 Predict e. Makes hypotheses based on prior knowledge, topic, task at hand, text components or glancing through a text.	E	☆					
9.7 Recombine e. Constructs a meaningful sentence by putting together known words and expressions in a new way.		→	☆				
9.8 Scan Looks for specific information in a text.	E	☆					

9.9 Skim Reads through a text quickly to get a general overview	E	☆					
9.10 Takes notes Writes down relevant information in an organized way (e.g. graphic organizers, guiding questions, prompts)	E	→	☆				
9.11 Transfer e. Uses a newly learned item in a new context.				→	☆		
9.12 Uses semantic mapping e. Groups ideas in meaningful clusters to visually represent relationships between concepts.		→	→	☆			
10. Self-regulation of cognitive strategies							
i. Uses self-evaluation means to reflect on the effectiveness of a specific cognitive strategy (e.g. self-evaluation grids, class discussions)	E	→	→	☆			
j. Manages an inventory of cognitive strategies: - Identifies the strategies - Selects which ones to use for a given task - Uses them appropriately - Analyses their effectiveness - Makes necessary adjustments				→	→	☆	
T. Social\Affective Strategies							
5. List of social\affactive strategies							
5.1 Ask for help, repetition, clarification, confirmation e. Requests assistance, reiteration, precision and reinforcement	E						
5.2 Ask questions e. Asks for advice\feedback or correction to support learning				→	☆		
5.3 Cooperate Works with others to achieve a common goal	E	☆					
5.4 Develop cultural understanding e. Tries to communicate with someone who speaks English, learns about English-language cultures and practices English with others				→	→	→	
5.5 Encourage and reward self and others. e. Makes positive statements during a task and congratulates self and others upon completion.		→	☆				
5.6 Lower anxiety e. Reduces stress by reminding self of goals, progress made and resources available		→	☆				
5.7 Take risks	E	→	☆				














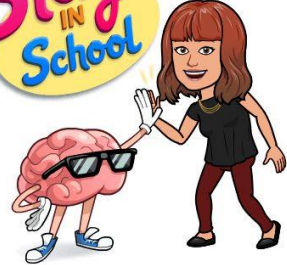


e. Pushes oneself to experiment with language and ideas without fear of making errors.							
2. Self-regulation of social\ affective strategies.							
i. Uses self-evaluation means to reflect on the effectiveness of a specific social\ affective strategy (e.g. self-evaluation grid, class discussions)	E	→	→	☆			
j. Manages an inventory of social\ affective strategies: - Identifies the strategies - Selects which ones to use for a given task - Uses them appropriately - Analyzes their effectiveness - Makes necessary adjustments.				→	→	☆	
Processes							Projects/Unit/LES
M. Response Process							
13. Exploring the Text Phase							
1.1 Before listening, reading and viewing							
i. Uses strategies, guiding questions, prompts and knowledge of text components to prepare to respond to texts.		→	☆				
j. Uses knowledge of text features to prepare to respond to texts		→	→	→	☆		
1.2 While listening, reading and viewing							
i. Identifies important details of texts		→	☆				
j. Determines overall message of texts		→	→	☆			
1.3 After listening, reading and viewing							
m. Answers guiding questions individually and expands on prompts that deal with the literal meaning of texts.		→	☆				
n. Answers guiding questions individually and expands on prompts that deal with the underlying meaning of texts		→	→	→	☆		
o. Shares understanding of texts with others to verify, adjust and deepen understanding		→	→	☆			
14. Establishing a Personal Connection With the Text Phase							
i. Answers guiding questions individually and expands on prompts to make personal connection with texts		→	→	☆			
j. Shares personal connections to texts with others to deepen understanding		→	→	☆			
15. Generalizing Beyond the Text Phase							

i. Answers guiding questions individually and expands on prompts that deal with issues from texts at a broader level		→	→	→	☆		
j. Shares generalizations inspired by issues from texts with others to broaden world-view.		→	→	→	☆		
N. Writing Process							
25. Before engaging in the Writing Process							
i. Identifies text components in models written texts	E	→	☆				
j. Deconstructs models of written texts				→	☆		
26. Preparing to Write Phase							
u. Brainstorm topic and ideas with others	E	→	☆				
v. Research topic	E	→	☆				
w. Considers purpose, audience	E	→	☆				
x. Selects appropriate language (e.g. <i>vocabulary, level of formality</i>)	E	→	☆				
y. Constructs outline of text	E	→	☆				
27. Writing the Draft Phase							
i. Writes down ideas, opinions, thoughts and feelings while referring to outline	E	→	☆				
j. Adjusts outline		→	→	→	☆		
28. Revising Phase							
m. Shares draft with others for feedback	E	→	→	→	☆		
n. Assesses how well draft achieves intended purpose and reaches audience	E	→	→	→	☆		
o. Adds, substitutes, removes and rearranges ideas, words and sentences to improve draft.	E	→	→	→	☆		
29. Editing Phase							
q. Shares draft with others for feedback	E	→	→	→	☆		
r. Corrects grammar errors to improve draft	E	→	→	→	☆		
s. Writes final copy	E	→	→	→	☆		
t. Uses self-evaluation means to reflect on process and final version of written text (e.g. self-evaluation grid, class discussion)	E	→	→	→	☆		
30. Publishing Phase (optional)							
e. Shares polished copy with intended audience.	E	→	☆				
O. Production Process							
17. Before Engaging in the Production Process							
i. Identifies text components in models of media texts		→	☆				
j. Deconstructs models of media texts				→	☆		
18. Preproduction Phase							
kk. Plans media text with team members		→	☆				
ll. Brainstorms topic and ideas with others		→	☆				

mm. Researches topic		→	☆				
nn. Selects medium and corresponding media conventions (e.g. poster, catchy title, slogan large photo)		→	☆				
oo. Selects appropriate language (e.g. vocabulary, level of formality)		→	☆				
pp. Targets purpose audience and culture		→	☆				
qq. Writes a focus sentence		→	☆				
rr. Constructs outline of media text (e.g. storyboard)		→	☆				
ss. Validates ideas with others and makes adjustments according to feedback.		→	☆				
19. Production Phase							
m. Creates preliminary version of media text with team members		→	→	→	☆		
n. Uses appropriate media conventions		→	→	→	☆		
o. Validates preliminary version of media text with sample audience and makes adjustments according to feedback (i.e. edits and adds final touches.)		→	→	→	☆		
20. Post production Phase							
i. Shares finale version of media text with intended audience		→	→	→	☆		
j. Uses self-evaluation means to reflect on process and final versions of media text e.g. self-evaluation grids, class discussion, peer feedback)		→	→	→	☆		
Texts							Projects/Unit/LES
M. Text Types							
e. Explores a variety of popular, literary and information-based texts	E	→	→	→	→	→	
N. Text Components							
i. Uses text components to construct meaning when listening to, reading and viewing a variety of texts.	E	→	☆				
j. Applies knowledge of text components to write and produce texts.	E	→	☆				
O. Text Features							
i. Uses text features to construct meaning when listening to, reading and viewing texts				→	☆		
j. Applies knowledge of text features to write and produce texts				→	☆		

Poster Ideas

COVID Context

 <p>KEEP YOUR DISTANCE --- 2 metres ---</p>	 <p>wash your hands!</p>	 <p>DON'T TOUCH YOUR FACE!</p>	<p>Leave material in the classroom</p> 
 <p>SANTITIZE!</p>	 <p>i think i'm getting SICK</p> <p>Tell your teacher if you feel sick</p>	 <p>ACHOO!</p> <p>Remember to cough in your elbow</p>	 <p>Take care of yourself</p>
<p>Stay Positive</p> 	 <p>Stay Home</p>		 <p>RELAX</p>
 <p>Working from home</p>	 <p>Stay IN School</p> <p>School is a safe place</p>	 <p>Try to stay focused</p>	 <p>Everything will be ok</p>

Mindfulness



deep breaths

Take a moment to breathe



Don't forget to treat yourself



Keep in contact with other colleagues



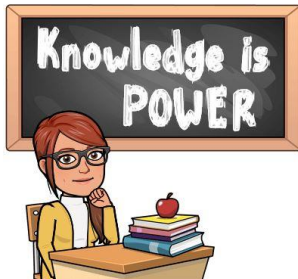
Remember that you love teaching



Find a safe place to work and reorganize your work space



Encourage yourself AND your students when you can



Try to find out about online trainings and new tools to get extra support & ideas



We can't fix everything



Find time to meditate



Interacting with Students Online

Online Classes & Group Discussions			
 <p>Use headphones to help the sound quality</p>	 <p>Make sure your workspace is free of distractions</p>	 <p>When you want to speak, write a ! in the conversation section</p>	 <p>Write your questions in the comment section</p>
 <p>Make sure you have the material needed</p>	 <p>Ask for help if you need it</p>	 <p>Think of what you want to say before speaking</p>	 <p>Make a list of things you will need to do after the group meeting</p>
	 <p>Need to leave the online conversation? Say it in the group chat</p>	 <p>Be polite! Keep your slang to yourself</p>	 <p>Appreciate what others do for you</p>
		 <p>Be proud of yourself</p>	 <p>Make an effort to do your best</p>

Planning Tool prepared by Élisabeth Léger, CSVT for the Montérégie-Estrie ESL Team, May 2020

Planning the Essential Knowledge May-June 2020 Teaching Sequences

English Teacher:

Level:

May 2020

Week of May 11th 2020				
Essential knowledge	Learning and teaching strategies (<i>LES, pedagogical material, devices, grouping procedures, feedback</i>)	Evaluation - <i>Formative</i> - <i>Observation</i>	Remediation for students with difficulties	Differentiation for stronger students

Week of May 18th 2020				
Essential knowledge	Learning and teaching strategies (<i>LES, pedagogical material, devices, grouping procedures, feedback</i>)	Evaluation - <i>Formative</i> - <i>Observation</i>	Remediation for students with difficulties	Differentiation for stronger students

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Week of May 25th 2020				
Essential knowledge	Learning and teaching strategies (LES, pedagogical material, devices, grouping procedures, feedback)	Evaluation - <i>Formative</i> - <i>Observation</i>	Remediation for students with difficulties	Differentiation for stronger students

June 2020

Week of June 1st 2020				
Essential knowledge	Learning and teaching strategies (LES, pedagogical material, devices, grouping procedures, feedback)	Evaluation - <i>Formative</i> - <i>Observation</i>	Remediation for students with difficulties	Differentiation for stronger students

Week of June 8th 2020				
Essential knowledge	Learning and teaching strategies (<i>LES, pedagogical material, devices, grouping procedures, feedback</i>)	Evaluation - <i>Formative</i> - <i>Observation</i>	Remediation for students with difficulties	Differentiation for stronger students

Week of June 15th 2020				
Essential knowledge	Learning and teaching strategies (<i>LES, pedagogical material, devices, grouping procedures, feedback</i>)	Evaluation - <i>Formative</i> - <i>Observation</i>	Remediation for students with difficulties	Differentiation for stronger students

Grille d'observation globale

Sphères cognitives et des apprentissages en anglais, langue seconde

ÉLÈVES À RISQUE

- Please refer to the Progression of learning ([1st cycle](#), [2nd cycle](#)) to guide you in targeting the related content that at-risk students might need help with.
- Also, please refer to the word bank after the grid for examples of difficulties and strategies.
- To use this tool, simply copy and paste the grid below for as many students as needed. You can include information you would like to communicate to the student's teacher for the following school year.
- You can then use checks or **highlighting** to indicate difficulties and strategies. In addition, you will find a row for comments.
- This tool works best when use digitally, rather than in paper form as you can add information easily and share with your colleagues via email.

Nom de l'élève	Code Individu	Difficultés (voir ce document pour vous aider à cibler le contenu d'éléments de la PDA)	Niveau de réussite	Stratégies à prioriser
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			Réussit avec aide	Réussit seulement avec une aide constante	Éprouve des difficultés malgré l' aide apportée	Modelage	Pratique guidée	Pratique autonome	Paier l' élève	Morceler la tâche
Commentaires										
Nom de l'élève	Code Individu	Difficultés (voir ce document pour vous aider à cibler le contenu d'éléments de la PDA)	Niveau de réussite			Stratégies à prioriser				
			Réussit avec aide	Réussit seulement avec une aide constante	Éprouve des difficultés malgré l' aide apportée	Modelage	Pratique guidée	Pratique autonome	Paier l' élève	Morceler la tâche
Commentaires										

Pistes de stratégies supplémentaires pour l'anglais, langue seconde au secondaire

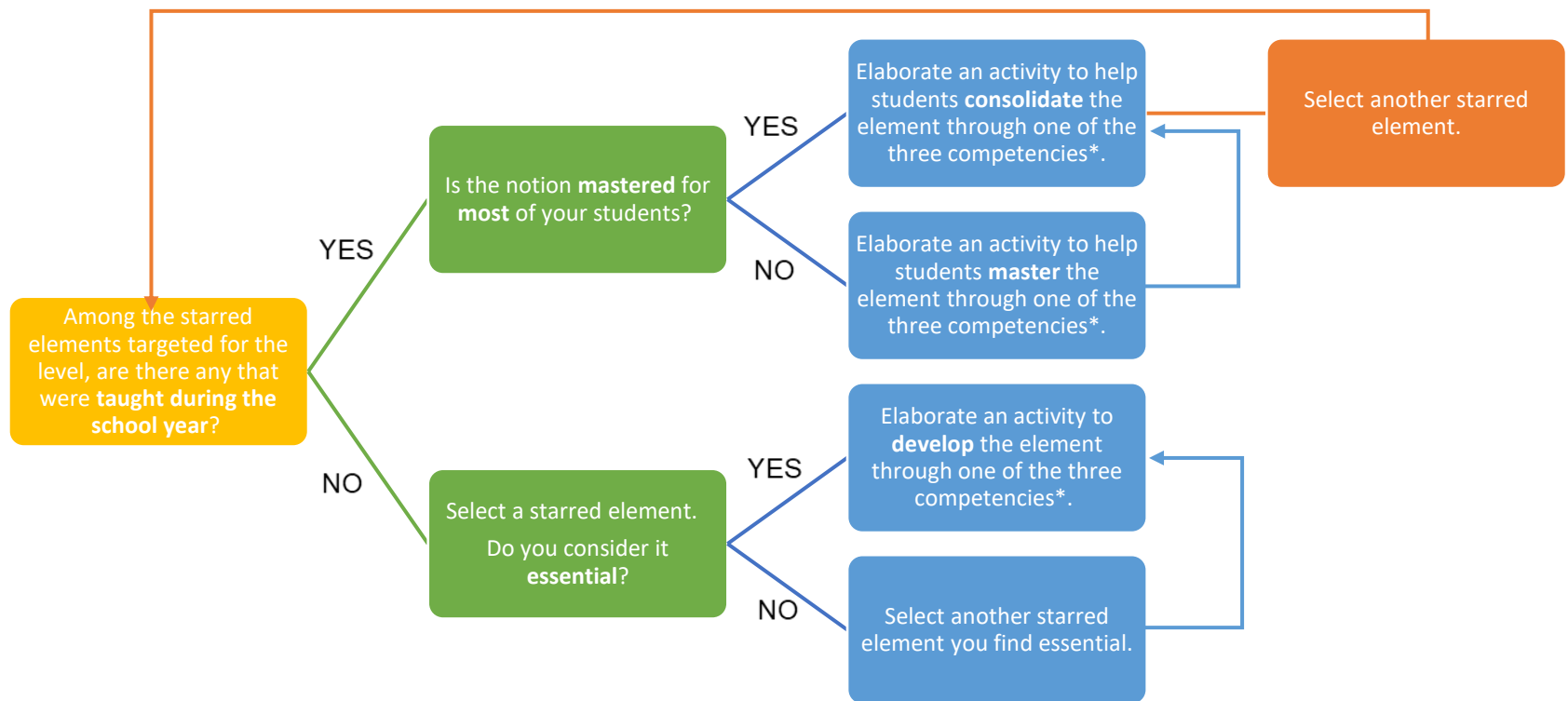
- Répéter les consignes
- Demander à l'élève de reformuler ce qu'il a compris
- Faites une démonstration du produit final attendu
- Donner les consignes et les informations à l'oral, à l'écrit et de manière visuelle, si possible, comme une vidéo.
- Donner le choix aux élèves, si possible, la façon dont ils seront évalués
- Favoriser la participation en donnant plus de temps pour répondre aux questions ou poser des questions
- Utiliser des aides-mémoire
- Faire des liens pratiques entre la matière et la vraie vie
- Donner de la rétroaction fréquente
- Mettre l'emphase sur ce que l'élève est en mesure de réussir et non le contraire

Adapté de : Stratégies pour aider les élèves ayant des troubles d'apprentissage, TA @ l'école

Cynthia Genovesi for the Montérégie-Estrie ESL team, 2020

Flow Chart for the Essential Knowledge English as a second language

While you think about your next step in planning, choose the essential knowledge for students to develop, consolidate or master. Plan activities that include imbedded strategies and develop at least one of the three competencies. [Refer to the documents of essential knowledge found in the POL, which are listed by grade level.](#)



*A competency-based activity requires the activation of the key-features, the mobilization of knowledge and strategies, the use of resources, **AND** the development of the competencies in synergy.




Anita Romano and Corrine Chabot for the
Montérégie/Estrie ESL Team, 2020

Progression of Learning: Secondary 1

Use this chart to determine the essential knowledge that has been covered. Highlight the sections using the following legend:

Green: Elements that have been taught **Yellow:** Elements that need further teaching. **Pink:** Elements that have **not** been taught.

Focus on the starred section to plan for the end of this school year or for the next school year. Keep this in your files or share with a colleague who will teach these students next school year.

 Students applies knowledge by the end of the school year	 Students constructs knowledge with teacher guidance	 Students reinvests knowledge
Culture		
	<ul style="list-style-type: none"> Explores cultural products from English-language cultures. Compares targeted cultural products From English-language cultures with own culture Explores daily life practices from English-language cultures Compares daily life practices from English-language cultures with own culture Explores communication conventions from English-language cultures Compares communication conventions from English-language cultures with own culture 	
Language Repertoire		
FUNCTIONAL LANGUAGE	FUNCTIONAL LANGUAGE	FUNCTIONAL LANGUAGE

<ul style="list-style-type: none"> • Invites other speakers to contribute to exchanges and to maintain interaction • Asks if others are in agreement/disagreement • Expresses capabilities • Expresses feelings • Expresses interests, tastes and preferences • Gives/refuses permission • Expresses needs, wants and obligations • Makes suggestions • Invites others • Accepts or refuses invitations • Contributes to teamwork and harmonious exchanges 	<ul style="list-style-type: none"> • Begins/ends telephone exchanges and uses voice mail • Interrupts a conversation politely • Asks about people, animals, objects, places • Describes events, experiences, ideas and issues • Asks about events, experiences, ideas and issues • Fills in pauses to maintain exchanges • States opinions • Asks for others' opinions • Supports opinions • Asks others to support their opinions • Asks about capabilities • Asks about others' feelings • Asks about others' interests, tastes and preferences • Expresses decision/indecision • Asks about others' decision/indecision • Gives advice and feedback • Asks for advice and feedback • Offers help/assistance • Asks about needs, wants and obligations • Asks information questions • Offers clarification • Asks for suggestions • Uses discourse markers to link ideas <p>VOCABULARY</p> <ul style="list-style-type: none"> • Uses targeted vocabulary related to students' interests and needs such as leisure activities, relationships, jobs • Uses targeted vocabulary related to issues inspired by the broad areas of learning: <ul style="list-style-type: none"> Health and Well-Being Personal and Career Planning Environmental Awareness and Consumer Rights and Responsibilities Media Literacy Citizenship and Community Life • Uses targeted vocabulary related to the development of the cross-curricular competencies: <ul style="list-style-type: none"> Uses information 	<ul style="list-style-type: none"> • Greets and responds to greetings • Takes leave • Uses expressions of courtesy • Apologizes and responds to apologies • Describes basic characteristics of people, animals, objects, places • Indicates that more time is needed to figure out what to say and how to say it • Gives warnings • Expresses agreement/disagreement • Asks for permission • Participates in classroom life • Asks for help/assistance • Accepts or declines offers of help/assistance • Asks for clarification <p>VOCABULARY</p> <p>Uses targeted vocabulary related to the immediate environment such as classroom, home, community</p>
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	<p>Solves problems Exercises critical judgment Uses creativity Adopts effective work methods Uses information and communications technologies Achieves his/her potential Cooperates with others Communicates appropriately</p> <ul style="list-style-type: none"> • Uses targeted vocabulary related to communication and learning strategies • Uses targeted vocabulary related to the response, writing and production processes • Uses targeted vocabulary related to language conventions • Uses targeted vocabulary related to texts <p>LANGUAGE CONVENTIONS</p> <p>Intonation and pronunciation</p> <ul style="list-style-type: none"> • Uses rising and falling voice pitch to convey meaning • Uses appropriate stress and pronunciation for words frequently used to participate in classroom life • Uses appropriate stress and pronunciation for targeted words to carry out tasks <p>Grammar</p> <ul style="list-style-type: none"> • Uses knowledge of targeted mechanics to construct meaning of texts • Uses targeted mechanics to write and produce texts • Uses knowledge of targeted grammatical structures to construct meaning of oral and written messages • Uses targeted grammatical structures to express oral and written messages 	
Strategies		
<ul style="list-style-type: none"> • Substitute • Direct attention • Activate prior knowledge • Infer • Predict • Scan 	<ul style="list-style-type: none"> • Recast • Rephrase • Uses various means to reflect on the effectiveness of a specific communication strategy • Plan • Self-evaluate 	<ul style="list-style-type: none"> • Gesture • Stall for time • Pay selective attention • Practice • Ask for help, repetition, clarification, confirmation

<ul style="list-style-type: none"> • Skim • Cooperate 	<ul style="list-style-type: none"> • Self-monitor • Uses self-evaluation means to reflect on the effectiveness of a specific metacognitive strategy • Compare • Delay speaking • Recombine • Takes notes • Use semantic mapping • Uses self-evaluation means to reflect on the effectiveness of a specific cognitive strategy • Encourage and reward self and others • Lower anxiety • Take risks • Uses self-evaluation means to reflect on the effectiveness of a specific social/affective strategy 	
Processes		
	<p>RESPONSE PROCESS</p> <p>Exploring the Text Phase</p> <p>Before listening, reading and viewing:</p> <ul style="list-style-type: none"> • Uses strategies, guiding questions, prompts and knowledge of text components to prepare to respond to texts • Uses knowledge of text features to prepare to respond to texts <p>While listening, reading and viewing:</p> <ul style="list-style-type: none"> • Identifies important details of texts • Determines overall message of texts <p>After listening, reading and viewing:</p> <ul style="list-style-type: none"> • Answers guiding questions individually and expands on prompts that deal with the literal meaning of texts • Answers guiding questions individually and expands on prompts that deal with the underlying meaning of texts • Shares understanding of texts with others to verify, adjust and deepen understanding <p>Establishing a Personal Connection With the Text Phase</p> <ul style="list-style-type: none"> • Answers guiding questions individually and expands on prompts to make personal connections with texts 	

	<ul style="list-style-type: none"> • Shares personal connections to texts with others to deepen understanding <p>Generalizing Beyond the Text Phase</p> <ul style="list-style-type: none"> • Answers guiding questions individually and expands on prompts that deal with issues from texts at a broader level • Shares generalizations inspired by issues from texts with others to deepen understanding <p>WRITING PROCESS</p> <p>Before engaging in the Writing Process:</p> <ul style="list-style-type: none"> • Identifies text components in model written texts <p>Preparing to Write Phase</p> <ul style="list-style-type: none"> • Brainstorms topic and ideas with others • Researches topic • Considers purpose and audience • Selects appropriate language • Constructs outline of text <p>Writing the Draft Phase</p> <ul style="list-style-type: none"> • Writes down ideas, opinions, thoughts and feelings while referring to outline • Adjusts outline <p>Revising Phase</p> <ul style="list-style-type: none"> • Shares draft with others for feedback • Assesses how well draft achieves intended purpose and reaches audience • Adds, substitutes, removes and rearranges ideas, words and sentences to improve draft <p>Editing Phase</p> <ul style="list-style-type: none"> • Shares draft with others for feedback • Corrects grammar errors to improve draft • Writes final copy • Uses self-evaluation means to reflect on process and final version of written text <p>Publishing Phase (optional)</p> <ul style="list-style-type: none"> • Shares polished copy with intended audience 	
Texts		




	<ul style="list-style-type: none"> • Explores a variety of authentic popular, literary and information-based texts • Uses text components to construct meaning when listening to, reading and viewing texts • Applies knowledge of text components to write and produce texts 	
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Progression of Learning: Secondary 2

Use this chart to determine the essential knowledge that has been covered. Highlight the sections using the following legend:

Green: Elements that have been taught **Yellow:** Elements that need further teaching. **Pink:** Elements that have **not** been taught.

Focus on the starred section to plan for the end of this school year or for the next school year. Keep this in your files or share with a colleague who will teach these students next school year.

 Students applies knowledge by the end of the school year	 Students constructs knowledge with teacher guidance	 Students reinvests knowledge
Culture		

	<ul style="list-style-type: none"> • Explores cultural products from English-language cultures. • Compares targeted cultural products From English-language cultures with own culture • Explores daily life practices from English-language cultures • Compares daily life practices from English-language cultures with own culture • Explores communication conventions from English-language cultures • Compares communication conventions from English-language cultures with own culture 	
Language Repertoire		
<p>FUNCTIONAL LANGUAGE</p> <ul style="list-style-type: none"> • Begins/ends telephone exchanges and uses voice mail • Interrupts a conversation politely • Asks about people, animals, objects, places • Fills in pauses to maintain exchanges • States opinions • Asks for others' opinions • Asks about capabilities • Asks about others' feelings • Asks about others' interests, tastes and preferences 	<p>FUNCTIONAL LANGUAGE</p> <ul style="list-style-type: none"> • Describes events, experiences, ideas and issues • Asks about events, experiences, ideas and issues • Supports opinions • Asks others to support their opinions • Gives advice and feedback • Asks for advice and feedback • Asks information questions • Uses discourse markers to link ideas <p>VOCABULARY</p> <ul style="list-style-type: none"> • Uses targeted vocabulary related to issues inspired by the broad areas of learning: <ul style="list-style-type: none"> Health and Well-Being Personal and Career Planning Environmental Awareness and Consumer Rights and Responsibilities Media Literacy Citizenship and Community Life • Uses targeted vocabulary related to the development of the cross-curricular competencies: <ul style="list-style-type: none"> Uses information Solves problems Exercises critical judgment Uses creativity 	<p>FUNCTIONAL LANGUAGE</p> <ul style="list-style-type: none"> • Greets and responds to greetings • Takes leave • Uses expressions of courtesy • Apologizes and responds to apologies • Describes basic characteristics of people, animals, objects, places • Indicates that more time is needed to figure out what to say and how to say it • Invites other speakers to contribute to exchanges and to maintain interaction • Gives warnings • Expresses agreement/disagreement • Asks if others are in agreement/disagreement

<ul style="list-style-type: none"> • Expresses decision/indecision • Asks about others' decision/indecision • Offers help/assistance • Asks about needs, wants and obligations • Offers clarification • Asks for suggestions <p>VOCABULARY</p> <ul style="list-style-type: none"> • Uses targeted vocabulary related to students' interests and needs such as leisure activities, relationships, jobs <p>LANGUAGE CONVENTIONS</p> <ul style="list-style-type: none"> • Uses rising and falling voice pitch to convey meaning • Uses appropriate stress and pronunciation for words frequently used to participate in classroom life. 	<p>Adopts effective work methods Uses information and communications technologies Achieves his/her potential Cooperates with others Communicates appropriately</p> <ul style="list-style-type: none"> • Uses targeted vocabulary related to communication and learning strategies • Uses targeted vocabulary related to the response, writing and production processes • Uses targeted vocabulary related to language conventions • Uses targeted vocabulary related to texts <p>LANGUAGE CONVENTIONS</p> <p>Intonation and pronunciation</p> <ul style="list-style-type: none"> • Uses appropriate stress and pronunciation for targeted words to carry out tasks <p>Grammar</p> <ul style="list-style-type: none"> • Uses knowledge of targeted mechanics to construct meaning of texts • Uses targeted mechanics to write and produce texts • Uses knowledge of targeted grammatical structures to construct meaning of oral and written messages • Uses targeted grammatical structures to express oral and written messages 	<ul style="list-style-type: none"> • Expresses capabilities • Expresses feelings • Expresses interests, tastes and preferences • Asks for permission • Gives/refuses permission • Participates in classroom life • Asks for help/assistance • Accepts or declines offers of help/assistance • Expresses needs, wants and obligations • Makes suggestions • Invites others • Accepts or refuses invitations • Contributes to teamwork and harmonious exchanges <p>VOCABULARY</p> <p>Uses targeted vocabulary related to the immediate environment such as classroom, home, community</p>
<p>Strategies</p>		
<ul style="list-style-type: none"> • Recast • Rephrase • Compare • Delay speaking • Recombine 	<ul style="list-style-type: none"> • Uses various means to reflect on the effectiveness of a specific communication strategy • Plan • Self-evaluate • Self-monitor 	<ul style="list-style-type: none"> • Gesture • Stall for time • Substitute • Direct attention • Pay selective attention

<ul style="list-style-type: none"> • Take notes • Encourage and reward self and others • Lower anxiety • Take risks 	<ul style="list-style-type: none"> • Uses self-evaluation means to reflect on the effectiveness of a specific metacognitive strategy • Use semantic mapping • Uses self-evaluation means to reflect on the effectiveness of a specific cognitive strategy • Uses self-evaluation means to reflect on the effectiveness of a specific social/affective strategy 	<ul style="list-style-type: none"> • Activate prior knowledge • Infer • Practice • Predict • Scan • Skim • Ask for help, repetition, clarification, confirmation • Use self-evaluation means to reflect on the effectiveness of a specific social/ affective strategy • Cooperate
Processes		
<p>RESPONSE PROCESS Exploring the Text Phase Before listening, reading and viewing:</p> <ul style="list-style-type: none"> • Uses strategies, guiding questions, prompts and knowledge of text components to prepare to respond to texts <p>While listening, reading and viewing:</p> <ul style="list-style-type: none"> • Identifies important details of texts <p>After listening, reading and viewing:</p> <ul style="list-style-type: none"> • Answers guiding questions individually and expands on prompts that deal 	<p>RESPONSE PROCESS Exploring the Text Phase Before listening, reading and viewing:</p> <ul style="list-style-type: none"> • Uses knowledge of text features to prepare to respond to texts <p>While listening, reading and viewing:</p> <ul style="list-style-type: none"> • Determines overall message of texts <p>After listening, reading and viewing:</p> <ul style="list-style-type: none"> • Answers guiding questions individually and expands on prompts that deal with the underlying meaning of texts • Shares understanding of texts with others to verify, adjust and deepen understanding <p>Establishing a Personal Connection With the Text Phase</p> <ul style="list-style-type: none"> • Answers guiding questions individually and expands on prompts to make personal connections with texts • Shares personal connections to texts with others to deepen understanding <p>Generalizing Beyond the Text Phase</p> <ul style="list-style-type: none"> • Answers guiding questions individually and expands on prompts that deal with issues from texts at a broader level • Shares generalizations inspired by issues from texts with others to deepen understanding <p>WRITING PROCESS</p>	

<p>with the literal meaning of texts</p> <p>WRITING PROCESS</p> <p>Before engaging in the Writing Process:</p> <ul style="list-style-type: none"> Identifies text components in model written texts <p>Preparing to Write Phase</p> <ul style="list-style-type: none"> Brainstorms topic and ideas with others Researches topic Considers purpose and audience Selects appropriate language Constructs outline of text <p>Writing the Draft Phase</p> <ul style="list-style-type: none"> Writes down ideas, opinions, thoughts and feelings while referring to outline <p>Publishing Phase (optional)</p> <ul style="list-style-type: none"> Shares polished copy with intended audience <p>PRODUCTION PROCESS</p> <p>Before engaging in the Production Process:</p> <ul style="list-style-type: none"> Identifies text components in model media texts <p>Preproduction Phase</p> <ul style="list-style-type: none"> Plans media text with team members 	<p>Writing the Draft Phase</p> <ul style="list-style-type: none"> Adjusts outline <p>Revising Phase</p> <ul style="list-style-type: none"> Shares draft with others for feedback Assesses how well draft achieves intended purpose and reaches audience Adds, substitutes, removes and rearranges ideas, words and sentences to improve draft <p>Editing Phase</p> <ul style="list-style-type: none"> Shares draft with others for feedback Corrects grammar errors to improve draft Writes final copy Uses self-evaluation means to reflect on process and final version of written text <p>PRODUCTION PROCESS</p> <p>Production Phase</p> <ul style="list-style-type: none"> Creates preliminary version of media text with team members Uses appropriate media conventions Validates preliminary version of media text with sample audience and makes adjustments according to feedback <p>Postproduction Phase</p> <ul style="list-style-type: none"> Shares final version of media text with intended audience Uses self-evaluation means to reflect on process and final version of media text 	
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<ul style="list-style-type: none"> • Brainstorms topic and ideas with others • Researches topic • Selects medium and corresponding media conventions • Selects appropriate language • Targets purpose, audience and culture • Writes a focus sentence • Constructs outline of media text • Validates ideas with others and makes adjustments according to feedback 		
Texts		
<ul style="list-style-type: none"> • Uses text components to construct meaning when listening to, reading and viewing texts • Applies knowledge of text components to write and produce texts 	<ul style="list-style-type: none"> • Explores a variety of authentic popular, literary and information-based texts 	

Progression of Learning: Secondary 3

Use this chart to determine the essential knowledge that has been covered. Highlight the sections using the following legend:

Green: Elements that have been taught **Yellow:** Elements that need further teaching. **Pink:** Elements that have **not** been taught.

Focus on the starred section to plan for the end of this school year or for the next school year. Keep this in your files or share with a colleague who will teach these students next school year.

 Students applies knowledge by the end of the school year	 Students constructs knowledge with teacher guidance	 Students reinvests knowledge
Culture		
	<ul style="list-style-type: none"> Explores cultural products from English-language cultures. Compares targeted cultural products From English-language cultures with own culture Explores daily life practices from English-language cultures Compares daily life practices from English-language cultures with own culture Explores communication conventions from English-language cultures Compares communication conventions from English-language cultures with own culture 	
Language Repertoire		

FUNCTIONAL LANGUAGE		
<p>FUNCTIONAL LANGUAGE</p> <ul style="list-style-type: none"> • Interrupts a conversation politely • Asks about people, animals, objects, places • Gives advice and feedback • Asks for advice and feedback • Asks information questions • Uses discourse markers to link ideas <p>VOCABULARY</p> <ul style="list-style-type: none"> • Uses targeted vocabulary related to the response, writing and production processes • Uses targeted vocabulary related to language conventions <p>LANGUAGE CONVENTIONS</p> <p>Grammar</p> <ul style="list-style-type: none"> • Uses knowledge of targeted mechanics to construct meaning of texts <p>Uses targeted mechanics to write and produce texts</p>	<p>FUNCTIONAL LANGUAGE</p> <ul style="list-style-type: none"> • Describes events, experiences, ideas and issues • Asks about events, experiences, ideas and issues • Supports opinions • Asks others to support their opinions • Sets short- and long-term learning goals • Shares reflections about learning <p>VOCABULARY</p> <ul style="list-style-type: none"> • Uses targeted vocabulary related to issues inspired by the broad areas of learning: <ul style="list-style-type: none"> Health and Well-Being Personal and Career Planning Environmental Awareness and Consumer Rights and Responsibilities Media Literacy Citizenship and Community Life • Uses targeted vocabulary related to the development of the cross-curricular competencies: <ul style="list-style-type: none"> Uses information Solves problems Exercises critical judgment Uses creativity Adopts effective work methods Uses information and communications technologies Achieves his/her potential Cooperates with others Communicates appropriately • Uses targeted vocabulary related to communication and learning strategies • Uses targeted vocabulary related to texts <p>LANGUAGE CONVENTIONS</p> <ul style="list-style-type: none"> • Uses appropriate stress and pronunciation for targeted words to carry out tasks <p>Grammar</p> <ul style="list-style-type: none"> • Uses knowledge of targeted grammatical structures to construct meaning of oral and written messages 	<p>FUNCTIONAL LANGUAGE</p> <ul style="list-style-type: none"> • Greets and responds to greetings • Takes leave • Uses expressions of courtesy • Begins/ends telephone exchanges and uses voice mail • Apologizes and responds to apologies • Interrupts a conversation politely • Describes basic characteristics of people, animals, objects, places • Asks about people, animals, objects, places • Indicates that more time is needed to figure out what to say and how to say it • Fills in pauses to maintain exchanges • Invites other speakers to contribute to exchanges and to maintain interaction • Gives warnings • Expresses agreement/disagreement • Asks if others are in agreement/disagreement • States opinions • Asks for others' opinions • Expresses capabilities

	<ul style="list-style-type: none"> • Uses targeted grammatical structures to express oral and written messages 	<ul style="list-style-type: none"> • Asks about capabilities • Expresses feelings • Asks about others' feelings • Expresses interests, tastes and preferences • Asks about others' interests, tastes and preferences • Expresses decision/indecision • Asks about others' decision/indecision • Asks for permission • Gives/refuses permission • Participates in classroom life • Asks for help/assistance • Accepts or declines offers of help/assistance • Offers help/assistance • Expresses needs, wants and obligations • Asks about needs, wants and obligations • Asks for clarification • Offers clarification • Makes suggestions • Asks for suggestions • Invites others • Accepts or refuses invitations • Contributes to teamwork and harmonious exchanges <p>VOCABULARY</p>
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		<ul style="list-style-type: none"> • Uses targeted vocabulary related to the immediate environment such as classroom, home, community • Uses targeted vocabulary related to students' interests and needs such as leisure activities, relationships, jobs <p>LANGUAGE CONVENTIONS</p> <ul style="list-style-type: none"> • Uses rising and falling voice pitch to convey meaning • Uses appropriate stress and pronunciation for words frequently used to participate in classroom life
Strategies		
<ul style="list-style-type: none"> • Uses self-evaluation means to reflect on the effectiveness of a specific communication strategy • Plan • Self-evaluate • Self-monitor • Uses self-evaluation means to reflect on the effectiveness of a specific metacognitive strategy 	<ul style="list-style-type: none"> • Manages an inventory of communication strategies: <ul style="list-style-type: none"> — identifies the strategies — selects which ones to use for a given task — uses them appropriately — analyzes their effectiveness — makes necessary adjustments • Seek or create practice opportunities • Set goals and objectives • Manages an inventory of metacognitive strategies: <ul style="list-style-type: none"> — identifies the strategies — selects which ones to use for a given task — uses them appropriately — analyzes their effectiveness — makes necessary adjustments • Transfer • Manages an inventory of cognitive strategies: 	<ul style="list-style-type: none"> • Gesture • Recast • Rephrase • Stall for time • Substitute • Direct attention • Pay selective attention • Activate prior knowledge • Compare • Delay speaking • Infer • Practise • Predict • Recombine • Scan • Skim • Take notes

<ul style="list-style-type: none"> • Use semantic mapping • Uses self-evaluation means to reflect on the effectiveness of a specific cognitive strategy • Uses self-evaluation means to reflect on the effectiveness of a specific social/affective strategy 	<ul style="list-style-type: none"> — identifies the strategies — selects which ones to use for a given task — uses them appropriately — analyzes their effectiveness — makes necessary adjustments • Ask questions • Develop cultural understanding • Manages an inventory of social/affective strategies: <ul style="list-style-type: none"> — identifies the strategies — selects which ones to use for a given task — uses them appropriately — analyzes their effectiveness — makes necessary adjustments 	<ul style="list-style-type: none"> • Ask for help, repetition, clarification, confirmation • Cooperate • Encourage and reward self and others • Lower anxiety • Take risks
Processes		
<p>RESPONSE PROCESS Exploring the Text Phase Before listening, reading and viewing: While listening, reading and viewing: After listening, reading and viewing:</p> <ul style="list-style-type: none"> • Shares understanding of texts with others to verify, adjust and deepen understanding <p>Establishing a Personal Connection With the Text Phase</p> <ul style="list-style-type: none"> • Answers guiding questions individually and expands on prompts to make 	<p>RESPONSE PROCESS Exploring the Text Phase Before listening, reading and viewing:</p> <ul style="list-style-type: none"> • Uses knowledge of text features to prepare to respond to texts <p>While listening, reading and viewing:</p> <ul style="list-style-type: none"> • Determines overall message of texts <p>After listening, reading and viewing:</p> <ul style="list-style-type: none"> • Answers guiding questions individually and expands on prompts that deal with the underlying meaning of texts <p>Generalizing Beyond the Text Phase</p> <ul style="list-style-type: none"> • Answers guiding questions individually and expands on prompts that deal with issues from texts at a broader level • Shares generalizations inspired by issues from texts with others to deepen understanding <p>WRITING PROCESS Before engaging in the Writing Process:</p> <ul style="list-style-type: none"> • Deconstructs model written texts <p>Writing the Draft Phase</p> <ul style="list-style-type: none"> • Adjusts outline <p>Revising Phase</p> <ul style="list-style-type: none"> • Shares draft with others for feedback 	<p>RESPONSE PROCESS Exploring the Text Phase Before listening, reading and viewing:</p> <ul style="list-style-type: none"> • Uses strategies, guiding questions, prompts and knowledge of text components to prepare to respond to texts <p>While listening, reading and viewing:</p> <ul style="list-style-type: none"> • Identifies important details of texts <p>After listening, reading and viewing:</p> <ul style="list-style-type: none"> • Answers guiding questions individually and expands on prompts that deal with the literal meaning of texts <p>WRITING PROCESS</p>

<p>personal connections with texts</p> <ul style="list-style-type: none"> • Shares personal connections to texts with others to deepen understanding 	<ul style="list-style-type: none"> • Assesses how well draft achieves intended purpose and reaches audience • Adds, substitutes, removes and rearranges ideas, words and sentences to improve draft <p>Editing Phase</p> <ul style="list-style-type: none"> • Shares draft with others for feedback • Corrects grammar errors to improve draft • Writes final copy • Uses self-evaluation means to reflect on process and final version of written text <p>PRODUCTION PROCESS</p> <p>Before engaging in the Production Process:</p> <ul style="list-style-type: none"> • Deconstructs model media texts <p>Production Phase</p> <ul style="list-style-type: none"> • Creates preliminary version of media text with team members • Uses appropriate media conventions Validates preliminary version of media text with sample audience and makes • adjustments according to feedback <p>Postproduction Phase</p> <ul style="list-style-type: none"> • Shares final version of media text with intended audience • Uses self-evaluation means to reflect on process and final version of media text 	<p>Before engaging in the Writing Process:</p> <ul style="list-style-type: none"> • Identifies text components in model written texts <p>Preparing to Write Phase</p> <ul style="list-style-type: none"> • Brainstorms topic and ideas with others • Researches topic • Considers purpose and audience • Selects appropriate language • Constructs outline of text <p>Writing the Draft Phase</p> <ul style="list-style-type: none"> • Writes down ideas, opinions, thoughts and feelings while referring to outline <p>Publishing Phase (optional)</p> <ul style="list-style-type: none"> • Shares polished copy with intended audience <p>PRODUCTION PROCESS</p> <p>Before engaging in the Production Process:</p> <ul style="list-style-type: none"> • Identifies text components in model media texts <p>Preproduction Phase</p> <ul style="list-style-type: none"> • Plans media text with team members • Brainstorms topic and ideas with others • Researches topic • Selects medium and corresponding media conventions
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		<ul style="list-style-type: none"> • Selects appropriate language • Targets purpose, audience and culture • Writes a focus sentence • Constructs outline of media text • Validates ideas with others and makes adjustments according to feedback
Texts		
<p>TEXT COMPONENTS</p> <ul style="list-style-type: none"> • Uses text components to construct meaning when listening to, reading and viewing texts • Applies knowledge of text components to write and produce texts 	<p>Text Types</p> <ul style="list-style-type: none"> • Explores a variety of authentic popular, literary and information-based texts <p>Text Features</p> <ul style="list-style-type: none"> • Uses text features to construct meaning when listening to, reading and viewing texts • Applies knowledge of text features to write and produce texts 	<p>Text Components</p> <ul style="list-style-type: none"> • Uses text components to construct meaning when listening to, reading and viewing texts • Applies knowledge of text components to write and produce texts

Progression of Learning: Secondary 4

Use this chart to determine the essential knowledge that has been covered. Highlight the sections using the following legend:

Green: Elements that have been taught Yellow: Elements that need further teaching. Pink: Elements that have **not** been taught.

Focus on the starred section to plan for the end of this school year or for the next school year. Keep this in your files or share with a colleague who will teach these students next school year.

 Students applies knowledge by the end of the school year	 Students constructs knowledge with teacher guidance	 Students reinvests knowledge
Culture		
	<ul style="list-style-type: none"> Explores cultural products from English-language cultures. Compares targeted cultural products From English-language cultures with own culture Explores daily life practices from English-language cultures Compares daily life practices from English-language cultures with own culture Explores communication conventions from English-language cultures Compares communication conventions from English-language cultures with own culture 	
Language Repertoire		
FUNCTIONAL LANGUAGE	VOCABULARY	FUNCTIONAL LANGUAGE

<ul style="list-style-type: none"> • Describes events, experiences, ideas and issues • Asks about events, experiences, ideas and issues • Supports opinions • Asks others to support their opinions <p>Vocabulary</p> <ul style="list-style-type: none"> • Uses targeted vocabulary related to communication and learning strategies • Uses targeted vocabulary related to texts 	<ul style="list-style-type: none"> • Uses targeted vocabulary related to issues inspired by the broad areas of learning: <ul style="list-style-type: none"> Health and Well-Being Personal and Career Planning Environmental Awareness and Consumer Rights and Responsibilities Media Literacy Citizenship and Community Life • Uses targeted vocabulary related to the development of the cross-curricular competencies: <ul style="list-style-type: none"> Uses information Solves problems Exercises critical judgment Uses creativity Adopts effective work methods Uses information and communications technologies Achieves his/her potential Cooperates with others Communicates appropriately <p>LANGUAGE CONVENTIONS</p> <p>Intonation and pronunciation</p> <ul style="list-style-type: none"> • Uses rising and falling voice pitch to convey meaning • Uses appropriate stress and pronunciation for words frequently used to participate in classroom life • Uses appropriate stress and pronunciation for targeted words to carry out tasks <p>Grammar</p> <ul style="list-style-type: none"> • Uses knowledge of targeted grammatical structures to construct meaning of oral and written messages • Uses targeted grammatical structures to express oral and written messages 	<ul style="list-style-type: none"> • Greets and responds to greetings • Takes leave • Uses expressions of courtesy • Begins/ends telephone exchanges and uses voice mail • Apologizes and responds to apologies • Interrupts a conversation politely • Describes basic characteristics of people, animals, objects, places • Asks about people, animals, objects, places • • Indicates that more time is needed to figure out what to say and how to say it • Fills in pauses to maintain exchanges • Invites other speakers to contribute to exchanges and to maintain interaction • Gives warnings • Expresses agreement/disagreement • Asks if others are in agreement/disagreement • States opinions • Asks for others' opinions • Expresses capabilities • Asks about capabilities
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		<ul style="list-style-type: none"> • Expresses feelings • Asks about others' feelings • Expresses interests, tastes and preferences • Asks about others' interests, tastes and preferences • Expresses decision/indecision • Asks about others' decision/indecision • Asks for permission • Gives/refuses permission • Gives advice and feedback • Asks for advice and feedback • Participates in classroom life • Asks for help/assistance • Accepts or declines offers of help/assistance • Offers help/assistance • Expresses needs, wants and obligations • Asks about needs, wants and obligations • Asks information questions • Asks for clarification • Offers clarification • Makes suggestions • Asks for suggestions • Invites others • Accepts or refuses invitations
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		<ul style="list-style-type: none"> • Contributes to teamwork and harmonious exchanges • Uses discourse markers to link ideas • Sets short and long term learning goals • Shares reflections about learning <p>VOCABULARY</p> <ul style="list-style-type: none"> • Uses targeted vocabulary related to the immediate environment such as classroom, home, community <ul style="list-style-type: none"> • Uses targeted vocabulary related to students' interests and needs such as leisure activities, relationships, jobs • Uses targeted vocabulary related to the response, writing and production processes • Uses targeted vocabulary related to language conventions <p>Grammar</p> <ul style="list-style-type: none"> • Uses knowledge of targeted mechanics to construct meaning of texts • Uses targeted mechanics to write and produce texts
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Strategies		
<ul style="list-style-type: none"> • Sets goals and objectives • Transfer • Ask questions 	<ul style="list-style-type: none"> • Manages an inventory of communication strategies • Manages an inventory of metacognitive strategies • Manages an inventory of cognitive strategies • Develop cultural understanding • Manages an inventory of social/affective strategies 	<ul style="list-style-type: none"> • Gesture • Recast • Rephrase • Stall for time • Substitute • Uses various means to reflect on the effectiveness of a specific communication strategy • Direct attention • Maintains attention during task purposely avoiding distracters • Plan • Uses self-evaluation means to reflect on the effectiveness of a specific metacognitive strategy • Activate prior knowledge • Delay speaking • Infer • Practice • Predict • Recombine • Scan • Skim • Take notes • Use semantic mapping • Use self-evaluation means to reflect on the effectiveness of a specific cognitive strategy • Ask for help, repetition, clarification, confirmation

		<ul style="list-style-type: none"> • Cooperate • Encourage and reward self and others • Lower anxiety • Take risks • Uses self-evaluation means to reflect on the effectiveness of a specific social/affective strategy
Processes		
<p>RESPONSE PROCESS Exploring the Text Phase Before listening, reading and viewing:</p> <ul style="list-style-type: none"> • Uses knowledge of text features to prepare to respond to texts <p>After listening, reading and viewing:</p> <ul style="list-style-type: none"> • Answers guiding questions individually and expands on prompts that deal with the underlying meaning of texts <p>Generalizing Beyond the Text Phase</p> <ul style="list-style-type: none"> • Answers guiding questions individually and 	<p>RESPONSE PROCESS</p> <p>WRITING PROCESS</p> <p>Publishing Phase (optional)</p> <ul style="list-style-type: none"> • Shares polished copy with intended audience 	<p>RESPONSE PROCESS Exploring the Text Phase Before listening, reading and viewing:</p> <ul style="list-style-type: none"> • Uses strategies, guiding questions, prompts and knowledge of text components to prepare to respond to texts <p>While listening, reading and viewing:</p> <ul style="list-style-type: none"> • Identifies important details of texts • Determines overall message of texts <p>After listening, reading and viewing:</p> <ul style="list-style-type: none"> • Answers guiding questions individually and expands on prompts that deal with the literal meaning of texts • Shares understanding of texts with others to

<p>expands on prompts that deal with issues from texts at a broader level</p> <ul style="list-style-type: none"> • Shares generalizations inspired by issues from texts with others to deepen understanding <p>WRITING PROCESS Before engaging in the Writing Process</p> <ul style="list-style-type: none"> • Deconstructs models of written texts <p>Writing the Draft Phase</p> <ul style="list-style-type: none"> • Adjusts outline <p>Revising Phase</p> <ul style="list-style-type: none"> • Shares draft with others for feedback • Assesses how well draft achieves intended purpose and reaches audience <p>Editing Phase</p> <ul style="list-style-type: none"> • Shares draft with others for feedback • Corrects grammar errors to improve draft • Writes final copy • Uses self-evaluation means to reflect on 		<p>verify, adjust and deepen understanding</p> <p>Establishing a Personal Connection With the Text Phase</p> <ul style="list-style-type: none"> • Answers guiding questions individually and expands on prompts to make personal connections with texts • Shares personal connections to texts with others to deepen understanding <p>WRITING PROCESS Before engaging in the Writing Process:</p> <ul style="list-style-type: none"> • Identifies text components in model written texts <p>Preparing to Write Phase</p> <ul style="list-style-type: none"> • Brainstorms topic and ideas with others • Researches topic • Considers purpose and audience • Selects appropriate language • Constructs outline of text <p>Writing the Draft Phase</p> <ul style="list-style-type: none"> • Writes down ideas, opinions, thoughts and feelings while referring to outline
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<p>process and final version of written text</p> <ul style="list-style-type: none"> • Adds, substitutes, removes and rearranges ideas, words and sentences to improve draft 		
<p>Texts</p>		
<ul style="list-style-type: none"> • Uses text features to construct meaning when listening to, reading and viewing texts • Applies knowledge of text features to write and produce texts 	<ul style="list-style-type: none"> • Explores a variety of authentic popular, literary and information-based texts 	<ul style="list-style-type: none"> • Uses text components to construct meaning when listening to, reading and viewing texts • Applies knowledge of text components to write and produce texts

Progression of Learning: Secondary 5

Use this chart to determine the essential knowledge that has been covered. Highlight the sections using the following legend:

Green: Elements that have been taught. **Yellow:** Elements that need further teaching. **Pink:** Elements that have **not** been taught.

Focus on the starred section to plan for the end of this school year or for the next school year. Keep this in your files or share with a colleague who will teach these students next school year.

 Students applies knowledge by the end of the school year	 Students constructs knowledge with teacher guidance	 Students reinvests knowledge
Culture		
	<ul style="list-style-type: none"> Explores cultural products from English-language cultures. Compares targeted cultural products From English-language cultures with own culture Explores daily life practices from English-language cultures Compares daily life practices from English-language cultures with own culture Explores communication conventions from English-language cultures Compares communication conventions from English-language cultures with own culture 	
Language Repertoire		

<p>LANGUAGE CONVENTIONS</p> <ul style="list-style-type: none"> • Uses knowledge of targeted grammatical structures to construct meaning of oral and written messages • Uses targeted grammatical structures to express oral and written messages 	<p>VOCABULARY</p> <ul style="list-style-type: none"> • Uses targeted vocabulary related to issues inspired by the broad areas of learning: <ul style="list-style-type: none"> Health and Well-Being Personal and Career Planning Environmental Awareness and Consumer Rights and Responsibilities Media Literacy Citizenship and Community Life • Uses targeted vocabulary related to the development of the cross-curricular competencies: <ul style="list-style-type: none"> Uses information Solves problems Exercises critical judgment Uses creativity Adopts effective work methods Uses information and communications technologies Achieves his/her potential Cooperates with others Communicates appropriately 	<p>FUNCTIONAL LANGUAGE</p> <ul style="list-style-type: none"> • Greets and responds to greetings • Takes leave • Uses expressions of courtesy • Begins/ends telephone exchanges and uses voice mail • Apologizes and responds to apologies • Interrupts a conversation politely • Describes basic characteristics of people, animals, objects, places • Asks about people, animals, objects, places • Describes events, experiences, ideas and issues • Asks about events, experiences, ideas and issues • Indicates that more time is needed to figure out what to say and how to say it • Fills in pauses to maintain exchanges • Invites other speakers to contribute to exchanges and to maintain interaction • Gives warnings • Expresses agreement/disagreement
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		<ul style="list-style-type: none"> • Asks if others are in agreement/disagreement • States opinions • Asks for others' opinions • Supports opinions • Asks others to support their opinions • Expresses capabilities • Asks about capabilities • Expresses feelings • Asks about others' feelings • Expresses interests, tastes and preferences • Asks about others' interests, tastes and preferences • Expresses decision/indecision • Ask about others' decision/indecision • Asks for permission • Gives refusal/permission • Gives advice and feedback • Asks for advice and feedback • Participates in classroom life • Asks for help/assistance • Accepts or declines offers of help/assistance • Offers help/assistance • Expresses needs, wants and obligations • Asks about needs, wants and obligations
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		<ul style="list-style-type: none"> • Asks information questions • Asks for clarification • Offers clarification • Makes suggestions • Asks for suggestions • Invites others • Accepts or refuses invitations • Contributes to teamwork and harmonious exchanges • Uses discourse markers to link ideas • Sets short and long term learning goals • Shares reflections about learning <p>VOCABULARY</p> <p>Uses targeted vocabulary related to the immediate environment such as classroom, home, community</p> <p>Uses targeted vocabulary related to students' interests and needs</p> <ul style="list-style-type: none"> • Uses targeted vocabulary related to communication and learning strategies • Uses targeted vocabulary related to the response, writing and production processes • Uses targeted vocabulary related to language conventions
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		<ul style="list-style-type: none"> • Uses targeted vocabulary related to texts <p>LANGUAGE CONVENTIONS</p> <p>Intonation and pronunciation</p> <ul style="list-style-type: none"> • Uses rising and falling voice pitch to convey meaning • Uses appropriate stress and pronunciation for words frequently used to participate in classroom life • <p>Grammar</p> <ul style="list-style-type: none"> • Uses knowledge of targeted mechanics to construct meaning of texts • Uses targeted mechanics to write and produce texts
Strategies		
<ul style="list-style-type: none"> • Manages an inventory of communication strategies • Manages an inventory of metacognitive strategies 	<ul style="list-style-type: none"> • Develop cultural understanding • 	<ul style="list-style-type: none"> • Gesture • Recast • Rephrase • Stall for time • Substitute • Uses various means to reflect on the effectiveness of a specific communication strategy • Direct attention

<ul style="list-style-type: none"> • Manages an inventory of cognitive strategies • Manages an inventory of social/affective strategies 		<ul style="list-style-type: none"> • Plan • Seek or create practice opportunities • Self-evaluate • Self-monitor • Sets goals and objectives • Uses self-evaluation means to reflect the effectiveness of a specific strategy • Activate prior knowledge • Compare • Delay speaking • Infer • Practice • Predict • Recombine • Scan • Skim • Take notes • Write down relevant information in an organized way • Transfer • Use semantic mapping • Use self-evaluation means to reflect on the effectiveness of a specific cognitive strategy • Ask for help, repetition, clarification, confirmation • Ask questions • Cooperate • Encourage and reward self and others • Lower anxiety • Take risks
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		<ul style="list-style-type: none"> • Use self-evaluation means to reflect on the effectiveness of a specific social/affective strategy
Processes		
	<ul style="list-style-type: none"> • 	<p>RESPONSE PROCESS</p> <p>Exploring the Text Phase</p> <p>Before listening, reading and viewing:</p> <ul style="list-style-type: none"> • Uses strategies, guiding questions, prompts and knowledge of text components to prepare to respond to texts • Uses knowledge of text features to prepare to respond to texts <p>While listening, reading and viewing:</p> <ul style="list-style-type: none"> • Identifies important details of texts • Determines overall message of texts <p>After listening, reading and viewing:</p> <ul style="list-style-type: none"> • Answers guiding questions individually and expands on prompts that deal with the literal meaning of texts • Answers guiding questions individually and expands on prompts that deal with the underlying meaning of texts

		<ul style="list-style-type: none"> • Shares understanding of texts with others to verify, adjust and deepen understanding <p>Establishing a Personal Connection With the Text Phase</p> <ul style="list-style-type: none"> • Answers guiding questions individually and expands on prompts to make personal connections with texts • Shares personal connections to texts with others to deepen understanding <p>Generalizing Beyond the Text Phase</p> <ul style="list-style-type: none"> • Answers guiding questions individually and expands on prompts that deal with issues from texts at a broader level • Shares generalizations inspired by issues from texts with others to deepen understanding <p>WRITING PROCESS</p> <p>Before engaging in the Writing Process:</p> <ul style="list-style-type: none"> • Identifies text components in model written texts <p>Preparing to Write Phase</p> <ul style="list-style-type: none"> • Brainstorms topic and ideas with others • Researches topic
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		<ul style="list-style-type: none"> • Considers purpose and audience • Selects appropriate language • Constructs outline of text <p>Writing the Draft Phase</p> <ul style="list-style-type: none"> • Writes down ideas, opinions, thoughts and feelings while referring to outline • Adjusts outline <p>Revising Phase</p> <ul style="list-style-type: none"> • Shares draft with others for feedback • Assesses how well draft achieves intended purpose and reaches audience • Adds, substitutes, removes and rearranges ideas, words and sentences to improve draft <p>Editing Phase</p> <ul style="list-style-type: none"> • Shares draft with others for feedback • Corrects grammar errors to improve draft • Writes final copy • Uses self-evaluation means to reflect on process and final version of written text <p>Publishing Phase (optional)</p> <ul style="list-style-type: none"> • Shares polished copy with intended audience <p>Publishing Phase (optional)</p>
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		<p>Shares polished copy with intended audience</p> <p>PRODUCTION PROCESS</p> <p>Before engaging in the Production Process</p> <ul style="list-style-type: none"> • Identifies text components in models of media texts • Deconstructs models of media texts <p>Preproduction phase</p> <ul style="list-style-type: none"> • Plans media text with team members • Brainstorms topic and ideas with others • Researches topic • Selects medium and corresponding media conventions • Selects appropriate language • Targets purpose audience and culture • Writes a focus sentence • Constructs outline of a media text • Validates ideas with others and makes adjustments according to feedback <p>Production Phase</p> <ul style="list-style-type: none"> • Creates preliminary version of media text with team members • Uses appropriate media conventions
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		<ul style="list-style-type: none"> Validates preliminary version of media text with sample audience and makes adjustments according to feedback <p>Post production Phase</p> <ul style="list-style-type: none"> Shares finale version of media text with intended audience Uses self-evaluation means to reflect on process and final versions of media text
Texts		
	<ul style="list-style-type: none"> Explores a variety of authentic popular, literary and information-based texts 	<ul style="list-style-type: none"> Uses text components to construct meaning when listening to, reading and viewing a variety of texts Applies knowledge of text components to write and produce texts Uses text features to construct meaning when listening to, reading and viewing texts Applies knowledge of text features to write and produce texts

Level:

Teacher's name:

	Pedagogical Intention	Themes (Unit/LES/ ES) & Content of POL	Comp.	Criteria	Traces (evaluation)	Strategies and resources
Term 1	Throughout the first unit, the students will be able to: (Ex. Review, Practice...)	1.	Competency 1 Interacts orally 40%	Participation in oral interaction <input type="checkbox"/> Use of English at all times <input type="checkbox"/> Contribution throughout interaction <input type="checkbox"/> Reaction to what others say	Unit 1: 1) 2) 3) Unit 2: 1)	
				Content of the message <input type="checkbox"/> Pertinence of the message in light of topic, purpose, audience <input type="checkbox"/> Coherence of message <input type="checkbox"/> Elaboration of ideas and viewpoints <input type="checkbox"/> Building on what others say		
				Articulation of the message <input type="checkbox"/> Language fluency <input type="checkbox"/> Accuracy of language <input type="checkbox"/> Intelligibility of message <input type="checkbox"/> Use of idiomatic language (Cycle 2)		
		2.	Competency 2 Reinvests understanding of texts 30%	Evidence of understanding of texts through the response process <input type="checkbox"/> Demonstration of understanding of texts	Unit 1: 1) 2) 3)	
	3.	Use of knowledge from texts in a reinvestment task <input type="checkbox"/> Selection of information/ideas and language from the texts <input type="checkbox"/> Coherence of organization of selected information /ideas <input type="checkbox"/> Combination of information/ideas and language <input type="checkbox"/> selected in texts with own ideas and personal language repertoire <input type="checkbox"/> Use of text components/text features <input type="checkbox"/> Accurate use of information drawn from texts				
			Competency 3 Writes and Produces Texts: 30%	Participation in the writing and production processes (feedback, no evaluation) <input type="checkbox"/> Different phases of the writing and production processes appropriate to the task <input type="checkbox"/> Different Phases of processes / Cooperation with others / Giving and receiving of feedback	EXAMPLE ➤ Not evaluated during this term	
		Content of the message <input type="checkbox"/> Pertinence of message/text in light of topic, purpose and audience <input type="checkbox"/> Coherence of message/text • Organization of ideas <input type="checkbox"/> Development of ideas and viewpoint				

			Formulation of the message <ul style="list-style-type: none"> <input type="checkbox"/> Accuracy of targeted or familiar language repertoire <input type="checkbox"/> Clarity of message <input type="checkbox"/> Use of text components/text features appropriate to text form 	
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Tool prepared by É.Léger_CSVT/Adapted from François Hudon's document_ CSMV

	Pedagogical Intention	Themes (Unit/LES/ ES) & Content of POL	Competencies	Criteria	Traces (evaluation)	Strategies and resources
Term 2		1.	Competency 1 Interacts orally 40%	Participation in oral interaction <ul style="list-style-type: none"> <input type="checkbox"/> Use of English at all times <input type="checkbox"/> Contribution throughout interaction <input type="checkbox"/> Reaction to what others say 		
				Content of the message <ul style="list-style-type: none"> <input type="checkbox"/> Pertinence of the message in light of topic, purpose, audience <input type="checkbox"/> Coherence of message <input type="checkbox"/> Elaboration of ideas and viewpoints <input type="checkbox"/> Building on what others say 		
		2.	Competency 2 Reinvests understanding of texts 30%	Articulation of the message <ul style="list-style-type: none"> <input type="checkbox"/> Language fluency <input type="checkbox"/> Accuracy of language <input type="checkbox"/> Intelligibility of message <input type="checkbox"/> Use of idiomatic language (Cycle 2) 		
	3.	Evidence of understanding of texts through the response process <ul style="list-style-type: none"> <input type="checkbox"/> Demonstration of understanding of texts 				
				Use of knowledge from texts in a reinvestment task <ul style="list-style-type: none"> <input type="checkbox"/> Selection of information/ideas and language from the texts <input type="checkbox"/> Coherence of organization of selected information /ideas <input type="checkbox"/> Combination of information/ideas and language <input type="checkbox"/> selected in texts with own ideas and personal language repertoire <input type="checkbox"/> Use of text components/text features <input type="checkbox"/> Accurate use of information drawn from texts 		

Competency 3 Writes and Produces Texts: 30%	Participation in the writing and production processes (feedback, no evaluation)
	Content of the message
	Formulation of the message

Tool prepared by É.Léger_CSVT/Adapted from François Hudon's document_CSMV

Term 3	Pedagogical Intention	Themes (Unit/LES/ ES) & Content of POL	Competencies	Criteria	Traces (evaluation)	Strategies and resources
			Competency 1 Interacts orally 40%	Participation in oral interaction		
				Content of the message		
				Articulation of the message		
			Comp	Evidence of understanding of texts through the response process		

			<p>Use of knowledge from texts in a reinvestment task</p> <ul style="list-style-type: none"> <input type="checkbox"/> Selection of information/ideas and language from the texts <input type="checkbox"/> Coherence of organization of selected information /ideas <input type="checkbox"/> Combination of information/ideas and language <input type="checkbox"/> selected in texts with own ideas and personal language repertoire <input type="checkbox"/> Use of text components/text features <input type="checkbox"/> Accurate use of information drawn from texts 		
		<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Competency 3 Writes and Produces Texts: 30%</p>	<p>Participation in the writing and production processes (feedback, no evaluation)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Different phases of the writing and production processes appropriate to the task <input type="checkbox"/> Different Phases of processes / Cooperation with others / Giving and receiving of feedback 		
			<p>Content of the message</p> <ul style="list-style-type: none"> <input type="checkbox"/> Pertinence of message/text in light of topic, purpose and audience <input type="checkbox"/> Coherence of message/text • Organization of ideas <input type="checkbox"/> Development of ideas and viewpoint 		
			<p>Formulation of the message</p> <ul style="list-style-type: none"> <input type="checkbox"/> Accuracy of targeted or familiar language repertoire <input type="checkbox"/> Clarity of message <input type="checkbox"/> Use of text components/text features appropriate to text form 		

Tool prepared by É.Léger_CSVT/Adapted from François Hudon's document_CSMV