
INTERIM

**English Second Language Strategies
for
Advanced Learners in Grades 4-12:**

**A guide for teachers to help students acquire language
strategies**

CURRICULUM GUIDE



2011

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Acronyms and Definitions

- ESL English as a Second Language: An ESL student is one whose primary language or language of the home is other than English. The student is learning English as a secondary language, for integration into an English community.
- Text Any language event, such as oral text, print text, visual text (e.g., film), with which we interact to make meaning.
- Visual A non-language representation, such as a picture, bar chart or graphic organizer. It may be combined with print text (e.g., a labelled map).

Introduction

ESL Learning Strategies for Advanced Learners in Grades 4-12 is designed to meet the needs of students whose first language is not English and who are soon to exit ESL support services. The goal of this curriculum is to ensure that these advanced language learners are equipped with the skills and strategies necessary to continue developing their English proficiency and to succeed in the content areas.

This curriculum is recommended for Stages 3-4 ESL Students. (See *Benchmarks for ESL Development Stages* in the provincial documents *Guidelines for Delivery of ESL Services in K-6* and *Guidelines for Delivery of ESL Services in the Intermediate School*).

The strategies developed are largely appropriate to all students. The ESL and classroom teachers will collaborate to deliver the curriculum in the regular classroom. *English Second Language Strategies for Advanced Learners in Grades 4-12* is not a course in itself. It is intended that the curriculum be integrated with subject area teaching and outcomes are to be achieved in the content classroom.

Rationale

The use of learning strategies is an integral part of second language learning and school success. Effective reading and study strategies support all students in reaching their academic potential. ESL students in particular need to apply strategies to enhance English language comprehension and development.

ESL students can receive service from the ESL teacher for a maximum of five years. This is a sufficient time to build language skills needed for academic success. However, ESL students may continue to lag behind native English speakers in certain aspects of language, such as reading comprehension. This ESL strategies curriculum is designed to ensure that advanced ESL students are aware of the role strategy use plays in continued language development and academic success. The strategies enable students to take control of their own learning. The student is given an opportunity to practise strategies and apply them to instructional level texts that complement prescribed outcomes and classroom tasks.

Learning Strategies

Learning strategies are steps taken by students to enhance their own learning. Strategies are especially important for language learning because they are tools for active, self-directed involvement, which is essential for developing communicative competence. (Oxford, 1990, p.1)

Strategy use is the foundation of second language learning. For example, good learners know that practice in authentic situations and risk-taking enhance language learning. They also practise discrete strategies such as predicting meaning in context before consulting reference tools, analysing text for clues to meaning. Good language learners know how to improve their command of the language and intentionally apply strategies to do this.

In the mid 1980's O'Malley and Chamot developed the Cognitive Academic Language Learning Approach (CALLA) a content based ESL model for intermediate to advanced students as a "bridge to the mainstream" (O'Malley and Chamot, 1990). Content and language are developed together through a focus on and application of learning strategies. The strategies outlined by CALLA are relevant to all students, native and non-native English speakers. The authors recommend that the approach be used in mainstream classrooms with L1 and L2 students (Chamot and O'Malley, 1996).

When students take control of their own learning, the teacher's role changes from supplier of information to facilitator of learning. ESL students will take responsibility for what they learn and how they learn it. In this way, learning becomes student centered and students exit ESL support equipped to take advantage of the many language learning opportunities around them. Control of one's own learning facilitates comprehension, which in turn leads to further language learning.

O'Malley and Chamot (1990) found that effective listeners self-monitor and use world knowledge, personal experience and self-questioning to aid comprehension. They also found that students who do not hesitate at unfamiliar words are better listeners than those who get hung up on a word and stop listening for ideas. Research indicates that a similar attitude is needed for reading comprehension. Creating good language learners entails self-analysis of habits as well as affective characteristics.

A student who uses strategies to improve writing is more likely to meet success than the student who is teacher dependent. For example, planning, drafting, reading the text aloud for revision and editing, working with a partner and using reference tools are effective strategies for writing.

Strategy training entails differentiating between successful and unsuccessful strategies, and between survival strategies and learning strategies. For example, translating words of a print text or referring to a dictionary rather than using analytical thinking and context clues are survival strategies, not English learning strategies. Students need to reflect on the strategies they use and decide whether these are effective strategies for language learning and long term success.

Students should be given the opportunity to acquire learning strategies throughout their school life. Even beginning language learners can predict meaning in context, pre-view titles and pictures, apply new words and structures to tasks and keep a personal word list and journal or diary. All teachers encourage students to develop strategies for learning. This teacher resource presents strategies that benefit all students and are particularly relevant to ESL students.

Content

English Second Language Learning Strategies for Advanced Learners in grades 4-12 aims to increase a student's awareness of strategies and their use. It focuses on language development strategies related to:

- Print features
- Key words
- Word attack skills and word analysis
- Vocabulary comprehension and vocabulary building
- Reading comprehension
- Listening effectively
- Writing
- Oral communication

Curriculum Delivery

The time frame for reaching the outcomes of this curriculum is flexible. An ESL teacher will facilitate the delivery of the curriculum in mainstream classrooms as an intervention for advanced ESL students. The curriculum would normally be used with students in their fourth and fifth year of ESL service. ESL and classroom teachers should collaborate in assessing the student's needs and determining or prioritizing strategies for focus.

The goal of this curriculum is to ensure that students can apply language learning strategies to instructional level texts. This will be monitored by the ESL teacher and classroom teacher.

... apply language learning strategies to instructional level texts...

Students are expected to develop metacognitive skills – to think about how to learn and to improve their own learning. To develop students who can think independently, problem solve and take control of their own learning, these skills should be encouraged and teacher dependency decreased. Thus, students should take part in brainstorming, group discussion and reflection. Students are expected to apply strategies independently to their learning tasks.

The learning environment should activate knowledge, facilitate discovery of new knowledge, develop new skills and offer opportunity to apply these skills. The sequence of classroom activities is as follows:

1. Preparation: Brainstorming to activate background knowledge and to pre-assess
2. Presentation: Teacher modelling and explanation
3. Guided Practice
4. Application to meaningful learning activities
5. Review, discussion and evaluation

Demonstration is an essential element of strategy instruction. Through thinking aloud and demonstrating strategies, teachers make apparent the thought processes that go into determining and applying strategies.

The appendices provide sample activities for guided practice of particular strategies. These can be reproduced or the teacher may choose to create other, similar activities according to the grade level of the student. Where possible, both guided practice and consolidation activities should utilize instructional level texts that complement prescribed outcomes.

Outcomes will be addressed in the regular classroom with the ESL teacher and classroom teacher working collaboratively. The strategies outlined in this document are relevant to both first and second language learners. Students are encouraged to make connections between subject areas.

Teacher Collaboration: Team Teaching

The curriculum is to be delivered in the regular classroom. This ensures that strategies are developed in the relevant content areas, using classroom texts. This approach supports academic success and inclusive learning environments.

The curriculum is to be delivered in the regular classroom.

Working in the regular classroom, the ESL teacher has an opportunity to assist the student in applying the strategies and to assess the student's performance in the mainstream. Collaboration between the classroom

teacher and the ESL teacher is essential, as is flexibility in delivery of this curriculum. At the intermediate and high school level the ESL teacher may collaborate with several teachers. Most strategies are appropriate to any subject area but some may lend themselves more to one subject area than another.

As pointed out in the *Cross-Curricular Reading Tools*, promoting reading strategies is the responsibility of every teacher. This curriculum also promotes listening, speaking and writing strategies.

Assessment

Ongoing assessment will inform teachers about student use of strategies. Classroom teachers are in the best position to determine whether the student uses strategies on a regular basis. ESL and classroom teachers will collaborate in assessing strategy use to inform further instruction.

Vocabulary Acquisition

The size of a person's vocabulary is one of the best predictors of how well he or she will comprehend while listening or reading. Simply stated, having a bigger vocabulary makes you a better reader. (Cunningham, 2009, p. 60)

Research has found that ESL students, even those who are immersed in English from kindergarten, lag behind their native English speaking peers. Vocabulary has been found to be a significant barrier to comprehension even after 6 years of immersion (Roessingh, 2006). Thus, not only is focus on vocabulary important during ESL instruction but it is essential that ESL students take responsibility for ongoing vocabulary development. Students need to be equipped with strategies to use independently throughout their school life.

Vocabulary is best learned when it is recycled in meaningful contexts. ESL teachers and classroom teachers should make every effort to facilitate this as students learn and apply their knowledge to the different strands of language: reading, writing listening and speaking. Students should also take initiative in recycling vocabulary.

Vocabulary is also learned through explicit focus on words and attempts to apply those words or expressions in authentic contexts. At the beginning stages of ESL learning, a teacher can guide the vocabulary development but as the learner's English becomes more advanced the student should take responsibility for his/her own vocabulary acquisition, identifying and focussing on unfamiliar words as they arise in authentic texts.

Interest and curiosity about words is a path to continued vocabulary building. Cunningham stresses the need to build students' curiosity about words and to have fun with words. She warns teachers to, "exclude demotivating activities such as copying and memorizing definitions and writing vocabulary words in sentences" (2009, p. 10). Strategies that focus on and recycle words in meaningful and engaging contexts are more likely to have a lasting effect. Cunningham also recommends strategies such as analyzing word parts and effective use of dictionaries.

Curriculum Outcomes

Essential Graduation Learnings

Graduates from the public schools of Atlantic Canada are expected to demonstrate knowledge, skills and attitudes in the following Essential Graduation Learnings:

Aesthetic Expression

Graduates will be able to respond with critical awareness to various forms of the arts, and be able to express themselves through the arts.

Citizenship

Graduates will be able to assess social, cultural, economic, and environmental interdependence in a local and global context.

Communication

Graduates will be able to use the listening, viewing, speaking, reading and writing modes of language as well as mathematical and scientific concepts and symbols to think, learn, and communicate effectively.

Personal Development

Graduates will be able to continue to learn and to pursue an active, healthy lifestyle.

Problem Solving

Graduates will be able to use the strategies and processes needed to solve a wide variety of problems, including those requiring language, mathematical, and scientific concepts.

Technical Competence

Graduates will be able to use a variety of technologies, demonstrate an understanding of technological applications, and apply appropriate technologies for solving problems.

Spiritual and Moral Development

Graduates will demonstrate understanding and appreciation for the place of belief systems in shaping the development of moral values and ethical conduct.

General Curriculum Outcomes

The General Curriculum Outcomes (GCOs) indicate the focus of the curriculum. The GCOs for *English Second Language Strategies for Advanced learners in grades 4-12* are as follows.

GCO 1: The student will reflect on and discuss strategies for language learning.

GCO 2: The student will use print features to facilitate comprehension.

GCO 3: The student will focus on key words and expressions to facilitate comprehension.

GCO 4: The student will apply word attack skills and word analysis to decode and understand new words.

GCO 5: The student will apply vocabulary building strategies.

GCO 6: The student will apply reading strategies to facilitate comprehension.

GCO7: The student will apply listening strategies to improve comprehension of classroom interaction.

GCO 8: The student will apply strategies for more effective writing.

GCO 9: The student will apply speaking strategies to enhance communication and promote learning.

Specific Curriculum Outcomes

Specific curriculum outcomes indicate what a student is expected to be able to do and to know by completion of this curriculum. Both teacher and student should be aware of these expectations. Students should see that outcomes are connected or related to earlier experiences and outcomes reached. For students to take control of their own learning they need to know the expected outcomes. The specific curriculum outcomes in student friendly language can be found in Appendix 20.

The focus for teaching and learning, performance indicators, suggestions for learning and assessment, and resources are intended to support the specific curriculum outcomes.

The Four Column Spread

Specific Curriculum Outcomes

The specific curriculum outcomes are listed in the first column.

The Focus for Teaching and Learning

This section provides additional information about the outcome to enhance instruction.

Performance Indicators

The performance indicators will assist teachers in determining whether the student has achieved the outcomes. The goal is that the student will use the strategies in the regular classroom without prompting. ESL and classroom teachers will collaborate to assess for achievement of the outcomes. For convenience, a checklist of performance indicators is included in the appendices.

Suggestions for Learning and Assessment

This section provides some suggestions for learning and assessment. Teachers may find other activities to help students reach outcomes. Assessment is intertwined with learning activities. Students learn when they are successfully engaged in meaningful activities and interaction with classmates, teachers and texts.

Resources

There are no authorized resources for this curriculum. Although some activities are provided in the appendices, advanced ESL students must demonstrate the ability to apply strategies to instructional level texts that complement prescribed outcomes. Resources will vary depending on the student's grade level.

GCO 1: The student will reflect on and discuss strategies for language learning.

Specific Outcome	Focus for Teaching and Learning
<p>The student will</p> <p>1.1 identify effective strategies for improving English skills in:</p> <ul style="list-style-type: none">• listening• speaking• reading• writing <p>1.2 demonstrate an ability to use effective language learning strategies.</p> <p>1.3 demonstrate an awareness of his/her own successful and unsuccessful language learning strategies (good and bad habits).</p>	<p>The first step to strategy development is being aware of strategies. Students need to reflect on and evaluate their own strategy use.</p> <p>Reflection on one's own learning is fundamental to successful strategy implementation.</p> <p>Students need to know that they can take control of their learning and take steps to improve their learning where they feel there is a need.</p> <p>Performance Indicators</p> <p>The student</p> <ul style="list-style-type: none">✓ articulates understanding of strategies for learning and why they are important.✓ articulates and demonstrates effective learning strategies.

Suggestions for Learning and Assessment	Resources/Notes												
<p>Activation (pair work, small group, whole class)</p> <ul style="list-style-type: none">Brainstorm a list of strategies under each headings. <table border="1"><tr><th colspan="4">Strategies for Improving:</th></tr><tr><th>Reading</th><th>Writing</th><th>Listening</th><th>Speaking</th></tr><tr><td></td><td></td><td></td><td></td></tr></table> <p>Connection</p> <ul style="list-style-type: none">Discuss strategies students come up with and decide whether it is an effective or ineffective strategy and discuss why.Students reflect on why some strategies work better than others.Students explain and demonstrate a strategy that they use effectively.Students discuss what they find most difficult about school work and ask classmates for advice.Students pick a strategy from a hat and, with a partner, write an explanation of why this strategy helps him/her develop language skills.Guide the students in creating a list of effective learning strategies. <p>Consolidation</p> <ul style="list-style-type: none">Students write an e-message to a friend, giving advice on ways to improve his/her English language skills.Students create posters of effective language learning strategies.Self-Reflection Activity (See Appendix 21).	Strategies for Improving:				Reading	Writing	Listening	Speaking					<p>Collaboration: French Language Arts , English Language Arts</p> <p>Appendix 11 Appendix 21</p> <p><u>Strategies on CALLA site:</u> http://www.calla.ws/strategies/index.html</p> <p><u>A survey of learning strategies by Rebecca Oxford:</u> http://ell.phil.tu-chemnitz.de/cing/frontend/questionnaires/oxford_quest.php</p> <p>Different strategies may work for different people. It is important that students reflect on their own strategies.</p> <p>Encourage students to consider affective strategies, such as:</p> <ul style="list-style-type: none">having a positive attitudebeing a risk-taker with languagehaving fun with the languagebeing relaxed in social settingslistening closely and contributing to conversationasking people for further explanation or clarificationparticipating in social and extracurricular activities; finding opportunities to develop oral interaction skills.
Strategies for Improving:													
Reading	Writing	Listening	Speaking										

GCO 2: The student will use print features to facilitate comprehension.

Specific Outcome	Focus for Teaching and Learning
<p>The student will</p> <p>2.1 recognize the purpose of these print features and use them to facilitate comprehension:</p> <ul style="list-style-type: none">• capital letters• punctuation marks• quotation marks• commas to separate subordinate (dependent) clauses• italics• bold print• titles and subtitles• captions• table of contents• glossary• index	<p>Many clues to meaning are available through the print features. For example, students should recognize that a capital letter may indicate a proper noun.</p> <p>Textbooks use print features to make meaning more accessible to students.</p> <p>Comprehension of a print text can be enhanced through reading aloud with attention to punctuation and quotation marks. As students practise reading with appropriate pausing, expression and intonation, comprehension improves.</p> <p><i>Performance Indicators</i></p> <p>The student</p> <ul style="list-style-type: none">✓ reads aloud with appropriate expression and pacing.✓ scans a section of print text to find words in bold and determine their meanings.✓ scans title and subtitles and tells the main ideas or purpose of the text.✓ identifies main clause in a sentence with at least one dependent clause.✓ explains the purpose of the table of contents, index and glossary.✓ demonstrates how to use table of contents, glossary and index effectively.

Suggestions for Learning and Assessment	Resources/Notes
<p>Activation (pair work, small group, whole class)</p> <ul style="list-style-type: none"> • Brainstorm the use of punctuation and capitalisation. • Brainstorm various features of text and why they are helpful. <p>Connection</p> <ul style="list-style-type: none"> • Students explore instructional level or grade level texts for print features that give clues to meaning. • Students participate in a variety of reading activities to focus on the mechanics of reading (pacing, intonation, expression). <ul style="list-style-type: none"> - Choral reading - Reading aloud - Repeat after an audio text - Readers' Theatre • Explore the use of commas to illustrate how sentence analysis and breakdown into clauses can help readers identify the main clause and aid comprehension. • Students work with a partner, asking the partner to find specific information using the table of contents, index or glossary. ("Where can I find something about...?") • Have a scavenger hunt through a textbook, website or other text. <p>Consolidation</p> <ul style="list-style-type: none"> • Students read aloud to a partner, using appropriate pacing and expression. • Students use a glossary and index to search for information and complete a quick quiz. • Students find key words in bold and define them in their own words for a partner, using context or referring to a glossary. • Students read, demonstrating comprehension of complex sentences. • Self-Reflection Activity (See Appendix 21). 	<p>Collaboration: Cross Curricular</p> <p>Appendix 6</p>

GCO 3: The students will focus on key words and expressions to facilitate comprehension.

Specific Outcome	Focus for Teaching and Learning
<p>The student will</p> <p>3.1 identify key words in a sentence and in a paragraph and use these to enhance comprehension.</p> <p>3.2 identify key phrases for comprehension of text.</p> <p>3.3 identify and understand transitional words to enhance comprehension (e.g., however, therefore, although).</p>	<p>Students should know that key words capture the main meaning of text. Through identification and focus on key words, students can access background knowledge and predict overall meaning.</p> <p>Identifying and focusing on key words aids comprehension. It also supports effective note taking.</p> <p>For ESL students this is particularly helpful. If the student does not understand every word or has difficulty with complex sentence structures, focusing on key words and background knowledge may provide enough context for comprehension.</p> <p>Transitional words are crucial to comprehension of detail and inference.</p> <p><i>Performance Indicators</i></p> <p>The student</p> <ul style="list-style-type: none">✓ scans instructional level text that complements prescribed outcomes, and identifies key words.✓ notes keywords when mapping or note-taking from text.✓ retells text using key words and concepts appropriately.✓ retells ideas from sentences that contain transitional words to demonstrate understanding.

Suggestions for Learning and Assessment	Resources/Notes
<p>Activation (pair work, small group, whole class)</p> <ul style="list-style-type: none"> Ask students to identify key words from sentences or paragraphs. Brainstorm transitional words (however, although...). (Students may glance through texts to find other examples.) Brainstorm example sentences with transitional words. Identify meaning of transitional words. Ask students to give synonyms for transitional words and explain why they are appropriate. Use examples from instructional level texts that complement prescribed outcomes, e.g., <i>The cornea is made of cells that are transparent enough for light to pass through, <u>yet</u> tough enough to hold the eye together.¹</i> <p>Connection</p> <ul style="list-style-type: none"> Provide students with key words and ask them to write a paragraph based on those words. Students practise using their background knowledge to deduce meaning from the key words (See Appendix 2). Students identify key words in a sentence and/or paragraph of instructional level texts that complement prescribed outcomes. Students underline these words and write them down. Students rephrase the main idea(s) using key words, without referring to the text. Students find transitional words and categorize them under synonyms (See Appendix 1). Students look at examples in textbooks and other classroom resources and discuss how transitional words add to meaning (See Appendix 1). <p>Consolidation</p> <ul style="list-style-type: none"> Students read instructional level texts that complement prescribed outcomes and identify key words. Students take brief effective notes from print text: noting key words. Students use the notes to reconstruct meaning. Students retell using key words and demonstrating comprehension. Students identify sentences with transitional words and phrases in text. Students rephrase the sentence informally. Self-Reflection Activity (See Appendix 21). 	<p>Collaboration: Cross Curricular</p> <p>Appendix 1 Appendix 2</p> <pre> graph TD A[Find key words.] --> B[Figure out what they mean.] B --> C[Use key words in speaking and writing about the topic.] </pre>

¹ Bocknek, Burnell, Lacy, Martha, Milross & Sandner (2009). *Discovering Science 8* [Grade 8]

GCO 4: The student will applied word attack skills and word analysis to decode and understand new words.

Specific Outcome	Focus for Teaching and Learning
<p>The student will</p> <p>4.1 decode multi-syllable words.</p> <p>4.2 identify compound words and predict meaning.</p> <p>4.3 identify prefixes and suffixes and use them to understand meaning.</p>	<p>Students should be able to sound out longer words and to be familiar with common word endings (ly, er, est, tion, ity, ment, al, able, etc.).</p> <p>Students in intermediate and senior high can explore the word endings and use them to identify the part of speech. For students who have been immersed in English since primary school, this should come naturally; they should be able to tell what sounds right.</p> <p>Students should be able to break words down, identify the root, make connections to other words they know and use prefixes, suffixes and word parts to facilitate comprehension.</p> <p>Performance Indicators</p> <p>The student</p> <ul style="list-style-type: none"> ✓ reads aloud and accurately decodes multi-syllable words in instructional level texts. ✓ reads and retells a passage at grade level, showing comprehension of words with prefixes and suffixes. ✓ answers questions on a print text, indicating comprehension of grade level affixes. ✓ writes using appropriate word form (nature/natural, social/society, etc.). ✓ identifies compound words and predicts their meaning.

Suggestions for Learning and Assessment

Activation (pair work, small group, whole class)

Define compound words and give examples.

Define prefix and suffix and give examples.

Students read an unseen f text and underline compound words.

Students read an unseen text and underline words that have prefixes and suffixes.

Students explain the underlined compound words.

Students explain the underlined prefixes and suffixes.

Connection

Students complete tasks such as those in Appendix 5.

Provide a list of prefixes/suffixes for students. Students read grade level texts and find words with the prefixes or suffixes and define/explain the words to a partner. (Repeat activity using compound words.)

Using instructional level texts that complement prescribed outcomes, students find words and complete a table: e.g.,

Word	Meaning of Prefix or Suffix	Other Examples
unhappy	not (not happy)	untidy, uncomfortable
reappear	again (appear again)	redo redevelop

Using instructional level texts that complement prescribed outcomes, students focus on word endings to find words and fill in the table:

Word	Part of Speech	Other Examples
community	noun	society
natural	adjective	agricultural

See Appendix 3 for activities related to compound words.

Introduce the student to websites they can use independently to practice working with affixes.

Consolidation

Student reads a passage of instructional level texts and demonstrates comprehension of affixes.

Self-Reflection Activity (See Appendix 21).

Resources/Notes

Collaboration: Cross Curricular

Appendix 3
Appendix 5

Cross Curricular Reading Tools by CAMET, p.45-48.

Students are encouraged to do extra practice with words and word games. The following websites may be useful:

http://languagearts.pppst.com/affixes.html

http://www.sdc.uwo.ca/writing/handouts/Common%20Prefixes.pdf

http://www.fekids.com/kln/games/racetoramses/

http://www.firstschoolyears.com/literacy/word/other/prefixes/prefixes.htm

http://www.onlinemathlearning.com/grammar-games.html

Typically, a student who has been immersed in English for 4-5 years will have a good sense of syntax and know how to use words in a sentence (I like nature vs It is a natural fabric.) Analyzing and determining parts of speech enhances word awareness and encourages vocabulary development.

Students can determine parts of speech with this simple test - where does the word fit?:

It is a(n) _____. (noun)
It is a(n) _____ thing. (adjective)
It can _____. (verb)
It happened _____. (adverb)

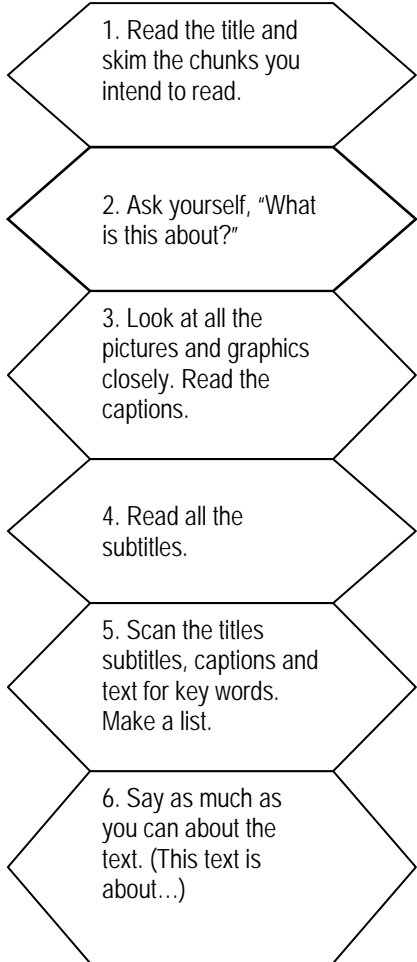
GCO 5: The student will apply vocabulary building strategies.

Specific Outcome	Focus for Teaching and Learning
<p>The student will</p> <p>5.1 recognize reading material at his/her independent reading level.</p> <p>5.2 predict meaning of words from context.</p> <p>5.3 focus on new words and strategies for acquiring them.</p> <p>5.4 use reference tools to find meanings of words.</p> <p>5.5 recycle words orally and in writing.</p>	<p>Vocabulary acquisition is cumulative. Students should recognize when a reading is too difficult and they are unlikely to comprehend it.</p> <p>Students should come to know strategies and why they work.</p> <p>Vocabulary comprehension and vocabulary building strategies:</p> <ul style="list-style-type: none"> ▶ Re-read the sentence for clues to the meaning. ▶ Think about the context and what the word might mean. This builds comprehension of the passage as well as develops a strategy for understanding new words. By focusing on the word and thinking about it, the student is likely to remember what it means or figure it out more quickly the next time. ▶ Find the word somewhere else in the text (e.g., in the title, captions, another sentence). ▶ Breaking a word into parts can help determine meaning. ▶ By rewriting the word in the margin, the student is recycling and spelling the word. The student's attention will be focused on the word as he/she reviews. ▶ Draw on cognates (words that have a similar form and meaning in another language) to help vocabulary building. This is particularly helpful for students from a European language background. ▶ A personal word list provides an individualized reference tool. ▶ Language becomes one's own when it is applied in a meaningful way. <p>Performance Indicators</p> <p>The student</p> <ul style="list-style-type: none"> ✓ chooses independent reading materials at an appropriate level, including research on internet sites. ✓ chooses independent reading materials of personal interest. ✓ uses these strategies to understand words in context: <ul style="list-style-type: none"> ◦ Re-read the sentence. ◦ Re-read the topic sentence of the paragraph. ◦ Refer to pictures, captions, titles. ◦ Read on. ✓ uses a dictionary. ✓ explains/demonstrates ways to understand a new word without referring to a dictionary or asking for assistance. ✓ explains some ways to help learn or remember new words. ✓ attempts to use the new words learned in speaking and writing.

Suggestions for Learning and Assessment	Resources/Notes
<p>Activation (pair work, small group, whole class)</p> <ul style="list-style-type: none"> Brainstorm ways to predict what a word means, without using reference tools. Brainstorm ways to learn new words. <p>Connection</p> <ul style="list-style-type: none"> Students read the first 100 words of a text and count the words they do not understand. If this is more than 5 words, the text is likely too difficult. (Encourage students to use this strategy when choosing independent reading materials.) Using think-aloud and read-aloud strategies, model ways to understand new words, without using a dictionary or asking for assistance. Students read an unseen text, underline new words and print them in the margin. Students work with a partner, using context clues to predict meanings. Students keep a personal word list. Students add one word a day to the word list. Words may be arranged by parts of speech. Students recycle language through retelling and discussion (See Appendix 5). Ensure students know how to use an appropriate dictionary. Students watch a clip from an educational or news program. Students note new or interesting words for exploration. <p>Consolidation</p> <ul style="list-style-type: none"> Students find several new words in one paragraph of a grade level text and use strategies and tools to find the meaning. Students use their new words in retelling the paragraph to a friend. Change partners and use the word again in a meaningful sentence that may or may not be related to the text. Brainstorm a list of ways to build vocabulary. Compare it to the Activation Brainstorm list created previously. Self-Reflection Activity (See Appendix 21). 	<p>Collaboration: Cross Curricular</p> <p>Appendix 5 Appendix 8 Appendix 9 Appendix 13</p> <p><i>Cross Curricular Reading Tools</i> by CAMET, p.41-44.</p> <p>Ideally, the student will predict the meaning in context. However, some reference tools for finding meaning are:</p> <ul style="list-style-type: none"> Dictionary Thesaurus (word processing software tools or online thesaurus) Reference Websites <p>Choice of dictionary is crucial. A student or children's dictionary is recommended. For example:</p> <ul style="list-style-type: none"> <i>Wordsmyth</i>: various levels and pronunciation: http://www.wordsmyth.net/?level=1&ent=development <i>Longman Dictionary of Contemporary English</i>: pronunciation and collocations: http://www.ldoceonline.com/ <i>Collins Gage Canadian Junior Dictionary</i> (distributed by Nelson Education Canada) www.amathsdictionaryforkids.com/ (a math dictionary) <p>By focusing on new words, such as highlighting and rewriting the word in the margin, students recycle and spell the word. Attention will be drawn to the word in review and in subsequent reading.</p> <p>Extensive reading builds vocabulary. All students should be encouraged to see reading itself as a strategy for vocabulary building. Students should be encouraged to read texts of personal interest at their independent reading level.</p> <p>Listening builds vocabulary. Encourage students to listen closely and to watch a variety of television programs, videos and multimedia presentations. Discussions about information programs and fiction are helpful.</p>

GCO 6: The student will apply reading strategies to facilitate comprehension.

Specific Outcome	Focus for Teaching and Learning
<p>The student will</p> <p>6.1 use the following pre-reading strategies:</p> <ul style="list-style-type: none"> • determining the purpose for reading; read and view with that purpose in mind • chunking text appropriately for reading and study • skimming text for main ideas to activate prior knowledge and gain new ideas • developing an understanding of the importance of activating prior knowledge and gaining main ideas through pre-reading • scanning text for specific information 	<p>Activating prior knowledge through pre-reading activities gives students a foundation for reading.</p> <p>Pre-reading provides a general overview and increases curiosity and interest.</p> <p>Students should understand that pre-reading strategies help in the ways outlined below.</p> <ul style="list-style-type: none"> • Having a purpose for reading will determine how you read. • Chunking text and clearly defining the task makes it easier to complete the task. • Basic understanding of the topic before reading makes the text more understandable. • Skimming introduces key words and gives the general ideas of the text. • Exposure to key words and ideas increases learning and builds vocabulary. • Reading comprehension adds to language learning: the more you understand as you read the more your language grows. <p>Performance Indicators</p> <p>The student</p> <ul style="list-style-type: none"> ✓ explains the purpose for reading (e.g., studying for a test, finding information for a research assignment, answering specific questions, increase knowledge of the topic for later discussion or tasks, etc.). ✓ demonstrates the ability to chunk text. ✓ skims titles, graphics, captions, bold words, first sentence of each paragraph, concluding paragraph to activate prior knowledge and gain new ideas. ✓ explains how prior knowledge of a topic aids comprehension. ✓ explains ways to activate prior knowledge before reading (e.g., brainstorm, discuss with friends, preview, reflect on a topic). ✓ predicts text content based on title and graphics. ✓ finds words in bold and predicts meaning from context before reading the section. ✓ explains the importance of pre-reading activities.

Suggestions for Learning and Assessment	Resources, Notes
<p>Activation (pair work, small group, whole class)</p> <ul style="list-style-type: none"> Brainstorm ways a student can find the main idea(s) of a text before reading. Highlight text features such as titles, bold words, graphics, etc. Brainstorm ways to locate specific information. Skim a text and brainstorm questions students would like to have answered or expect to be answered by the text. <p>Connection</p> <ul style="list-style-type: none"> Students make posters to define key words related to reading strategies, e.g., Activate knowledge, Scan text, Skim text, Chunk text, Map Text, Graphic Organizer, Key Words, Captions. Students peruse texts and decide where it would be appropriate to chunk the text for reading. Students skim titles and graphics and answer the questions, <i>What is this text about?</i> and <i>What do I already know about this topic?</i> Use various genres, including textbooks and web pages. Students skim a text and write 3 questions they think will be answered by the text. Share questions with a partner. Students look at an unseen diagram/graphic and caption. Share with a partner their interpretation of the graphic. Follow up may include writing about the graphic (See Appendix 4). Students skim a text and answer questions such as: <i>Why is this picture here? What can I learn about this topic from this picture?</i> Students skim a section of text. Then, without looking at the text, write a short paragraph, including as much information as they can. Paragraph starter: <i>This section is about....</i> Students write an outline while skimming and scanning the text. <p>Consolidation</p> <ul style="list-style-type: none"> Students apply pre-reading strategies, regularly without prompting. Self-Reflection Activity (See Appendix 21). 	<p>Collaboration: Cross Curricular</p> <p>Appendix 4</p> <p><i>Cross Curricular Reading Tools</i> by CAMET</p> <p>Before Reading Information Texts</p>  <ol style="list-style-type: none"> 1. Read the title and skim the chunks you intend to read. 2. Ask yourself, "What is this about?" 3. Look at all the pictures and graphics closely. Read the captions. 4. Read all the subtitles. 5. Scan the titles subtitles, captions and text for key words. Make a list. 6. Say as much as you can about the text. (This text is about...)

GCO 6: The student will apply reading strategies to facilitate comprehension. (cont'd)

Specific Outcome	Focus for Teaching and Learning
<p>The student will</p> <p>6.2 use the following during-reading strategies:</p> <ul style="list-style-type: none"> identifying topic sentence identifying key words pausing to rethink/ensure understanding of each paragraph or section of text. mapping and/or note taking predicting and confirming highlighting new words and inferring meaning from context <p>6.3 use the following post-reading strategies:</p> <ul style="list-style-type: none"> mapping or note taking summarizing or retelling discussing 	<p>Students should know that</p> <ul style="list-style-type: none"> mapping and note-taking help the reader see the organization and flow of a piece of writing. note-taking compels comprehension of key points. the topic sentence is usually the first sentence of each paragraph. The topic sentence is the key idea of a paragraph and other sentences support that idea. summarizing, retelling and discussing strengthen and aid memory. They are also opportunities to recycle and consolidate new vocabulary. predicting enhances comprehension. Being able to predict is an indication of ability to make text connections. noting new vocabulary words and jotting them down helps students retain new words. the process of figuring out meaning needs to be practised and understood. <p>Performance Indicators</p> <p>The student</p> <ul style="list-style-type: none"> ✓ takes notes from text for a specific purpose. ✓ maps a paragraph of text in note form or graphic to indicate main idea and supporting details. ✓ maps an expository piece of writing to indicate main idea or topic and supporting details. ✓ predicts what is coming up in a text based on reading. ✓ focuses on unfamiliar and key words (e.g., underline, note in the margin) and use strategies and tools to find meaning. ✓ retells/summarizes main ideas of a text, using accurate vocabulary from the text. ✓ takes part in follow up discussions in class. ✓ discusses what is learned in school with classmates, friends and family. ✓ completes follow up activities.

Suggestions for Learning and Assessment	Resources, Notes
<p>Activation (pair work, small group, whole class)</p> <ul style="list-style-type: none"> Brainstorm with students why/how the following strategies are helpful for comprehension and language learning: <ul style="list-style-type: none"> summarizing retelling in your own words discussing what you have learned <p>Connection</p> <ul style="list-style-type: none"> Students make an outline of a section of a non-fiction text, by listing the subtitles and adding several key points in note form under each title. Students map a paragraph or short text as they read, noting the main idea and supporting details. Using their map, they reconstruct the information in their own words, demonstrating comprehension of the paragraph. Students identify and list new words and define the words through context. Columns or a table format would be helpful. Students read a variety of texts and identify topic sentences. Share and discuss. Students read a variety of texts and pause to rethink/ensure understanding. Share and discuss. Students participate in a jigsaw reading to predict, rethink and confirm understanding. Students participate in a jigsaw reading, making notes of the key ideas and details, and then share. Students summarize, retell and/or write an entry in a response journal after reading. <p>Consolidation</p> <ul style="list-style-type: none"> Students apply during-reading and post-reading strategies without prompting. Self-Reflection Activity (See Appendix 21). 	<p>Collaboration: Cross Curricular</p> <p>Appendix 15 Appendix 16</p> <p><i>Cross Curricular Reading Tools</i> by CAMET</p> <p>Keeping a reading response journal is a valuable strategy for learning. As a follow-up to reading, students should be encouraged to briefly summarize, express an opinion or relate the reading to their own experience. Students should keep a response journal on a regular basis and may include responses to readings in different subject areas.</p> <p>Students can vary and personalize their response journal with drawings, favourite quotes, verses or poems in response to a reading, etc.</p>

GCO7: The student will apply listening strategies to improve comprehension of classroom interaction.

Specific Outcome	Focus for Teaching and Learning
<p>The student will</p> <p>7.1 demonstrate an understanding of the following strategies:</p> <ul style="list-style-type: none"> • building pre-knowledge to bring to the listening experience • listening actively • listening for key phrases and signal words to help organize notes/graphic representation • listening for and consider the ideas rather than listening word by word • predicting meaning from context, bringing background knowledge and understanding to the task • using compensatory strategies such as asking for repetition or clarification 	<p>The main focus of this outcome is listening to academic presentations and discussion.</p> <p>A strategy for improved listening comprehension is being familiar with the topic before listening. ESL students should be encouraged to read ahead in textbook, look for extra information in various formats on the internet.</p> <p><i>The focus of taking notes should be on understanding, not writing. (Oxford, 1990, p. 86)</i></p> <p>When taking notes, students should not try to write everything the speaker says or to get every word verbatim. Rather, effective listeners listen for ideas and visualize or relate ideas to their own experience and knowledge. They understand main points and write those quickly in as few words as possible and/or use graphics.</p> <p>Good listeners add notes that relate to their own experience as they listen. e.g., <i>litmus paper</i> → <i>red in acid (lemon = acid)</i></p> <p>Good listeners interrupt politely and ask for clarification.</p> <p>Performance Indicators</p> <p>The student</p> <ul style="list-style-type: none"> ✓ is aware of upcoming content topics in different subject areas (e.g., views course outline, previews table of content, asks the teacher, etc.). ✓ indicates awareness of the importance of keeping ahead of subject area content (e.g., previewing text, researching prior to in-class introduction of a topic) ✓ listens actively, by <ul style="list-style-type: none"> ◦ taking notes. ◦ creating a graphic organizer, concept mapping or visual representation. ◦ asking appropriate questions. ◦ making appropriate comments. ✓ articulates/demonstrates the importance of relating what is being said to previous experience and background knowledge ✓ asks for repetition or clarification or checks comprehension through resources, the teacher or classmates.

Suggestions for Learning and Assessment	Resources, Notes
<p>Activation (pair work, small group, whole class)</p> <ul style="list-style-type: none"> Brainstorming effective listening strategies. Brainstorming difficulties students face with listening. Brainstorming how to address difficulties with listening. <p>Connection</p> <ul style="list-style-type: none"> Give a mini-lecture on a topic that the students are not familiar with and follow with comprehension questions. Next, give students a text to read (use previewing techniques), then demonstrate through the two mini-lectures how it is easier to understand something when you are familiar with the topic. Assign reading materials prior to classroom instruction. (Content teachers.) Encourage students to stay ahead of their studies, previewing their textbooks and reading materials prior to covering the topic in class. They should ask the teacher to point them in the direction of “what is coming up”. Emphasize the need to listen for key phrases/signal words to help in organization of notes and for understanding (e.g., There are three effects of a volcano....) Model and practise listening and <ul style="list-style-type: none"> effective taking notes creating a graphic organizer, concept mapping or visual representation asking appropriate questions making appropriate comments Model and practise taking notes in various forms. Ask students to listen for key phrases/signal words in different subject areas and report back at the next class. <p>Consolidation</p> <ul style="list-style-type: none"> Students make notes or a graphic organizer of key points during a mini-lecture. Students take part in a follow-up Q & A. Students present what they have researched or read prior to teacher instruction on the topic. Self-Reflection Activity (See Appendix 21). 	<p>Collaboration: Cross Curricular</p> <p>Appendix 13 Appendix 15</p> <p>Strategies for Listening include:</p> <ul style="list-style-type: none"> Be familiar with the topic beforehand. Write the date at the top of your note page. Listen for clues (signal words) to help organize your notes: “Today we will talk about 3 famous people...” The first stage of” “Then...”, Look at the speaker for clues to meaning through gestures and facial expressions. Make notes when the teacher is giving instructions: e.g., <p>To Do:</p> <ol style="list-style-type: none"> bring note signed by Mom or Dad finish math p. 67 finish paragraph - solar system. <ul style="list-style-type: none"> Copy the teacher's notes carefully. Ask for explanation of any notes you don't understand. Listen attentively. Put away all distractions such as toys, cell phones, etc. when listening. Listen actively—be involved by: <ul style="list-style-type: none"> taking notes drawing a sketch or graphic organizer of the information rewording or summarizing asking for clarification expanding the discussion commenting by agreeing or politely making an alternate point Build background knowledge through: <ul style="list-style-type: none"> <i>World Book Encyclopedia</i> (available free through NL Public Libraries) <i>Bell Aliant Learning</i> (http://learning.aliant.net/how.asp) <i>Neo K-12</i> (http://www.neok12.com/) Educational websites Online videos Reading Watching educational television

GCO 8: The student will apply strategies for more effective writing.

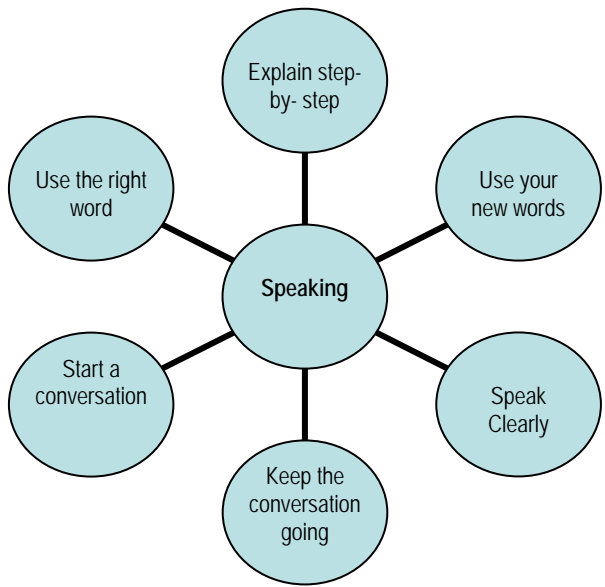
Specific Outcome	Focus for Teaching and Learning
<p>The student will</p> <p>8.1 demonstrate an understanding of the six traits of writing.</p> <p>8.2 use pre-writing strategies (e.g., outlining, note-taking, webbing, brainstorming ideas and vocabulary).</p> <p>8.3 demonstrate an awareness of the writing process.</p> <p>8.4 write the first draft freely.</p> <p>8.5 use interaction and peer conferencing for revising.</p> <p>8.6 use reference tools for editing.</p>	<p>Students benefit from being aware of what is being assessed. In writing, assessment is based on 6 traits. The need to develop strategies for word choice and conventions is particularly relevant to ESL students.</p> <p>6 Traits of Writing:</p> <ol style="list-style-type: none"> 1. Content/ideas 2. Organization 3. Sentence Fluency 4. Voice 5. Word Choice 6. Conventions <p>The student will use the writing process:</p> <ol style="list-style-type: none"> 1. Pre-writing 2. Drafting 3. Revising 4. Proof-reading and Editing 5. Publishing <p>Pre-writing for ESL students should involve particular attention to vocabulary. Students can benefit from brainstorming vocabulary, as well as using source materials for vocabulary relevant to the writing topic.</p> <p>ESL students must be encouraged to write a first draft freely and not hesitate due to anxiety about grammar, spelling, sentence structure, etc.</p> <p>Students should know how to use a variety of tools for revising and editing, such as referring to pre-writing graphic organizers, source materials, word walls, dictionaries, personal word lists and thesauruses.</p> <p>Performance Indicators</p> <p>The student</p> <ul style="list-style-type: none"> ✓ plans for writing. ✓ writes a first draft fluently. ✓ revises for: <ul style="list-style-type: none"> ◦ content ◦ organization ◦ sentence fluency ◦ word choice ✓ edits for: <ul style="list-style-type: none"> ◦ spelling ◦ punctuation ◦ capitalization ◦ grammar

Suggestions for Learning and Assessment	Resources, Notes
<p>Activation (pair work, small group, whole class)</p> <ul style="list-style-type: none"> Brainstorm qualities of good writing. Students work in pairs to come up with a list of things that are important to do to when writing a report or essay. Students make a list: "If I were the teacher, I would look for these things when grading a student's writing:" <p>Connection</p> <ul style="list-style-type: none"> Pre-Writing: Students scan a section of text and make a web(s) of vocabulary that would be needed to write a summary or report about the text/topic. Create an ideas web and use it to write a summary, retelling or report. Timed writing of first draft. Using a prompt or story starter, students write as much as they can as quickly as they can. Students use the checklist for writing (Appendix 17). Students choose a piece of their own writing and revise it to make it more interesting focusing, step by step, on content, word choice and voice. Students choose a piece of writing for peer conferencing. Provide guidelines. Demonstrate and have students use various tools to edit spelling (e.g., dictionary, spell check, check source materials). Encourage students to keep a journal or diary. <p>Consolidation</p> <ul style="list-style-type: none"> Students work with a partner, read to each other and assist with revisions, focusing on one of the six traits of writing. Students work with a partner to identify errors in grammar, spelling and punctuation. Students work independently to revise and edit their own work, using read-aloud and reference tools. Self-Reflection Activity (See Appendix 21). 	<p>Collaboration: Cross Curricular</p> <p>Appendix 1 Appendix 15 Appendix 16 Appendix 17 Appendix 18</p> <p><i>WriteTraits® Kits.</i></p> <p>Students in grades 7-12 should be able to explain the writing process, identifying the stages.</p> <div data-bbox="794 802 1446 1281"> <p>Vocabulary Web</p> <pre> graph TD A((Agriculture)) --- B((crops)) A --- C((fertilizers)) A --- D((harvesting)) A --- E((seeds)) A --- F((weather)) A --- G((pesticides)) </pre> </div>

GCO 9: The student will apply speaking strategies to enhance communication and promote learning.

Specific Outcome	Focus for Teaching and Learning
<p>The student will</p> <p>9.1 demonstrate strategies to initiate and sustain conversation.</p> <p>9.2 use accurate vocabulary in academic speaking.</p> <p>9.3 state needs, ideas and questions clearly.</p> <p>9.4 ask for support in wording and pronunciation.</p> <p>9.5 listen carefully to native speakers and model intonation and pronunciation.</p> <p>9.6 use speaking to consolidate and extend knowledge.</p>	<p>Second language learners develop speaking skills through practice. Students need encouragement to speak and strategies to help them engage in informal and classroom discussion.</p> <p>Students can also use speaking as a means of consolidating and extending knowledge.</p> <p>ESL students can monitor their speech somewhat for “correctness” but should be encouraged to focus mainly on fluency and effectiveness.</p> <p>Performance Indicators</p> <p>The student</p> <ul style="list-style-type: none"> ✓ initiates conversation in some of the following ways: <ul style="list-style-type: none"> ◦ asks a leading question on familiar topics. ◦ asks leading questions on academic topics to clarify or extend ideas. ◦ expresses an opinion (personal and academic topics). ✓ sustains conversation in the following ways: <ul style="list-style-type: none"> ◦ responds to questions. ◦ responds by expressing an opinion. ◦ responds by adding details or personal connections. ◦ asks a question to extend conversation. ◦ asks for further information or clarification. ✓ uses academic vocabulary in class. ✓ summarizes/retells content orally. ✓ makes class presentations confidently. ✓ expresses him/herself clearly and precisely (e.g., chronological order, clear referents). ✓ participates in group activities and social interactions. ✓ asks for support in wording and pronunciation when needed. ✓ uses appropriate intonation, pronunciation and expression. ✓ reads aloud-thinks aloud. (Reads a passage and then talks to review, summarize, check understanding, rehearse and recycle language.)²

² Students can talk to a partner. Speaking quietly to oneself to summarize or review main ideas is also an effective strategy for language and content learning.

Suggestions for Teaching, Learning and Assessment	Resources, Notes
<p>Activation (pair work, small group, whole class)</p> <ul style="list-style-type: none"> Brainstorm what we can do to improve our ability to express our selves more clearly. Brainstorm what we can do to be more active in conversation and class discussion. Brainstorm what we can do to use new words when we speak. <p>Connections</p> <ul style="list-style-type: none"> Begin class with informal conversation, sharing day-to-day activities, interests, etc. (Think-Pair- Share). Brainstorm and evaluate conversation starters in social settings. Brainstorm and evaluate conversation starters for an academic setting. Reflect on appropriate questions to ask in conversation. Students read a text and write 3 questions that they could ask the teacher or a classmate to extend or clarify. Based on a reading, students come up with a comment or opinion they could share. In pairs, students read a short text and relay their understanding of the content to each other (Think-Pair-Share). Use role play and improvisational drama. Provide ample opportunities for pair work. Provide opportunities for students to speak for different purposes (e.g., persuade, describe, sequence, give instructions, etc.). Provide opportunities for students to ask and answer questions (simple questions as well as higher order questions). Read-aloud, think aloud: Simultaneously, students quietly read a short text aloud and retell their understanding of the text. Students may record themselves speaking and listen back for self-assessment. <p>Consolidation</p> <ul style="list-style-type: none"> Student presentations. Group and pair discussion. Self-Reflection Activity (See Appendix 21). 	<p>Collaboration: Cross Curricular</p> <p>To engage successfully in conversation and discussion, students need to be good listeners. They also need techniques for successful oral communication.</p> <p>ESL students may need extended wait time to respond.</p> <p>In some cultures speaking very directly, especially children to adults, is considered inappropriate. In some cultures people tend to give extensive background prior to stating the intent or the intent may be implied but not directly stated.</p> <p>Likewise, in some cultures it is inappropriate to make eye contact, particularly with a person of authority.</p> <p>Students should be encouraged to take risks in speaking.</p>  <pre> graph TD S((Speaking)) --- E1((Explain step-by-step)) S --- E2((Use your new words)) S --- E3((Speak Clearly)) S --- E4((Keep the conversation going)) S --- E5((Start a conversation)) S --- E6((Use the right word)) </pre>

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APPENDICES

Appendix 1: Transitional Words Aid Comprehension

1. Find some of these transitional words in your texts. Skim quickly for the words. Highlight each word.

- so
- because
- therefore
- however
- since
- although
- as a result,
- as a result of
- also
- in addition
- moreover
- thus
- furthermore
- hence
- as
- yet
- due to

2. Place each word in the column below that best matches its meaning.

but	and	so	because (because of)
<i>however</i>			

Be careful: “As a result **of**” introduces a cause. “As a result,” (without the word “of”) introduces an effect.

As a result of the accident she was in the hospital.
He lost his bus fare. As a result, he had to walk home.

**Work with a partner**

3. Show each other the words you found and compare your tables. Your teacher will help with the words you do not know.

4. Discuss how transitional words add or change the meaning.

For example:

It was sunny. Martina went for a walk.

It was sunny. However, Martina went for a walk.

The company sold millions of copies of that book. The author was very rich.

The company sold millions of copies of that book. As a result, the author was very rich.

Find examples of transitional words and discuss how they add to or change meaning.

Appendix 2: Focusing on key words

Teacher Lead Activation Activity:

⇒ Provide the title and following words. Explain that they are key words (most important words) from a paragraph. We can get a lot of information from these words. (Note: “not” is an important word.)

The title of the story is “Hawks Flying South for the Winter.”

- hawks
- hunting birds
- hooked beaks
- sharp talons (claws)
- keen eyesight
- broad wings
- long distance
- leave summer breeding ground
- insects, mice, small birds
- not found
- ice and snow

⇒ Students pair up. Give students think/discussion-time before eliciting answers. Ask:

1. What is the paragraph about?
2. What can we learn about hawks?
3. Do you think *keen* means very good or very bad? (Guess and check a dictionary.)
4. Why do hawks have a hooked beak, sharp talons and keen eyesight?
5. Are they able to fly long distances? Why are they able to do that?
6. What do hawks eat?
7. What does *breeding* mean? When do they breed?
8. Why do they leave their summer breeding grounds?
9. Why do they need to fly long distances?
10. Do they spend the summer in a country like Canada, where we have a cold winter or do they spend summer in a warmer country?
11. Do you think hawks could live in Canada during the summer? Why?

⇒ Students write a paragraph about hawks, using the key words. “Explain as much as you can about hawks.”

For teacher reference only. The original paragraph:

Hawks are hunting birds or raptors. They have hooked beaks, sharp talon (claws) and keen eyesight. Some of them have broad wings that help them soar for long distances. These birds leave their summer breeding grounds because the insects, mice and small birds they feed on are not easily found when the ground is covered with ice and snow.

Hawks Flying South for the Winter, by David M. Bird.
In *Weather, Wings and Kite Strings*, (grade 5)

Student Connections:

The first activity is based on *Sally Ann, Thunder Ann, Whirlwind*.¹ The second activity is based on *Orphan Boy*, by Tololwa M. Mollell

Activity 1

You can often figure out what a text is about by focusing on some of the most important words (key words). The important words are usually nouns (people, places and things), verbs (action words) and adjectives (words that describe something like big, small, terrible, etc.).

Look at this title. It is the title of a short story. *Sally Ann, Thunder Ann, Whirlwind*

1. Who is the main character of the story? _____

2. Write 3 adjectives that you think will describe the main character:

3. Read these key words and phrases from the first few paragraphs of the story. They are listed in the order they appear in the story.

1. Davey Crocket
2. bear hunting
3. raining
4. shelter
5. tree
6. sleepy
7. snoring
8. head had gotten stuck
9. Davey roared

**Work With a Partner**

4. Tell your partner what you think happens in the first part of the story. Try telling the first part of the story by using the words listed above.

5. Now try the same activity by reading and focusing on the key words and phrases in a text related to your studies.

1. Read a section of text (5-10 minutes).
2. Underline the key words and write them down.
3. Retell the information to a partner, in your own words, by looking at the key words only.

¹ Sally Ann Thunder Ann Whirlwind by Mary Pope Osborne, In *Tales—Tall True, Old, and New* [Grade 4]
Orphan Boy, by Tololwa M Mollell, can be found in *Tales—Tall True, Old, and New* [Grade 4]

Activity 2

You can often figure out what a story or any text is about by focusing on some of the most important words (key words) and phrases. The important words are usually nouns (people, places and things), verbs (action words) and adjectives (words that describe something).

Look at this title. It is the title of a short story. *Orphan Boy*

1. Who is the main character of the story? _____

2. Write 3 words or phrases that you think will describe the main character, his feelings, his situation, etc.:

3. Read these key words and phrases from the first few paragraphs of the story. They are listed in the order they appear in the paragraph.

- Old man, gazed, heavens, stars, lonely
- one of the stars was missing
- sound of footsteps
- a boy
- "My name is Kiliken", orphan, traveled, search of a home
- Excitement, "childless, you are welcome."



Work With a Partner

4. Tell your partner what you think happens in the first part of the story. Try telling the first part of the story by using the words listed above: (Once upon a time there was an old man who.....)

5. Now try the same activity by reading and focusing on the key words and phrases in a text related to your studies.

1. Read a section of text (5-10 minutes)
2. Underline the key words and write them down.
3. Retell the information to a partner, in your own words, by looking at the key words only.

Appendix 3: Compound Words**Icebreaker****Newspaper****inlaid****doubleheader****wingspan**

Compound words are made up of two separate words.

1. What two words are in “playground”? Why is a playground called a playground? Why is a greenhouse called a greenhouse?
2. a) Read the text below and find compound words.
b) What two words make up the compound word?

“The house has been sold,” Crane-man said. “I gathered up a few things and made ready to go to the temple. It was a fine day, I remember, and I made a long time of it, walking up the mountainside.”...

... “There were bolts of fine silk, trays of gemstones, wooden toys. All manner of household goods could be had, baskets and straw sleeping mats and wooden chests.”

From *A Single Shard* by Linda Sue Park

**Work With a Partner**

3. Discuss your answers with a partner. Why do you think Crane-man is called Crane-man? Why are things in a house called *household* goods?
4. Read a section of text and find compound words.
5. Discuss the meanings of the compound words with a partner.
6. Have fun with words: Make up some compound words and definitions: For example:

A baglost boy: A boy who can never find his school bag.

Appendix 4: Reading Graphics

You can learn new words and information by studying graphics. Before you begin, fold this paper on the dotted line and only look at the top half (the picture and item #1).



Work With a Partner

1. Study the drawing carefully (3 minutes) and then describe it to your partner. As you study, think: What do the 3 types of material look like? What do the words mean? What can we learn from the diagram? Read the caption below the diagram; it gives the main idea.¹

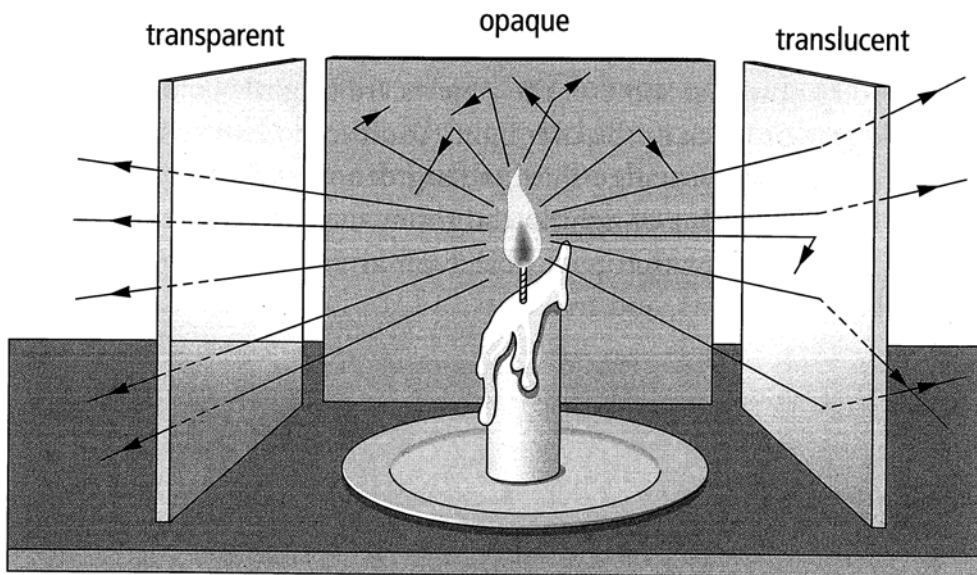


Figure 5.5 Light travels in straight lines until it strikes something.

2. Now read the description below. Did your description give as much information?

This diagram shows how light travels. We see three types of materials and a candle.

The material on the left is transparent. That means we can see through it, like a window or a piece of clear glass. The light travels through the transparent material in straight lines.

The material in the back is opaque. That means we cannot see through it. It is solid like a piece of wood or a book. The light cannot go through it. The light rays bend back when they hit the opaque material.

The material on the right is translucent. We cannot see through it very well. It looks like a frosty glass. Most of the light rays are going through it but they are bending. One light ray is bending back –it is not going through the translucent material.

3. Now find a diagram in one of your textbooks. Study it closely and describe it to a partner. Try to relate the graphic to something familiar or give an example. This helps us understand and remember (for example: Opaque material is like a piece of wood or a book).

¹ The diagram is from page 174 of *Discovering Science 8* [Grade 8]

Appendix 5: Retelling and Applying Language

Talking about what you have learned or read in school is an excellent way to remember new words and information and to expand your understanding. You should talk to your parents or classmates about what you are learning and reading in school.

Try to use your new words as you talk about the topic. Also, try to relate what you are learning to your own experiences and opinions.



Work With a Partner

1. Read the passage below. It is told by an adolescent boy. Underline any words or expressions you do not understand. Discuss with your partner to predict the meaning.

A branch was sticking me in the side. I tossed and turned, realizing how hungry I was. Tomorrow we'd eat something. Not much, that's for sure. I wasn't going to mention food again. And no more complaining about the cold, I told myself. That's not going to make it any warmer. No matter what happens now, at least I'm not alone. I have Raymond and that old man Johnny Raven. I drifted off thinking about my father. By now he knows we're missing. He'll make sure they keep searching until they find us.

From Far North by Will Hobbs

2. Tell your partner what is happening in the passage. Use these key words as you retell. Each partner should get a turn. Speak clearly and listen carefully.

- | | |
|------------------------|------------------|
| 1. branch | 5. cold |
| 2. sticking | 6. "drifted off" |
| 3. "tossed and turned" | 7. father |
| 4. hungry | 8. searching |

3. Discuss with your partner: What do you think has happened to the boy telling the story? Did anything like that ever happen to you or someone you know? Did you ever see anything similar on television or in a movie?

4. Do the same activity with a text provided by your classroom teacher.

1. Read and highlight key words (most important words) and new words.
2. Retell the information to a partner, using the key words and the new words.
3. Text Connections: Talk about
 - Your opinion of the text
 - Personal connections to the text

Appendix 5: Prefixes and Suffixes Activities

The following are samples only. Exact items should be determined by student need.

1. Find words that come from the same stem (nature, natural, naturally).
2. Challenge students to come up with long words. For example, use letter tiles to make as long a word as possible.

Name: _____

Date: _____

Add a prefix to each of the following words to make new words.

If you get stuck on one, move onto the next one and then go back to it.

Work with a partner to finish the difficult items.

Prefixes you might need:

un- dis- re- mis- de- im- in- il- non- anti- pre-

_____ behave	_____ sense	_____ write
_____ possible	_____ place	_____ fix
_____ happy	_____ lucky	_____ legal
_____ code	_____ visible	_____ connect
_____ fiction	_____ mind	_____ appear
_____ view	_____ prove	_____ able
_____ play	_____ frost	_____ wind
_____ obey	_____ cover	_____ honest
_____ healthy	_____ sent	_____ chief
_____ serve	_____ historic	_____ fair

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[http://www.firstschoolyears.com/literacy/word/other/prefixes/worksheets/Prefixes%20Worksheet%20\(1\).pdf](http://www.firstschoolyears.com/literacy/word/other/prefixes/worksheets/Prefixes%20Worksheet%20(1).pdf)

Appendix 6: Using Commas to Aid Comprehension

The following is a sample work activity for students.

Sometimes commas can help us simplify the sentence to get the main idea.

1. Try reading the sentences below leaving out the part between the commas. (Just read the underlined words.)

- The club, which Angie started when she was in grade 5, is intended to help people.¹
- Malliki, who lives in the Nuajat (Repulse Bay) in Nunavut, believes that hunting helps him create realistic carvings.²
- Challah, a special bread, is blessed and eaten during the meal.³

2. Now read the complete first sentence to get some extra information about the club.

Read the complete second sentence to get some extra information about Malliki.

Read the third sentence and get some extra information about Challah.

The underlined words are the main clause – the most important idea of the sentence. The words between the commas give us more information.

3. Now find some sentences like this in your own texts. Look for sentences where extra information is given between commas. Underline the main clause.

4. Read the main clause first, then read the whole sentence. Does reading the main clause first make the sentence easier to understand?

¹ *Together is Better*, Collections, p. 43 [grade 5]

² Scully, A. (2006). *Culture Quest: Exploring World Cultures*, p. 76 [Grade 6]

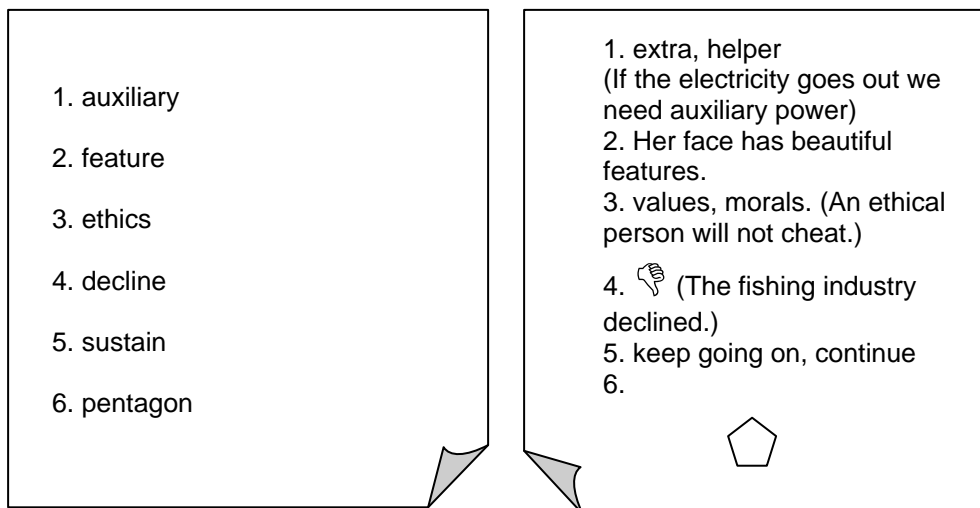
³ *bid.*, p. 118.

Appendix 7: Personal Word List

Keeping a record of new words provides a reference tool for review and a place to look for words. Here are two ways to keep a record of words:

A) A personal word list:

- ▶ Use a thin notebook (or adapt the activity to an electronic device).
- ▶ When you come across a new word, write it on the first page.
- ▶ As you add words to the first page, you should number them and then put a clue, such as a meaningful sentence, a sketch or a definition, on the back of the sheet. (Or you can fold each sheet in half to hide the clues.)
- ▶ From time to time, look at your word lists and try to remember what the word means without turning to see the clue.
- ▶ Try to add 1 word a day – that would be almost 200 new words during the school year. Choose words that you think you might have difficulty remembering the meaning of.



B) Have Fun with Words

Create a dictionary. Use a notebook that is thin and light enough to carry in your book bag and to all your classes.

Find a new word in your school texts every day.

- Write funny sentence, a clever dialogue, a riddle or draw a funny picture with each word.

Resources:

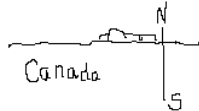
A: What are resources?

Q: My resources are things that help me and make money for me: I guess Mom and Dad are my best resources.

Shrieked

Reiterate: blah, bah, blah, and blah

Tundra: You won't find a ton of trees on the tundra.



Inconceivable: I can't believe I have to know that word.

Appendix 8: Using tools to find word meaning

Sometimes you cannot predict the meaning of a word or phrase from the context. You will need to use reference tools.

1. Use a dictionary (electronic or paper copy) to find the meaning of these words:

- a. A complacent person...
- b. He loved bouvardia.
- c. She wanted to remain anonymous.
- d. He stood akimbo.
- e. I wondered if the brand name was an eponym.

2. Using sites approved by your teacher, look up the following expression:

- a. It was an Indian summer.
- b. "Put your money where your mouth is," she said.
- c. I like to be in the loop.
- d. This ice-cream can't hold a candle to my grandmother's home made ice-cream.
- e. Be careful not to jump on the bandwagon too quickly.

Expressions like those are called idioms.

3. Use reference tools in Microsoft Word to find the meanings of words:

- ▶ Type in your word.
- ▶ Put the cursor on your word.
- ▶ Click "Tools" and then "Thesaurus".
- ▶ If your word has no results, click "All Reference Books" or "All Reference Sites" (under "Can't find it?" in the right column).

Dictionary

<http://www.wordsmyth.net/>

<http://www.pdictionary.com/search.php>

<http://nws.merriam-webster.com/pendictionary/>

Dictionary of idioms

<http://idioms.thefreedictionary.com/>

<http://www.usingenglish.com/reference/idioms/i.html?>

Safe searches

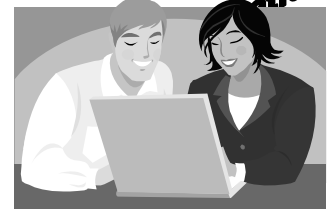
<http://www.askkids.com/?q=&search.x=59&search.y=16&search=search&qsrc=119&o=0&l=dir>

<http://search.kol.com/search/webhome>

Appendix 9: Using software tools for editing

You need to have access to a computer to complete these activities.

Be sure your thesaurus, spelling and grammar check are turned on. Your teacher can help you to do this.



Choosing a better word

Use the thesaurus feature of word processing software to find another word to replace the underlined word in each sentence. **Be careful! Don't pick a word unless you understand it and are sure it fits well in the sentence. If in doubt, check with a teacher.**

- a She was very worried because her daughter did not come home after the big storm.
- b The big storm broke all the houses in the area.
- c It was a very bad storm.

Spell Check

Type these sentences into a word processing program. Use spell check to correct these words (right click on the mouse):

- A. My mom found a huge catterpillar in front of the house.
- B. Garillas live in the jungle.

Editing your own writing:

Use word processing software on a computer. Write a paragraph related to your grade level content studies (answer a question, give you opinion of a story or novel, or write a short summary of a section of text). When you finish your paragraph:

- a) Use the thesaurus to find some better or different words.
- b) Use spell check to correct your spelling.

BE CAREFUL! You must choose the word carefully and check what the computer is telling you; sometimes it gives a spelling or grammar correction that is not appropriate.

Appendix 10: Self-assessment Checklist

Name: _____

Date: _____

Check (✓) the box that best suits your habits.

Add some other good strategies that you use or will try to use in the future.

	Never	Sometimes	Always or almost always
I get an idea of, or decide, how many pages I will read before I start reading.			
I read the titles and subtitles and look at the graphics (pictures, diagrams, maps) before I start reading.			
I guess the meaning of unfamiliar words by reading the sentence again and trying to figure it out.			
I read the page or the sentence again if I don't understand.			
I sound out difficult words to try to read them.			
I use a dictionary or glossary to find the meaning of a word if I can't figure it out.			
I underline the main ideas or take notes of the main ideas as I am studying.			
I look at unfamiliar words closely, analysing the parts of the word, to help understand it.			
I ask the teacher or a classmate for help if I don't understand what to do or I don't understand something.			
I try to visualize (picture it in your head) as the teacher is describing something.			
I talk about what I am learning in school with my parents and/or my friends.			
I read ahead in my texts and also look for extra information on topics (internet)			
I create an outline or graphic organizer before writing an essay or report.			

	Never	Sometimes	Always or almost always
I write quickly at first to get my ideas down. Then I go back and fix my grammar and spelling.			
I keep a diary or journal that I write in every day.			
1.			
2.			
3.			
4.			
TOTAL (count how many checks you put in each column.)			

**Work With a Partner**

Discuss and add four more good strategies to the list.

Appendix 11: Websites for Advanced Vocabulary Building

Students should be encouraged to build vocabulary through their content studies; however, some students will be motivated by online sites to learning vocabulary. Fun websites can interest the student in words, word games and reading.

Many websites offer online language activities. Advanced students may find these helpful and enjoyable, particularly for vocabulary building:

http://fen.com/studentactivities/BallHogs/BallHogs.html	Games to identify synonyms, antonyms and homonyms. Game Levels are by grade level.
http://www.fekids.com/kln/games/wordjungle/wordjungle.html	Match words to meanings in a fun adventure through the jungle.
http://www.vocabulary.co.il/	A wide variety of vocabulary games.
http://a4esl.org/a/v.html	A variety of vocabulary and other activities for ESL students. A project of The <i>Internet TESL Journal</i>
http://www.academicvocabularyexercises.com/id17.htm	The exercises reinforce academic vocabulary. Appropriate for grades 7+.
http://www.english-test.net/toEIC/	The exercises reinforce academic vocabulary. Appropriate for grades 7+

Appendix 12: Clues for Meaning

The following selections contain some uncommon words. What clues for meaning are there in the text?

What strategies can you use to predict the meaning of the underlined word without using a dictionary or asking for assistance?

Some transnational corporations own many businesses. For example, General Electric makes kitchen appliances, aircraft engines, locomotives,....

Because of their wealth, transnationals have tremendous power.

Companies downsized their workforces to become “lean and mean” by cutting the number of jobs. They also froze or lowered wages.....

Fitton, A. (2006) *Canadian Identity*. Nelson Education, p. 182-83

“I know the new year is coming. But I, like you, lament for my lost son...

“Go!” he urged her. “Go and prepare food for our evening meal out of doors. As you do, find strength through the memory of your lost son. Let the mountains surrounding your village resound with your chopping and beating. Let that sound multiply through the echoes”

As she labored, her strange guest stoked a blazing mountain fire. He stood, defiantly, waving a flaming branch high in the air above his head. He glowed in the light of the raging inferno.

Bouchard, D. (1999) *The Dragon New Year*

...she gave him her last few coins, saying “use these to pay the quimboiseur, the sorcerer, who lives in the forest. He will tell you how to find and kill the Bird of Darkness.”

San Souci, R.D. (2002) *The Twins and the Bird of Darkness*

Parents, in arranging their children’s marriages, were most concerned about avoiding any mismatch between the two family backgrounds that might create problems, envy or embarrassment between the families. That was best ensured by a matchmaker, typically an elderly lady from one of the surrounding villages. As well as asking the gods to pronounce on the auspiciousness of the match, she would act as a messenger...

The Concubine’s Children by Denise Chong
[In *Echoes* 11]

Appendix 13: Key Phrases for Listening

You may hear your teacher or classmates use some of these phrases: Take this check list to all your classes for a week. Put a check mark beside any of these phrases that you hear. These words help you know what to listen for and how to organize your notes.

- ☐ *The outcome ...*
- ☐ *This is important...*
- ☐ *We are learning about...*
- ☐ *There are 3 (or 4, 5)*
- ☐ *The difference...*
- ☐ *I want you to...*
- ☐ *First..., then... later ... after...finally*
- ☐ *For example..*
- ☐ *Final stage/final step*
- ☐ *This will be on the test...*
- ☐ *In conclusion...*
- ☐ *To recap*
- ☐ *In summary*

What other words or phrases do your teachers often use to help students organize their thoughts?

Teachers ask questions about important things to understand.

Listen for important questions:

Did the teacher ask an important question? Write 3 important questions.

Appendix 15: Note Taking

You can organize notes according to the information. For example:

Compare/Contrast

MAMMALS		BIRDS
1. Babies		eggs
2. Milk		Feed babies insects, seeds, etc.
3. Hair		feathers
	4. Warm-blooded	

(Or Venn Diagram)

Steps in a process or cycle:

1. In fall salmon lays eggs in river (spawning)
 2. Salmon dies or returns to sea
 3. In spring salmon hatch ("alevin")
 4. 1-2 years in river ("fry")
 5. Go to sea
 6. Return to river where born
-

Cause and Effect

Air heated → air rises
Air cools → air drops

General Information: Important facts:

5 Aboriginal groups in NL

1. Beothuks
 - Hunters and gatherers
 - Probably <1000 people in NL in 16th c.
 - trading with European fishermen & settlers
 - Shanawdithit, last Beothuk, died 1829

2. Mi'kmaq (Micmac)

-
-

3. Innu

-
-

4. Innuit

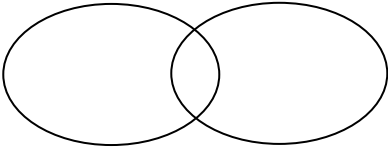
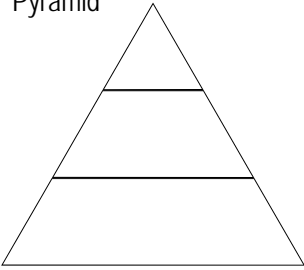
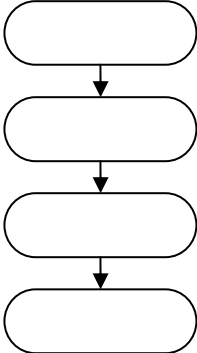
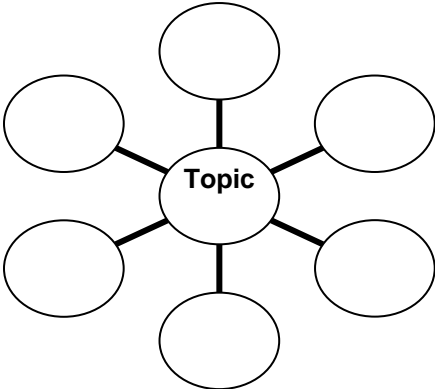
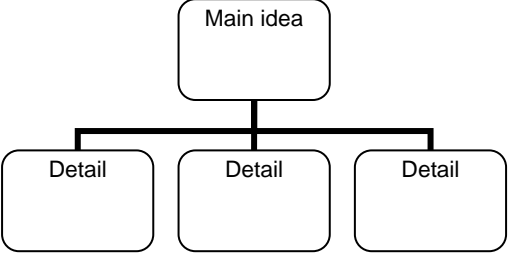
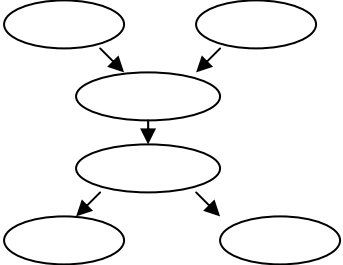
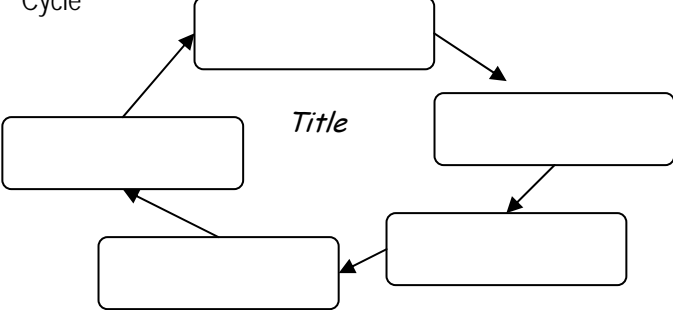
-
-

5. Metis

Note: Numbering helps us remember how many points we should know.

Appendix 16: Graphic Organizers

Students should learn to create graphic organizers independently: 1) While reading or listening to organize information; 2) When planning for a writing project or other presentation; 3) When reporting.

<p>Venn Diagram Compare and Contrast</p> 	<p>Pyramid</p> 	 <p>Flow Chart</p>
 <p>Web</p>	<p>Mapping</p> 	
 <p>Cause - Effect Problem - Solution</p>	<p>Cycle</p> 	

Tables, columns and numbered or bulleted lists are also good organizers.

Appendix 17: Writing Checklist

The following checklist is used for expository writing.

Read your work aloud and put a checkmark if you have done the following things.

Ask your partner to listen to you read aloud and put a checkmark for the things she/he thinks you have done well. Let your partner see your paper afterwards to check for conventions.

Content

- ☐ I have made a clear statement of the main idea or purpose for writing.
- ☐ I have enough information to support my main idea or topic.

Organization

- ☐ I present my main idea or topic in the opening paragraph.
- ☐ Each paragraph has a topic sentence with the main point of that paragraph.
- ☐ I have a good ending that summarizes or makes an overall statement.

Voice

- ☐ The reader can sense that I am interested in this topic.
- ☐ The reader can sense my feeling about the topic.
- ☐ I make the reader curious and interested in my topic.

Word Choice

- ☐ I have used the correct words to express what I want to say.
- ☐ I have used some interesting words that express my idea well.

Sentence Fluency

- ☐ My sentences are clear and easy to understand.
- ☐ Every sentence seems to flow naturally from the sentence before it.
- ☐ I haven't made my sentences too long and confusing.
- ☐ I have used some transitional words (*however, although, moreover*, etc.) to make the connection between ideas clear.

Conventions

- ☐ I have capital letters in the right places.
- ☐ I used punctuation correctly.
- ☐ I have the correct ending on each word (ed, ing, s, etc.).
- ☐ My grammar makes sense.

Appendix 18: Peer Conferencing

Draft Writing Conference

Author's Name _____

Date _____

Listener's Name _____

After you have listened to your partner read, help your partner by completing the sentences below.

I liked

I would like to know more about

One suggestion is

Appendix 19: ESL Performance Indicators Checklist

Student Name: _____

School: _____

Grade: _____

It is the intent of ESL Support Services that students will achieve, to the best of the student's ability, the specific outcomes documented in *English Second Language Strategies for Advanced Learners in Grades 4-12*. Reading materials used for assessment should be instructional level texts that complement prescribed outcomes.

Check each performance indicator as it is achieved. Ideally the student will demonstrate these performances in the regular classroom. ESL teachers and classroom teachers should collaborate in assessing for performance indicators.

	✓	Assessment Date (s)	Comment
GCO 1: The student will reflect on and discuss strategies for language learning.			
✓ articulates understanding of strategies for learning and why they are important.			
✓ articulates effective learning strategies.			
GCO 2: The student will use print features to facilitate comprehension.			
✓ reads aloud with appropriate expression and pacing.			
✓ scans a section of print text to find words in bold and determine their meanings.			
✓ identifies main clause in a sentence with at least one dependent clause.			
✓ explains the purpose of the table of contents, index and glossary.			
✓ demonstrates how to use table of contents, glossary and index effectively.			
GCO 3: The students will focus on key words and expressions to facilitate comprehension.			
✓ scans instructional level text that complements prescribed outcomes, and identifies key words.			
✓ notes keywords when mapping or note-taking from text.			
✓ retells text using key words and concepts appropriately.			
✓ retells ideas from sentences that contain transitional words to demonstrate understanding.			

	✓	Assessment Date (s)	Comment
GCO 4: The student will apply word attack skills and word analysis to decode and understand new words.			
✓ reads aloud and accurately decodes multi-syllable words in instructional level texts.			
✓ reads and retells a passage at grade level, showing comprehension of words with prefixes and suffixes.			
✓ answers questions on a print text, indicating comprehension of grade level affixes.			
✓ writes sentences using appropriate word form (nature/natural, social/society, etc.).			
✓ identifies compound words and predicts their meaning.			
GCO 5: The student will apply vocabulary building strategies.			
✓ chooses independent reading materials at an appropriate level, including research on internet sites.			
✓ chooses independent reading materials of personal interest.			
✓ uses these strategies to understand words in context: <input type="checkbox"/> Re-read the sentence. <input type="checkbox"/> Re-read the topic sentence of the paragraph. <input type="checkbox"/> Refer to pictures, captions, titles. <input type="checkbox"/> Read on.			
✓ uses a dictionary.			
✓ explains/demonstrates ways to understand a new word without referring to a dictionary or asking for assistance.			
✓ explains vocabulary building strategies and why they are effective.			
✓ explains some ways to help learn or remember new words.			
✓ attempts to use the new words learned in speaking and writing.			
GCO 6: The student will apply reading strategies to facilitate comprehension.			
✓ explains the purpose for reading (e.g., studying for a test, finding information for a research assignment, answering specific questions, increase knowledge of the topic for later discussion or tasks, etc.).			
✓ demonstrates the ability to chunk text.			

	✓	Assessment Date (s)	Comment
✓ skims __titles, __graphics, __captions, __bold words, __first sentence of each paragraph, __concluding paragraph to activate prior knowledge and gain new ideas.			
✓ explains how prior knowledge of a topic aids comprehension.			
✓ explains ways to activate prior knowledge before reading (e.g., brainstorm, discuss with friends, preview, reflect on a topic).			
✓ predicts text content based on title and graphics.			
✓ finds words in bold and predicts meaning from context before reading the section.			
✓ explains the importance of pre-reading activities.			
✓ takes notes from text for a specific purpose.			
✓ maps a paragraph of text in note form or graphic to indicate main idea and supporting details.			
✓ maps an expository piece of writing to indicate main idea or topic and supporting details.			
✓ predicts what is coming up in a text based on reading.			
✓ focuses on unfamiliar and key words (e.g., underline, note in the margin) and use strategies and tools to find meaning.			
✓ retells/summarizes main ideas of a text, using accurate vocabulary from the text.			
✓ takes part in follow up discussions in class.			
✓ discusses what is learned in school with classmates, friends and family.			
✓ completes follow up activities.			
GCO7: The student will apply listening strategies to improve comprehension of classroom interaction.			
✓ is aware of upcoming content topics in different subject areas (e.g., views course outline, previews table of content, inquires from teacher, etc.).			
✓ indicates awareness of the importance of keeping ahead of subject area content (e.g., previewing text, researching prior to in-class introduction of a topic)			

	✓	Assessment Date (s)	Comment
✓ listens actively, by <input type="checkbox"/> taking notes <input type="checkbox"/> creating a graphic organizer, concept mapping or visual representation <input type="checkbox"/> asking appropriate questions <input type="checkbox"/> making appropriate comments			
✓ articulates/demonstrates the importance of relating what is being said to previous experience and background knowledge			
✓ asks for repetition or clarification or checks comprehension through resources, the teacher or classmates.			
GCO 8: The student will apply strategies for more effective writing.			
✓ plans for writing.			
✓ writes a first draft fluently.			
✓ revises for: <input type="checkbox"/> content <input type="checkbox"/> organization <input type="checkbox"/> sentence fluency <input type="checkbox"/> word choice			
✓ edits for: <input type="checkbox"/> spelling <input type="checkbox"/> punctuation <input type="checkbox"/> capitalization <input type="checkbox"/> grammar			
GCO 9: The student will apply speaking strategies to enhance communication and promote learning.			
✓ initiates conversation in some of the following ways: <input type="checkbox"/> asks a leading question on familiar topics. <input type="checkbox"/> asks leading questions on academic topics to clarify or extend ideas. <input type="checkbox"/> expresses an opinion (personal and academic topics).			
✓ sustains conversation in the following ways: <input type="checkbox"/> responds to questions. <input type="checkbox"/> responds by expressing an opinion. <input type="checkbox"/> responds by adding details or personal connections. <input type="checkbox"/> asks a question to extend conversation. <input type="checkbox"/> asks for further information or clarification.			
✓ uses academic vocabulary in class.			
✓ summarizes/retells content orally.			

	✓	Assessment Date (s)	Comment
✓ makes class presentations confidently.			
✓ expresses him/herself clearly and precisely (e.g., chronological order, clear referents).			
✓ participates in group activities and social interactions.			
✓ asks for support in wording and pronunciation when needed.			
✓ uses appropriate intonation, pronunciation and expression.			
✓ reads aloud-thinks aloud. (Reads a passage and then talks to oneself to review, summarize, check understanding, rehearse and recycle language.)			

Appendix 20: Student Outcomes

✓	Outcomes 1: What are learning strategies?
	I will be able to identify good strategies for improving my English:
	• Reading
	• Writing
	• Listening
	• Speaking
	I will be able to show people how I use some language learning strategies.
	I will know what good strategies I use.
	I will know what good strategies I use for improving my English.
	I will know if I am using some strategies that will not help improve my English.

✓	Outcomes 2: Using Features of Print Texts
	I will know how to use these things to help me understand when I am reading:
	• punctuation marks
	• quotation marks
	• commas
	• italics
	• bold print
	• titles and subtitles
	• captions
	• table of contents
	• glossary
	• index

✓	Outcomes 3: Using Key Words
	I will be able to:
	• identify key words in a sentence and in a paragraph to help me understand my reading.
	• identify key phrases to help me understand my reading.
	• identify and understand transitional words to help me understand my reading.

✓	Outcomes 4: Breaking Words into Parts for Understanding
	I will be able to :
	• decode multi-syllable words to help me understand new words.
	• identify compound words to help me figure out the meaning of new words.
	• Find prefixes and suffixes and use them to help me understand the meaning of new words.

✓	Outcomes 5: Learning New Words
	I will be able to :
	<ul style="list-style-type: none"> • choose reading material that I can read by myself. • use information from the text to help me understand the meaning of new words. • find new words and use my strategies to help me read and understand them. • find the meaning of new words by using reference tools.

✓	Outcomes 6: Things to Do Before, During and After Reading to Help me Understand
	I will be able to use these pre-reading strategies to :
	<ul style="list-style-type: none"> • understand why I have to read a text. • chunk text to help me with my reading and studying. • skim text for main ideas to help me recognize what I already know and to use this information to understand new ideas. • develop an understanding of using what I already know to help me gain understanding of main ideas. • scan text for specific information
	I will be able to use the during-reading strategies:
	<ul style="list-style-type: none"> • map and or take notes • find the topic sentence • identify key words. • use think time to make sure I understand what I am reading • predict what the text will be about and read to check that my prediction is correct • find new words and use information from the text to help me find the meaning.
	I will be able to use these post-reading strategies:
	<ul style="list-style-type: none"> • mapping or note taking • summarizing or retelling • discussing

✓	Outcomes 7: Being a Good Listener
	I will be able to:
	<ul style="list-style-type: none"> • preview text to help me understand the information and interact in class discussions. • be an active listener: <ul style="list-style-type: none"> <input type="checkbox"/> take notes <input type="checkbox"/> create graphic organizers, concept maps or visuals <input type="checkbox"/> ask appropriate questions <input type="checkbox"/> make appropriate comments • listen for key phrases and signal words to help me organize my thoughts in notes or graphic organizers. • listen for main ideas rather than listening word by word. • Use what I already know to help me figure out what the speaker is saying. • recognize when I do not understand and ask the teacher to repeat or clarify information.

✓	Outcomes 8: Strategies for Writing
	I will be able to:
	<ul style="list-style-type: none"> show that I understand the six traits of writing: <ul style="list-style-type: none"> <input type="checkbox"/> content/ideas <input type="checkbox"/> voice <input type="checkbox"/> organization <input type="checkbox"/> word choice <input type="checkbox"/> sentence fluency <input type="checkbox"/> conventions
	<ul style="list-style-type: none"> use prewriting strategies: <ul style="list-style-type: none"> <input type="checkbox"/> outline <input type="checkbox"/> notes <input type="checkbox"/> webbing <input type="checkbox"/> brainstorming vocabulary
	<ul style="list-style-type: none"> use the writing process to help me improve my writing: <ul style="list-style-type: none"> <input type="checkbox"/> plan <input type="checkbox"/> draft <input type="checkbox"/> revise <input type="checkbox"/> edit <input type="checkbox"/> publish
	<ul style="list-style-type: none"> put my ideas down on paper .
	<ul style="list-style-type: none"> work with my peers to revise my written work.
	<ul style="list-style-type: none"> use reference tools for editing.

✓	Outcomes 9: Being a Good Speaker
	I will be able to:
	<ul style="list-style-type: none"> begin and carry on a conversation with others.
	<ul style="list-style-type: none"> reuse words effectively in conversation.
	<ul style="list-style-type: none"> use words accurately in school discussions.

Appendix 21: Self-Reflection Activity

Students are encouraged to reflect on their learning.

Circle Strategy Area:

Reading

Writing

Listening

Speaking

Vocabulary Building

What strategies have I learned?

How will these strategies help me?

What do I still need to improve?	What can I do to improve?