# Key features of ESL Scale 1

| GENRE: | Outcome 1.1  
Interacts in highly structured routine exchanges and, with support, responds to, copies and arranges a strictly limited range of written texts and a range of simple visual texts. |
|--------|---------------------------------------------------------------|
| Text in Context | - understands that signs can give commands  
- copies very short, basic examples of English  
- participates in very basic formulaic spoken exchange |
| Language | - responds in basic spoken exchange involving one or two turns (makes a greeting and gives nonverbal response)  
- sequences pictures of a known text |

| FIELD: | Outcome 1.2  
Understands and uses isolated examples of concrete vocabulary and the most elementary grammatical items constructing personally relevant fields. |
<table>
<thead>
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<tbody>
<tr>
<td>Text in Context</td>
<td>- uses strictly limited range of concrete everyday vocabulary</td>
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<tr>
<td>Language</td>
<td>- understands narrow range of actions verbs</td>
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| TENOR: | Outcome 1.3  
Participates with limited accuracy and confidence in a strictly limited range of immediate, highly supportive contexts. |
|--------|---------------------------------------------------------------|
| Text in Context | - participates appropriately in classroom routines by copying others  
- uses single words and relies on actions to make meaning |
| Language | - responds appropriately non verbally when meaning is clear from immediate context  
- expresses statements, questions, offers, commands using key word and gesture only  
- chooses a few formulaic expressions |

| MODE: | Outcome 1.4  
Interacts in a strictly limited range of spoken texts located in the immediate context (face to face interactions and accompanying some action) and begins to copy segments of the written text. |
|--------|---------------------------------------------------------------|
| Text in Context | - relies on gesture to convey meaning in spoken mode  
- begins to write by copying words or groups of words  
- understands the general purpose of a limited range of school-based environmental print |
| Language | - can say aloud one or two examples of environmental print  
- begins to identify beginning sounds in words  
- uses some conventions for printed English: writes predominantly from left to right |

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Adapted from ESL Scope and Scales, available at http://www.sacsas.edu.au/