Éducation,
Loisir et Sport
Québec

Progression of Learning

English as a Second Language

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Table of Contents

English as a Second Language

Introduction

The Progression of Learning for the Elementary English as a Second Language (ESL) Programs reaffirms the crucial role that knowledge plays in the development of the ESL competencies. This document is a supplement to the existing ESL programs. The Progression of Learning presents in detail the Essential Knowledge sections of the ESL programs. It provides teachers with a framework to include the necessary elements of knowledge when planning the development of the ESL competencies.

The Progression of Learning respects the categories that constitute the Essential Knowledge sections of the Elementary ESL programs. In Cycle One, the categories are: Contextual Language, Strategies and Cultural Elements. In Cycles Two and Three, the categories are: Functional Language, Strategies, Language Conventions, Text Components and Cultural Products.

The Cycle One program reflects research that shows that young learners benefit more from living the language than from learning about it. Cycle One students are drawn to the rhythmicality[1] (i.e. sounds and stress patterns, intonation, rhythm and pace) of spoken language, their primary source of input, and try to make sense of what they hear in order to participate actively in classroom life.

In Cycles Two and Three, students continue to build their knowledge of English in order to become better communicators. The Elementary Cycles Two and Three program is based on the communicative approach. Research shows that learners need to be given numerous opportunities to practise and use language in meaningful contexts. Furthermore, learners benefit from explicit focus on form linked to these contexts.

The symbol → used in the Progression of Learning chart for Cycle One has a different connotation from the same symbol used in the general legend. It signifies that students are becoming aware of new knowledge while developing the competencies *To act on understanding of texts* and *To communicate orally in English.* The symbol is used to link elements of essential knowledge in the Cycle One program with corresponding elements in the Cycles Two and Three program. It is clear that Cycle One sets the stage for the development of the Cycles Two and Three competencies: *To interact orally in English*, *To reinvest understanding of oral and written texts* and *To write texts*.

> *. . . communicative competence should be the goal of language education,*
> *central to good classroom practice.*
> *S. J. Savignon*

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1   The term rhythmicality is used in the Elementary Cycle One program. It appears in the article *"Poetry and Song as Effective Language-learning Activities"* by Alan Maley (Rivers, Wilga M. *Interactive Language Teaching.* Cambridge: Cambridge University Press, 1994, p.93.)

English as a Second Language

Category 1 - Contextual Language and Functional Language

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

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

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

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

Elementary Cycle One Learning Context

Cycle One
Mostly natural emergence of the English language through the use of authentic songs, rhymes and stories, and participation in classroom routines

Elementary Cycles Two and Three Learning Context

Cycle Two
Creation of a personal repertoire of functional language by participating in classroom routines and through tasks mostly pertaining to familiar environments *(e.g. school, home, neighbourhood, family)*

Cycle Three
Development of a personal repertoire of functional language by participating in classroom routines and through tasks often pertaining to topics with a broader scope *(e.g. ecology, heroes, children from other countries)*

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

Elementary							
	Cycle One			**Cycle Two**	**Cycle Three**		
	1	**2**			**3**	**4**	**5**	**6**

CONTEXTUAL LANGUAGE			FUNCTIONAL LANGUAGE				
			A—Useful Expressions				
Routines			**Classroom routines**				
■ Uses common inquiries and statements *(e.g. Finished? Red pencil? That's correct.)* ■ Joins in during playful choral responses *(e.g. Hurry up. No problem.)*	→[1]		■ Participates in classroom routines *(e.g.* Teacher: *"What's the date?"* Student: *"It's April second."* Teacher: *"What is the weather today?"* Student: *"It's sunny."* Teacher: *"Open your binder."* Student: *"I forgot my binder."*)	→	★		

Routines			Instructions	Col1	Col2	Col3	Col4
■ Responds to instructions *(e.g. I'm ready.)*	→¹		■ Gives instructions *(e.g. Roll the dice. Pick a card.)*	→	→	★	(blue)
			Delay speaking				
			■ Stalls for time *(e.g. Wait a minute. I'm not ready. Let me think.)*	→	★	(blue)	(blue)
			Asking for help or clarification				
			■ Asks for help *(e.g. Can you help me? I have a problem. How do you say…?)*	→	★	(blue)	(blue)
			■ Asks for clarification *(e.g. I don't understand. Can you repeat? What do you mean?)*	→	★	(blue)	(blue)
			Identification				
			■ Identifies people, animals, objects, places *(e.g. I'm a hockey player. This is my sister. It's a polar bear.)*	→	★	(blue)	(blue)
			■ Asks for identification *(e.g. What's this? What's your name? Where does he live?)*	→	→	→	★
Repertoire of words and short expressions			■ Describes basic characteristics of people, animals, objects, places *(e.g. She is tall. It is round. It's a big house.)*	→	★	(blue)	(blue)
■ Describes people/characters, objects *(e.g. Big, Big monster. Blue pants. Delicious apples.)*	→¹		■ Inquires about basic characteristics of people, animals, objects, places *(e.g. Does he wear glasses? Is it round? What colour is it?)*	→	→	→	→
			Capabilities				
			■ States own capabilities *(e.g. I can play the guitar. I'm good at juggling.)*	→	★	(blue)	(blue)
			■ States others' capabilities *(e.g. He can't sing. She's good at drawing. They can run fast.)*	→	→	→	★
			■ Inquires about others' capabilities *(e.g. Can you stand on your head? Are you good at math?)*	→	→	→	→
			Requests for information				
			■ Asks W-questions *(e.g. What page is it on? When is recess? Who's your partner?)*	→	→	→	→

5

			1	2	3	4
		▪ Asks *yes/no* questions *(e.g. Do you have a pencil? Is this your book? Does he play hockey?)*	→	→	→	→
	Agreement, disagreement					
		▪ Expresses agreement/disagreement *(e.g. That's right. I agree. I don't agree.)*	→	★		
		▪ Inquires about agreement/disagreement *(e.g. Do you agree? Is this okay? Does she disagree?)*	→	→	→	★
	Opinions					
		▪ Gives opinions *(e.g. I think that…, I believe that…)*			→	→
		▪ Inquires about others' opinions *(e.g. What do you think? What's your opinion? What does he think?)*			→	→
	Permission					
		▪ Asks for permission *(e.g. May I go to the washroom? Can I borrow a pencil?)*	→	★		
	Offers of assistance					
		▪ Offers assistance *(e.g. Can I help you? Let me help.)*	→	→	→	→
		▪ Accepts or declines offers of assistance *(e.g. Sure. I'm okay.)*	→	★		
Repertoire of words and short expressions	**Needs**					
▪ Expresses personal and immediate needs *(e.g. Problem, no pencil. Pass sharpener? Drink please.)* →[1]		▪ Expresses personal needs and wants *(e.g. I need a pencil. I want a new skateboard.)*	→	★		
		▪ Expresses others' needs and wants *(e.g. He needs a ruler. She wants a new bike.)*	→	→	→	★
		▪ Inquires about others' needs and wants *(e.g. What does he need? What do you want?)*	→	→	→	→
	Warnings					
		▪ Gives warnings *(e.g. Careful! Watch out! Stop!)*	→	→	★	
Repertoire of words and short expressions	**Feelings, interests, tastes, preferences**					

6

Expresses ideas *(e.g. Happy, today. I like red. Sing "Reach for the Sky." No, sing "Old MacDonald.")*	→1	Expresses own feelings, interests, tastes, preferences *(e.g. I'm happy. I like baseball. My favourite flavour is chocolate.)*	→	★		
		Expresses others' feelings, interests, tastes, preferences *(e.g. He's excited. My sister doesn't like rock music. They prefer pizza.)*	→	→	→	★
		Inquires about others' feelings, interests, tastes, preferences *(e.g. Are you okay? Who's your favourite singer? What do you prefer?)*	→	→	→	→

Repertoire of words and short expressions — **Expressions of courtesy and social conventions**

Uses basic expressions of courtesy *(e.g. Hi. Hello. Please. Thank-you. Excuse me.)*	→1	Uses basic expressions of courtesy *(e.g. How are you? You're welcome.)*	★			
		Greets *(e.g. Good morning. Good afternoon.)*	★			
		Takes leave *(e.g. Good bye. See you later. Have a nice weekend.)*	★			
		Thanks *(e.g. Thanks. Thank-you very much.)*	★			
		Apologizes *(e.g. Sorry. I'm sorry.)*	★			

Suggestions, invitations

		Makes suggestions *(e.g. Let's be partners. How about making a poster?)*	→	→	→	★
		Invites *(e.g. Do you want to play with us at recess? Would you like to work with me?)*	→	→	→	★

Expressions to make rejoinders

		Maintains exchanges *(e.g. It's your turn. What about you? Is that right?)*	→	→	→	★

Routines — **Expressions promoting harmonious exchanges and teamwork**

Uses cheers *(e.g. Hooray! Good job! Beautiful!)*	→1	Contributes in creating harmonious exchanges *(e.g. That's a good idea. Let's listen to Sophie. What a team.)*	→	★		

Repertoire of words and short expressions

Uses expressions during pair work *(e.g. My turn/your turn. Good idea. Wait a minute.)*	→1	Contributes to teamwork *(e.g. Each our turn. Do you have all your things? Five minutes left.)*	→	→	→	★

	B—Vocabulary					
Repertoire of words and short expressions	**Action words frequently used in class**					
■ Uses expressions containing action words *(e.g. Clap your hands. Turn around. Come here.)* →1	■ Uses action words *(e.g. look, play, bring, draw)*	→	★			
Repertoire of words and short expressions	**Immediate environment**					
■ Uses vocabulary related to objects *(e.g. mittens, desk, flashcards)*	■ Uses vocabulary related to school *(e.g. pencils, classroom, schoolyard, teacher)*	★				
■ Uses vocabulary related to people *(e.g. friends, mom/dad, girl/boy)* →1	■ Uses vocabulary related to other familiar environments *(e.g. living room, grocery store, park)*	→	★			
Language related to songs, rhymes and stories	**Theme-related** *(e.g. family, sports, pastimes, food, animals, clothing, special events)*					
■ Builds personal repertoire of words and short expressions when joining in to perform songs and say rhymes	■ Uses targeted vocabulary to carry out tasks	→	→	→	→	
■ Builds personal repertoire by joining in recurrent passages of stories →1						
	Personal pronouns and possessive forms					
	■ Uses personal pronouns and possessive forms in context to talk about self *(e.g. I have my book. The pencil is mine.)*	→	★			
	■ Uses personal pronouns and possessive forms in context to talk about others *(e.g. Your book is on the desk. It's his pencil.)*	→	→	→	→	
	Alphabet					
	■ Uses the alphabet to spell words in context	→	★			
	Numbers					
	■ Uses cardinal and ordinal numbers frequently encountered in class	→	★			
	Colours and shapes					
	■ Uses the names of colours and shapes frequently encountered in class	→	★			
	Prepositions and location words					
	■ Uses prepositions and location words required for tasks *(e.g. at, beside, right)*	→	→	→	→	
	Expressions of time					

■ Uses expressions of time frequently encountered in class *(e.g. five minutes, in September, next summer)*	→	→	★		

Question words

■ Responds to question words used in context *(e.g. who, what, how)*	→	→	→	★
■ Uses question words in context		→	→	★

→1   The Cycle One student constructs new knowledge by gradually becoming aware of new language, strategies, language conventions, text components and cultural elements.

English as a Second Language

Category 2 - Strategies

> *Language learning strategies are steps taken by students to enhance their own learning.*
> *Rebecca Oxford*

In the Cycle One program, strategies refer to compensatory (i.e. communication) and learning strategies. Students reproduce actions modelled by the teacher to discover how strategies can help them become successful learners. Compensatory strategies and learning strategies contribute to developing the competency *To communicate orally in English*. Learning strategies also help develop the competency *To act on understanding of texts*.

In the Cycles Two and Three program, the same strategies, compensatory (i.e. communication) and learning, help develop the ESL competencies. As the cycles unfold, students broaden their repertoire. They can name the strategies, select and apply those appropriate for tasks, and reflect on their effectiveness. Compensatory and learning strategies contribute to developing the competency *To interact orally in English*. Learning strategies also help develop the competencies *To reinvest understanding of oral and written texts* and *To write texts*.

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

Elementary Cycle One Learning Context	**Elementary Cycles Two and Three Learning Context**
Natural emergence of strategies mostly through imitation of specific actions while engaged in tasks	Development of a repertoire of strategies through teacher modeling, guided student practice and independent use of these strategies by the student

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

Elementary							
	Cycle One			**Cycle Two**		**Cycle Three**	
	1	**2**		**3**	**4**	**5**	**6**
A—COMPENSATORY STRATEGIES			**A—COMPENSATORY STRATEGIES**				
			Delay speaking				
			▪ Buys time to think out a response	→	★		
Asking for help			**Asking for help**				
▪ Requests assistance	→¹		▪ Requests assistance	→	★		
Asking for clarification			**Asking for clarification**				
▪ Requests speaker to repeat	→¹		▪ Requests speaker to repeat or explain	→	★		
Gesture			**Circumlocution**				
▪ Uses physical motion to compensate for a lack of language	→¹		▪ Makes up for the lack of a precise word or expression by substituting known words or expressions	→	→	→	★
B—LEARNING STRATEGIES			**B—LEARNING STRATEGIES**				

Physical response						
■ Acts out a response to show understanding and facilitate learning	→1					
Self-monitoring		**Self-monitoring**				
		■ Questions the pronunciation of new words read or heard	→	→	→	→
		■ Selects and uses the appropriate strategies	→	→	→	→
■ Checks and adjusts ongoing performance	→1	■ Checks and adjusts on-going performance	→	→	→	→
Self-evaluation		**Self-evaluation**				
■ Judges how well he/she has learned and performed so far	→1	■ Reflects on what has been learned and how	→	→	→	→
		Planning				
		■ Asks oneself: What am I supposed to do? In what order? What resources do I need? What should I listen to or read? What should I say or write? How will I say it or write it?	→	→	→	→
Directed attention		**Attention**				
■ Decides to pay attention to a task and to ignore distractors	→1	■ Decides to concentrate on the right things	→	→	★	
		■ Maintains attention during tasks	→	→	→	★
Use of prior knowledge		**Use of prior knowledge**				
■ Draws on own background knowledge as a source of information	→1	■ Draws on own background knowledge as a source of information	→	→	→	★
Predicting		**Predicting**				
■ Foretells based on prior knowledge, task at hand, topic, pictures	→1	■ Foretells based on prior knowledge, topic, task at hand, title, pictures, glancing through a text	→	→	→	★
Inferencing		**Inferencing**				
■ Makes intelligent guesses based on all available cues such as context, cognates, known words and expressions, visual clues, visual support, intonation, recurrent passages	→1	■ Makes intelligent guesses based on all available cues such as context, cognates, known words and expressions, visual clues, contextual cues, intonation, patterns	→	→	→	★
Practice		**Practice**				
■ Repeats, rehearses, regroups, integrates and assimilates words and expressions	→1	■ Repeats and rehearses, regroups, integrates and assimilates frequently	→	★		

(e.g. Joins in to sing songs and to say rhymes and recurrent passages of stories)		used functional language	

Using resources / Resourcing

Left descriptor		Right descriptor	Indicators
Makes use of human resources *(e.g. teacher and peers)*	→1	Makes use of human resources *(e.g. teacher and peers)*	→ → ★
Makes use of material resources targeted for the task *(e.g. posters, flashcards)*	→1	Makes use of material resources *(e.g. word and expression banks, graphic organizers, posters, checklists, quick references, books, thematic and visual dictionaries, information technology)*	→ → ★

Note-taking

		Writes down relevant information in an organized way *(e.g. T-chart, Venn diagram, story web)*	→ → ★

Skimming

		Glances through a text quickly to get a general impression and overview of the content	→ → → ★

Scanning

		Looks for specific information in a text	→ → → ★

Cooperation / Cooperation

Works and learns with group and helps others	→1	Works and learns with others; helps others	→ → → ★

Risk-taking / Risk-taking

Uses words, strings of words and expressions to communicate only in English	→1	Dares to use functional language frequently used in class to speak only English, in spite of making errors	→ ★
Experiments with known language	→1	Experiments with known language	→ → → ★
Attempts to integrate new language	→1	Attempts to integrate new language	→ → → →

Accepting not being able to understand everything listened to or read

		Perseveres despite not understanding everything listened to or read, without getting overly anxious	→ ★

→1   The Cycle One student constructs new knowledge by gradually becoming aware of new language, strategies, language conventions, text components and cultural elements.

English as a Second Language

Category 3 - Language Conventions

. . . grammar is closely tied into meaning and use of language,
and is inter-connected with vocabulary.
Lynne Cameron

Learning language conventions using a communicative approach involves activities that focus attention on form in context in order to facilitate the understanding and the expression of accurate and meaningful oral and written messages.

In the Cycle One program, although there is no Language Conventions category, students discover the phonology, the music or rhythmicality[1] of the language, and develop an ear for English through listening to a variety of songs, rhymes, stories and authentic audio-models.

In the Cycles Two and Three program, language conventions refer to grammar, phonology, punctuation and spelling. Grammar contributes to developing all three competencies. Phonology supports the development of the competency *To interact orally in English*. Punctuation helps develop the competencies *To reinvest understanding of oral and written texts* and *To write texts,* and spelling pertains exclusively to the competency *To write texts.*

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

Elementary Cycle One Learning Context

No direct links can be made between the Essential Knowledge sections of Cycle One and Cycles Two and Three as there is no Language Conventions category in the Cycle One program

Elementary Cycles Two and Three Learning Context

The student's attention is directed to targeted forms in context, their function and their contribution to the meaning of messages

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

Elementary							
	Cycle One			Cycle Two	Cycle Three	
	1	2		3	4	5	6
			LANGUAGE CONVENTIONS				
			A—Grammar				
			Word order				
			▪ Uses knowledge of word order in simple sentences to construct meaning	→	★		
			▪ Forms simple sentences *(e.g. I like apples. Emily can sing and dance. Bring your book.)*	→	★		
			▪ Places adjectives before nouns *(e.g. red car, beautiful day)*	→	★		
			Plurals				

			Col1	Col2	Col3	Col4
		▪ Uses knowledge of regular and common irregular plurals to construct meaning	→	★		
		▪ Writes an "s" at the end of nouns for regular plurals *(e.g. kayaks, oranges, toys)*	→	★		
		▪ Uses irregular plurals frequently encountered in class *(e.g. people, children, feet)*	→	→	★	
	Articles					
		▪ Places articles before nouns *(e.g. The bag is heavy. It's a computer. She's an athlete.)*	→	→	→	→
	Verb tenses					
		▪ Uses knowledge of verb tenses to construct meaning *(e.g. imperative, past, future)*	→	→	→	→
		▪ Uses verb tenses targeted for tasks	→	→	→	→
B—Phonology						
Intonation and pronunciation for the functional language frequently used in class						
		▪ Uses intonation and pronunciation that can be understood by an English speaker	→	★		
C—Punctuation						
		▪ Uses knowledge of capital letters, periods, questions marks, and commas between items in an enumeration to construct meaning of texts	→	★		
		▪ Writes a sentence with a capital letter at the beginning and a period or question mark at the end	→	★		
		▪ Writes commas between items in an enumeration	→	→	→	★
D—Spelling						
		▪ Spells words as found in explicit models and resources targeted for carrying out tasks	→	★		
		▪ Spells words as found in open-ended models and available resources targeted for carrying out tasks			→	★

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1   The term rhythmicality is used in the Elementary Cycle One program. It appears in the article " *Poetry and Song as*

Effective Language-learning Activities" by Alan Maley (Rivers, Wilga M. *Interactive Language Teaching.* Cambridge: Cambridge University Press, 1994, p.93.)

English as a Second Language

Category 4 - Text Components

All texts provide cues to help the reader understand what the author wants to communicate.
Literacy for Learning

In the Cycle One program, text components are found under "Language related to songs, rhymes and stories" of the Contextual Language category. Text components consist of key elements and main events in texts that are worked on orally with the support of the group. Key elements and events help develop the competency *To act on understanding of texts.* There are no expectations in Cycle One for students to read texts on their own.

In the Cycles Two and Three program, text components refer to connecting words, contextual cues, overall meaning and key elements. Prior to listening to or reading texts, students use contextual cues to anticipate the content of texts. While they are listening to and reading texts, students use connecting words, key elements and overall meaning to further construct meaning. Text components contribute to developing the competency *To reinvest understanding of oral and written texts.*

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

Elementary Cycle One

Learning Context
Discovery of text components through the use of authentic songs, rhymes and stories with the support of the group

Elementary Cycles Two and Three

Cycle Two Learning Context
Use of text components to understand texts mostly pertaining to familiar topics (*e.g. hobbies, pets, imaginary creatures*)

Cycle Three Learning Context
Use of text components to understand texts often pertaining to topics of a broader scope (*e.g. friendship, heroes, ecology*)

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

Elementary							
	Cycle One					**Cycle Two**	**Cycle Three**
	1	**2**				**3**	**4**	**5**	**6**
CONTEXTUAL LANGUAGE			**TEXT COMPONENTS**						
Language related to songs, rhymes and stories			**Connecting words** (*e.g. once upon a time, next, finally*)						
			▪ Uses knowledge of connecting words to construct meaning			→	→	→	★
			Contextual cues: titles, subtitles, synopsis, key sentences, illustrations, table of contents						
			▪ Uses contextual cues to recognize a variety of text formats (*e.g. newspaper article, graphic novel, advertisement*) and to predict content			→	→	→	★
			▪ Uses contextual cues to construct meaning			→	→	→	★

		Overall meaning				
		■ Identifies general ideas stated explicitly (i.e. literal meaning)	→	★		
		■ Finds implied ideas (i.e. underlying meaning)	→	→	→	→
Key elements		**Key elements**				
■ Orally identifies characters, actions, objects and places	→¹	■ Identifies and briefly describes characters, people, animals, objects, place and setting	→	★		
		■ Identifies facts	→	→	→	★
		■ Briefly describes story line, plot	→	→	→	★
Events		**Key elements**				
■ Orally identifies main events	→¹	■ Sequences events	→	→	→	★

→¹ The Cycle One student constructs new knowledge by gradually becoming aware of new language, strategies, language conventions, text components and cultural elements.

English as a Second Language

Category 5 - Cultural Elements and Cultural Products

Studying culture gives students a reason to study the target language
as well as rendering the study of L2 meaningful.
Stainer

The Cultural Elements category is at the heart of the Cycle One program and, makes learning meaningful for young language learners. This category consists of authentic audio-models as well as songs, rhymes and stories selected from a repertoire of authentic texts created for English-speaking children. This category enhances the development of the program's two competencies.

In the Cycles Two and Three program, the Cultural Products category consists of texts, media, games, famous people, origin of names, landmarks, traditions and idiomatic expressions from various English-language cultures. Cultural products enhance the development of the three competencies by making English come alive in the ESL classroom.

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

Elementary Cycle One Learning Context

English-language cultures, brought to life through songs, rhymes and stories, as a backdrop to enjoyable first encounters with the target language

Elementary Cycles Two and Three Learning Context

Exposure to English-language cultures through a variety of cultural products that inform and entertain

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

Elementary							
	Cycle One			**Cycle Two**		**Cycle Three**	
	1	**2**		**3**	**4**	**5**	**6**
Discovers CULTURAL ELEMENTS through:			**Explores CULTURAL PRODUCTS through:**				
Songs and rhymes • Nursery rhymes • Choosing rhymes • Jump rope rhymes • Action songs • Circle rhymes • Ball bouncing rhymes • Clapping rhymes • Sing-alongs **Stories** *(e.g. Mouse's First Halloween, Red Is Best, The Very Hungry Caterpillar)* **Authentic audio-models** • Audio productions: DVDs and CDs • Resource people *(e.g. teacher, guest speakers)*	→1		**Texts, media, games** *(e.g. films, magazines, Web sites)*	→	→	→	→
			Famous people *(e.g. athletes, astronauts, artists)*	→	→	→	→
			Origin of names *(e.g. family names, businesses)*	→	→	→	→

	Landmarks (e.g. buildings, statues, streets)	→	→	→	→
	Traditions related to celebrations and special events (e.g. birthdays, Christmas, Earth Day)	→	→	→	→
	Idiomatic expressions (e.g. Break a leg. That rings a bell. Cat got her tongue.)	→	→	→	→

→1	The Cycle One student constructs new knowledge by gradually becoming aware of new language, strategies, language conventions, text components and cultural elements.