

ESL Grade 1 – 3 Oral Profiles

Step A1 (TDSB)

At the end of Step A1, students can understand and respond to simple English communication and classroom routines when supported by non-verbal strategies such as gestures, body language, facial expressions and other supportive visual cues. They can use these same strategies themselves in order to make themselves understood. They are watchful, absorbing language and observing the new environment. Students benefit from a learning environment that includes routines and activities that are provided in highly visual contexts, and a teacher who listens attentively, speaks slowly and clearly, monitors for student understanding, rephrases when necessary, and allows extra time for processing. Students continue to rely on their first language (L1) for listening and speaking. They are beginning to understand a few basic spoken English words and phrases and are ready to start using single English words.

Step 1

At the end of Step 1, students can understand and respond to simple English communication and classroom routines when supported by non-verbal strategies, such as visual cues, gestures, and demonstrations. They communicate personal needs, information and ideas in a variety of ways such as; nonverbal communication, first language (L1), and English words and phrases. They use personally relevant and key vocabulary when communicating in English. Students require extensive teacher modelling as well as opportunities to participate in short exchanges with peers and/or teachers.

Step 2

At the end of Step 2, students can understand and respond to English in familiar contexts using visual supports, multilingual visual word walls and purposeful talk activities. They use pre-taught English vocabulary to express ideas in small group and class discussions. Students can communicate meaning using simple sentences. They still require opportunities to practise social interactions using simple courtesy expressions, turn taking and appropriate volume in English and/or first language (L1).

Step 3

At the end of Step 3, students can understand and respond to oral English texts and multi-step instructions, with some prompting, visuals and peer or teacher modelling. They communicate ideas and information using high frequency words and compound sentences. With scaffolding, students participate in academic discussions, using short phrases and sentences. Students can initiate and actively participate in social interactions, using familiar vocabulary. Frequent opportunities to engage in authentic speaking tasks will support the learner in acquiring and consolidating new vocabulary.

Step 4

At the end of Step 4, students can understand and respond to oral English texts and can identify key information, with supports such as KWL charts, Venn diagrams and word banks. They communicate ideas and information using high and low frequency words and subject specific language. They use pre-taught grammatical structures and begin to self-correct their errors. Students actively and appropriately participate in social interactions with increasing clarity. They require scaffolding to use more complex sentence structures and actively participate in academic discussions.

Step 5

At the end of Step 5, students can understand and respond to oral English texts with vocabulary and grammar support, as needed. They communicate ideas, opinions and information fluently, using a variety of sentences and an expanded range of vocabulary in activities such as small group discussions, conferencing and peer evaluations. Students can strategically use English for a variety of purposes and audiences using voice, pronunciation, intonation and descriptive vocabulary accurately. They require frequent opportunities to share ideas and personal opinions in social and academic situations.

Step 6

At the end of Step 6, students can understand and respond to English used in social, academic, formal and informal situations. They communicate ideas and information, using language structures and vocabulary appropriate to the grade level. Students will continue to benefit from the provision of differentiated instruction (DI) through the use of instructional strategies, learning resources and assessment strategies.