
Literacy Enrichment and Academic Readiness for Newcomers (LEARN)

CURRICULUM GUIDE LEARN-1 Language Arts: Basic Literacy



2011

Literacy is a right in itself and allows the pursuit of other human rights. It confers a wide set of benefits and strengthens the capabilities of individuals, families and communities to access health, educational, economic, political and cultural opportunities.

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This curriculum guide is based largely on the provincial *English Language Arts Primary Curriculum Guide (1999)*.

Acronyms

ELD	English Literacy Development: ELD students are those who, due to limited prior schooling, have an achievement gap in L1 literacy skills. Most of these students will be ESL students but some may speak a variety of English as their first language.
ESL	English as a Second Language ¹
L1	First Language
L2	Second Language
LEARN	Literacy Enrichment and Academic Readiness for Newcomers

¹ Related terms: ELL (English Language Learner), EAL (English as an Additional Language) LEP (Limited English Proficiency)

LEARN Introduction and Rationale

LEARN-1 is a literacy and numeracy program for immigrant students who have had little or no prior schooling. The course is based on grades K-3 language art outcomes and aims to build literacy skills to a transitional level. Due to gaps in formal education, they do not have the literacy and/or numeracy skills to integrate into an age appropriate grade². These students may be ESL students or may speak English as their mother tongue.

The Canadian government offers refuge to displaced people and others suffering discrimination, persecution or lack of freedom of expression. Government Assisted Refugees are referred for resettlement in Canada by the United Nations High Commissioner for Refugees. Most have been victims of war and have spent time in UN sponsored refugee camps. Other refugees seeking asylum in Canada may be sponsored by private sponsorship groups. In any case, when refugees have been accepted for resettlement in Canada they are issued permanent resident status.

Refugees arrive in Canada to integrate into Canadian society and make a new life for themselves. The LEARN program provides student-centered literacy and numeracy education which begins with assessment of the student's skill level; based on the assessment an education plan is put in place for the student.

Goals

The goals of LEARN-1 are as follows:

- To prepare students with the literacy and numeracy skills to be able to integrate successfully into an age appropriate grade or graduate to LEARN-2.
- To prepare students with the literacy and numeracy skills needed for their day-to-day lives.

² For the purpose of this document, an age appropriate grade refers to a grade no more than two grades lower than would normally be the case in the Newfoundland and Labrador school system.

The LEARN Program Components

The LEARN Program is developed to meet the academic needs of immigrant students with major gaps in literacy and numeracy achievement. These gaps are generally due to a lack of formal schooling.

LEARN-1 consists of two courses, LEARN-1 Language Arts: Basic Literacy and LEARN-1 Mathematics. There is no time frame for these courses but it is recommended that a student enrolled in LEARN-1 should spend at least one hour per day on each of these subjects. At this rate the beginner student, functioning at a K-1 level on entry into the program, should complete LEARN-1 in two academic years. The course descriptions are as follows:

- LEARN-1 Language Arts: Basic Literacy: a non-credit basic literacy course aiming to bring the student to a transitional reading level. Emphasis is on both academic and life skills reading and writing.
- LEARN-1 Mathematics: a non-credit course aimed to bring a student up to a grade 6 math level. Emphasis is on both academic and practical life skills mathematics.

LEARN-2 consists of four high school academic enabling courses:

- LEARN-2 Language Arts 701272: a 110 hour academic enabling course that builds skills and strategies for further high school studies in literature and language arts.
- LEARN-2 Mathematics: a non-credit course that covers intermediate outcomes and prepares students for high school mathematics.
- LEARN-2 Social Studies 701172: a 110 hour academic enabling course for further high school social studies. This course focuses on development of literacy skills and strategies within the context of Canadian social studies.
- LEARN-2 Science 701177: a 110 hour academic enabling course for further high school studies in science. This course focuses on the development of science literacy, skills and strategies within the context of earth science, life science and physical science.

Strategies for Working with ESL Students

Like learning a first language (L1), learning a second language (L2) is a developmental process, usually beginning with a silent period, during which time learners are building receptive language before they are ready to speak. Research has found evidence that the sequence of learning an L2 is very similar to the sequence of learning an L1. For example, people normally begin to acquire present tense forms before past tense forms, statement forms before question forms and, generally speaking, words that hold the most meaning, such as nouns and verbs, before articles and prepositions.

Language development follows a continuum and the key is to expose students to the language that they are ready to absorb. When we speak to beginning language learners we should speak in complete, simple sentences, not mimicking “broken” English. ESL students need to hear clear, standard language that they can understand and gradually acquire.

While a student may acquire day-to-day conversational English relatively quickly, it takes several years and structured ESL training for students to acquire the level of language needed to reach their potential in academic studies. Acquisition of English may be influenced by the student’s L1. Some students tend to pick up English sounds, grammar and sentence structures more quickly than others. The challenges vary from student to student depending on the L1 and other factors such as age, motivation, confidence and attitude. A student who is literate in another language will benefit from transference of literacy skills; however, students in the LEARN program have limited literacy skills in any language. They will need time and guidance to develop both content and literacy skills.

All students can learn an additional language. This happens best in a non-threatening, comfortable environment where risk-taking is encouraged and emphasis is primarily placed on communication and secondarily on language form.

ESL students will learn English in much the same way that they learned their first language, over time, through exposure to comprehensible input, through meaningful interaction with people who speak the language and as they need it. The teacher’s guidance along the way will help students to reach their potential both in content area understanding and in language development.

The following strategies are suggested:

Classroom Routines

- Gradually introduce and reinforce classroom routines and appropriate school behaviour.
- Print and explain homework assignments clearly and consider the time and resources needed to complete the assigned work; it may take ESL learners much longer to complete certain tasks and/or language tasks may need to be simplified.
- Allow the student a silent period, a period of up to several months to listen and build receptive vocabulary before being expected to speak. Give time for the student to build confidence and familiarity with the sounds of English.
- When the student does speak, use diplomacy in understanding what was said. Do not correct pronunciation or ask for restatement unless you cannot understand what was said. Focus on meaning, not pronunciation or grammar, in spoken language.
- Allow wait time for the student to formulate answers.
- Keep in mind that functioning all day in a second language can be tiring. Give breaks and extended time for completion of work.

Making language and content comprehensible and accessible

- At the beginning of each lesson, provide a clear overview of what will be covered and the expected outcomes or assignments.
- Relate content to the student’s background knowledge and personal experience when possible, but tread lightly around sensitive issues.
- Print keywords, page numbers and other important information on the board.

- Print clearly rather than use cursive writing.
- Incorporate demonstrations, models and visuals, such as gestures, props, graphic organizers and charts, to explain or reinforce key ideas.
- Provide models of homework assignments, projects, presentations, test items.
- Monitor teacher talk—avoid slang and colloquial expressions or introduce them gradually in context; speak clearly in simple, plain language, using a normal tone and rate of speed or slightly slower. Enunciate clearly.
- Focus on vocabulary. Consider directing students to new vocabulary and asking them to try to figure out meanings in context before direct teaching or providing a definition.
- Recycle new words and key words. Be sure to repeat the words in several contexts.
- Provide meaningful hands-on activities in class to integrate lesson content.
- Provide meaningful exercises or activities that teach or reinforce the key vocabulary.
- Check for comprehension—use questions that require one word answers, props, and gestures. Encourage students to ask teachers or other students for clarification. Beware; the question “Do you understand?” is often not answered accurately.
- Allow frequent opportunity for interaction and explanation. If the ESL student has a classmate with the same L1, allow them to discuss and help each other understand the content, using the L1 if they choose.
- Be available for extra support.

Peer Support

- Assign peers who have good communication skills to work with the student.
- Have a classmate ensure that the beginner ESL student is following instructions.

Self-Help and Autonomous Learning

- Encourage student self-assessment; for example, editing written work, correcting errors and highlighting suspected errors.
- Correct errors in grammar and spelling sparingly. Circle errors that you think the student can self-correct and check to ensure that the self-corrections are done.
- Encourage the student to use strategies for language learning, such as noting new words in a text, and guessing meaning before checking a dictionary.³
- Encourage students to take ownership of their studies; for example, when they have finished an assigned task they should review their work, continue to the next task or read silently. Ensure that appropriate reading materials and activities are available.
- Set up a computer centre with appropriate software or websites bookmarked.
- Set up a listening centre with books and audio recordings.
- Provide simple resources that the student can read independently and that address topics studied in the content areas.

³ Seek more tips on language learning strategies from an ESL teacher.

LEARN-1 Language Arts: Basic Literacy

Introduction

The LEARN-1 Language Arts curriculum is based on the provincial Primary Language Arts Curriculum. The outcomes have been compacted and altered somewhat to apply to older children and adolescents, considering the immediate needs of their academic and personal lives.

The LEARN-1 Language Arts curriculum emphasizes the need for students to reach a transitional stage in reading, viewing and writing. This means reaching the stage where the student is reading to learn rather than learning to read. Students are expected to deal with texts from a variety of fiction and non-fiction genres as well as practical, real life texts.

It is recommended that an ESL student who is an emergent reader build a foundation in oral English (listening and speaking) before embarking fully on a reading and writing program. The beginner ESL student who is immersed in English at school and who is receiving ESL support focussed on building speaking and listening skills may need 3-6 months to build this basic foundation. During this time the student may be introduced to reading and writing readiness activities. When students are presented with beginning level texts for reading, it is important that the vocabulary presented is familiar to the student.

L2 Emergent Readers compared to L1 Emergent Readers

Research on literacy learning clearly shows that the processes of reading, writing, speaking, listening, viewing and thinking develop simultaneously as learners become literate (Dorr, 2006, p. 138).

A student who does not read in the first language (L1) will learn to read in a second language (L2) in much the same way as a native speaker would learn to read. However, there are some differences between a young child learning to read in the L1 and the LEARN student developing the same skills. Some differences are due to the LEARN student's maturity and others are related to the task of learning in the L2. Below are a few of the similarities and differences.

Similarities

It is evident that the development of reading skills in children who speak English as a Second Language is very similar to the development of reading skills in native English speakers (Lesaux and Siegel, 2003, p. 1018).

Like native speaking emergent readers, ESL students need

- Reading readiness skills such as matching capital and lower case letters, building up some basic sight words, knowing initial consonant sounds, etc.
- Concepts about print (left to right, letter/word/sentence differentiation, purpose of punctuation, etc.).
- A balanced approach to beginning reading, including strategies for decoding and comprehension, look-and-say activities and ample reading practice.
- Reading and writing activities that are relevant to their lives and build on their prior experience and knowledge.
- Guided reading, to develop skills, strategies and reading fluency.
- A variety of strategies, such as using picture clues, textual clues and sounding out.
- The routine of taking home a daily "baggie" book and to have parent/caregiver support and encouragement in reading it.
- Opportunities to take part in language experience activities, seeing their own words take shape in print.
- Opportunities to talk about their own lives and experiences and see it written down.
- Exposure to a rich literate environment with word walls, posters displaying the colour words, days of the weeks, names of animals, etc.
- Reading materials that are applicable to their age-group and interests.
- Reading materials that are culturally appropriate.
- Good quality, illustrated literature and non-fiction texts read aloud to them often.
- Opportunities for individual and independent study, small and large group study, while progressing at their own pace.
- To read, read, read!

Differences

The adolescent, ESL emergent reader:

- Has not had 4-5 years to build oral English before embarking on the process of learning to read in that language. The LEARN student generally has a relatively limited command of English when learning to read. The ESL LEARN student should receive intensive intervention to build a basic listening and speaking vocabulary before fully embarking on a reading program. Reading readiness activities can take place at this stage when a student is developing oral English.
- Has a limited English vocabulary; thus, reading materials and sight words must be selected carefully and be concrete rather than abstract. Many high-frequency words, such as *the*, *with*, *is*, and *to*, come into the L2 relatively late. At the beginning stages it may be wise to avoid or gloss over words that are not part of the student's acquired vocabulary when doing guided reading. Students should not be pressured to pronounce unfamiliar words properly or to remember them as sight words or spelling words.
- May need increased context or explanation for vocabulary as it comes up.
- May not be hearing the phoneme distinctions in English that are second nature to a native speaker. For example, some L2 speakers may not hear the difference between /b/ and /p/ or /l/ and /r/ or /ch/ and /sh/. Some ESL learners find it difficult to detect final consonants.
- May have difficulty with comprehension of and applying strategies to even simple texts due to lack of facility with English. Students cannot use picture clues, for example, if they don't know the words for the things in the picture. For the beginning LEARN student it is wise to choose books that have basic vocabulary, simple sentence structures and little or no slang or colloquialisms.
- May have perceived ideas about "reading" that do not coincide with Western beliefs; for example, reading means decoding only, reading means memorizing and reciting passages, critical thinking is impermissible, reading is unimportant or very difficult.
- Is fluent in another language and may have already developed many reading readiness skills in that language; for example, phonemic awareness.
- May draw on L1 knowledge in understanding texts, but has a limited knowledge of academic content and language.
- Is older than the usual emergent readers and brings a maturity to learning. The LEARN student may have more developed analytical skills than a younger child.
- Normally develops literacy skills more quickly than a 4-6 year old. In general, a LEARN student receiving intensive intervention can progress 2-3 grade levels in reading in one year. However, this progress may be hampered by lack of facility with English.
- Needs more reading practice than a younger child to make up for lost time.
- Needs to be partnered with peers or volunteer tutors to help with guided reading, especially when parents cannot support the student's reading at home.
- Needs to be exposed to rich language, such as that in a quality children's books, even more often than native English speaking students to level the playing field with those who have been exposed to English stories, television, movies, etc. their whole lives.

Organizing the Learning Experience

Teaching reading at the secondary level can be difficult, and challenging. Often, secondary students are reluctant to read, bored with the monotony of their school lives and distracted by out-of-school responsibilities, obligations, or social pastimes. ... literacy instruction can be important and meaningful if students see value in reading, and if teachers make explicit connections to those realities and validate student's ideas (Sarroub, Pernicek and Sweeney, 2007, p. 678).

Developing Study and Organizational Skills

LEARN students may need guidance in developing study and organizational skills. For example, students need to be able to

- Organize personal schedule and class time to finish tasks in a timely manner.
- Complete homework assignments promptly to the best of their ability.
- Work independently for extended periods of time.
- Keep a neat, well organized notebook, binder, etc.

Students should have time to reflect on learning and consider ways to engage successfully in the schooling experience.

Teachers can teach these skills explicitly as well as encourage organization by keeping clearly defined classroom rules and routines.

Cross Curricular Approach: Thematic Units

Thematic units lend themselves well to a cross curricular literacy approach. Themes can coincide with students' interests and academic needs.

Thematic teaching/learning has a number of benefits. It offers the opportunity for many styles of learning in a meaningful context and recycles concepts and vocabulary. A theme may develop around

- A science or social studies topic, such as countries we come from, the weather, places in our community, plant growth, the lifecycle of a butterfly, life in Canada, etc.
- A literature genre, such as fables or folk tales.
- A concept, such as friendship or diversity, multiculturalism or special needs.

A thematic unit may bring together different genres of materials and a variety of activities. For example, in studying a theme such as Canada, students might read a narrative, watch a video and read informational texts, do map work and write a personal journal entry.

A thematic unit can be interdisciplinary and develop skills across the subject areas such as note-taking, summarizing, viewing and interpreting of graphs or other diagrams, carrying out a simple science experiment, character study from a narrative, presentations, and reading and creating texts of various genres.

Interdisciplinary approaches to literacy ensure that the student is building reading and writing skills and content knowledge simultaneously. Moreover, in breaking down barriers between disciplines students are better able to see a reason for what they are doing. For example, as

students use math operations to calculate distance on a map in an activity about Canadian geography, they see the purpose of mathematics.

Planning a Theme

When planning a theme teachers

- Outline the outcomes they wish students to achieve, including processes, skills, strategies, attitudes, and concepts.
- Consider appropriate resources for achieving those outcomes, as well as for meeting individual student needs. This includes print, technological, and community resources.
- Develop appropriate learning activities.
- Consider appropriate assessment strategies.
- Consider how the activities will integrate the various LEARN Language Arts concepts, skills, strategies and processes.
- Consider how the theme will prepare the student for integration into the mainstream or with life skills that are relevant to the student's reality.

In preparing students for a thematic unit there are three basic questions that should be addressed by each member of the class:

- What do I know?
- What do I want to know?
- How do I find out?

The following suggestions may be helpful.

- Find out what students already know about the topic and separate known information from what they want to find out (KWL chart). After students have been involved in learning activities, complete the chart with what students learned.

KWL Chart

K What I know	W What I want to find out	L What I learned

- Gather resources—quality literature and resources from home, school, and community—to be used for observation, exploration, research, reading, and writing.
- If applicable, arrange speakers, send out letters of inquiry, and arrange field trips.
- Organize the classroom and set up learning centres.
- Be sure students understand why the topic is being studied.
- Teach any skills needed (note-making, report writing, research, etc.).
- Provide time for students to read and view appropriate resources.
- Add new information to categories from brainstorming.
- Include individual, partner, small-group, and whole-class activities.
- Provide guidance and mini-lessons as needed.
- Build on the teachable moments—the questions and discoveries that occur as a result of immersion in an engaging topic.
- Maintain a climate of inquiry: investigating, collecting information, problem solving, revising, and rethinking.

Differentiated Instruction and Multi-Levelled Classes

Differentiated instruction is a teacher's response to learners' needs. It is likely that the LEARN classroom will have students of different reading and numeracy levels working side by side. Differentiated instructional strategies can help with effective planning, delivery and assessment in this diverse classroom. The teacher will use a variety of strategies and tools to differentiate instruction. Regardless of the specific combination of strategies and techniques used, there are several key elements of differentiated learning environments.

Content, Process and Product can all be differentiated to meet the learning needs in diverse classrooms. Each activity that a student is involved in is chosen to contribute to reaching outcomes appropriate to the student's stage of achievement. In each case, the teacher must judge how best to help the particular student progress. Not all students need to follow the same path to reach outcomes. Moreover, specific outcomes will vary from student to student at any time.

Differentiated instruction is guided by the general principles of **respectful tasks, flexible grouping and ongoing assessment and adjustment**.

Respectful tasks: Respectful work is challenging, meaningful and engaging. Content, instruction and assessment are planned to align with each student's readiness for the lesson.

Flexible Grouping: Most teachers are familiar with grouping students during instruction and do so to build cooperative learning skills and maximize student-teacher contact. Flexible grouping, however, is further guided by planning where groups are compiled according to three criteria.

- Student Interest or
- Learning Profile or
- Readiness

With flexible grouping the combination of students in each group varies according to the objectives of each lesson. Over time the group makeup changes. Clearly, knowledge of each student's strengths, abilities, interests and learning preferences is essential to effective flexible grouping. An effective differentiating teacher will group students to best provide opportunities for students to meet outcomes.

Students may be grouped according to **interest**. Students are motivated when they are involved in an activity or reading that they enjoy. For example, they may study a topic of common interest but each reads a different text to enrich subsequent group discussion or activities.

Alternately, students can be grouped according to **readiness**. Depending on the objectives of the lesson, these groups may be homogenous or heterogeneous in readiness. If heterogeneous grouping is used, a student with better developed written output may take the role of recorder while a student with less developed written output may take the role of materials management.

Grouping according to individual **learning profiles** is an effective way to provide respectful content, instruction and assessment by building on individual learning strengths. For example, some students learn best alone and others progress well with a partner. Some seem to memorize sight words and are able to apply this to emergent reading; others succeed through word analysis while others blossom through exposure. Students should be given the opportunity to harness successful approaches to learning.

Ongoing assessment and adjustment: Assessment and instruction are inseparable. When differentiating instruction, students are monitored consistently through formal and informal assessment techniques. Assessment guides instruction. Through knowledge of student ability

the teacher is able to determine questions, tasks and explicit teaching appropriate and necessary for each student.

Differentiated instruction takes place in small groups and also in whole class activities. For example, all students listen to the same story read aloud but are asked to respond to different questions during reading and to complete different follow-up activities. Question starters and assessment activities from Bloom's taxonomy may be useful (See Appendix 5).

All students may be assigned a task such as completing a story based on a picture or a story starter, changing the ending of a story, retelling main events, etc. All students can be involved in brainstorming but the teacher will have different expectations for the product and will focus on individual aspects for improvement during the writing process.

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

These outcomes are expected to be reached by the end of LEARN-1 Language Arts.

Speaking and Listening

1. Students will be expected to speak and listen to explore, extend, clarify and reflect on their thoughts, ideas, feelings and experiences.
2. Students will be expected to communicate information effectively and respond to information critically.
3. Students will be expected to speak and listen to get things done.
4. Students will be expected to interact with sensitivity and respect, considering the situation, audience and purpose.

Reading and Viewing

5. Students will be expected to select, read and view with understanding fiction and non-fiction at a transitional level.
6. Students will be expected to read and view for across the curriculum studies, to build basic skills to apply later to science, math and social studies reading.
7. Students will be expected to demonstrate strategies for reading comprehension and vocabulary building.
8. Students will be expected to read authentic, practical texts relevant to their lives.

Writing

9. Students will be expected to use writing to explore, clarify and reflect on their own thoughts, feelings, experiences and learning.
10. Students will be expected to create texts of different genres and for a variety of purposes.

Specific Curriculum Outcomes

The following pages outline the specific curriculum outcomes for LEARN-1 Language Arts: Basic Literacy. The outcomes are listed in the first column. Teaching, learning and assessment are interdependent and are addressed in the second column. The third column provides suggestions for assessment of a more formal nature. The fourth column provides helpful information or notes for clarification purposes.

Speaking and Listening

1. Students will be expected to speak and listen to explore, extend, clarify and reflect on their thoughts, ideas, feelings and experiences.

<i>Specific Outcomes</i>	<i>Suggestions for Teaching, Learning and Assessment</i>
<p>1.1 Describe, share and discuss thoughts, feelings and experiences and consider others' ideas to extend knowledge.</p> <p>1.2 Ask and respond to questions to probe and clarify information and to explore possibilities or solutions to problems.</p> <p>1.3 Express and explain opinions and respond to the questions and reactions of others with increasing confidence and fluency (e.g. oral reports, interview, classroom discussions).</p> <p>1.4 Listen critically and respond to opinions and orally-presented texts; show increasing confidence in expressing and describing thoughts, feelings, and experiences (e.g. oral presentations, classroom discussion, public speaking).</p> <p>1.5 Understand and answer questions related to daily life and expand on answers, including giving opinions, expressing feelings or interpreting the significance of life events.</p> <p>1.6 Understand and answer questions on personal needs, problems, and barriers.</p>	<p>Create environments, both physical and affective, which promote talking in the classroom:</p> <ul style="list-style-type: none">• Arrange seating to promote classroom talk.• Show students that their thoughts, feelings, and ideas are valued.• Teach students to respect the ideas and feelings of others.• Provide opportunities for talking (e.g. sharing news, sharing personal interests and experiences, talking about books and other kinds of texts, sharing and responding to one another's writing, planning/organizing, engaging in book talks and literature circles).• Encourage students to ask questions about what they want to find out or do not understand.• Ask questions that require students to extend and clarify their thinking, open-ended questions that cause them to explore a variety of solutions (e.g. What do you think about ____? What did you like/dislike about the book/video? Can you tell me more about ____? What else could we try? What would happen if we tried this?).• Involve students in problem solving in collaborative groups (e.g. solving a math problem, carrying out a science experiment, discussing guidelines for behaviour in social situations).• Encourage students to reflect critically on their own life experience and think about and discuss their future aspirations.• Give ample opportunity for students to explain and reflect on personal challenges and successes in their lives. <p>Create an environment in which students feel they can address the teacher individually for clarification, explanation, advice, encouragement, etc.</p>

<i>Suggestions for Formal Assessment</i>	<i>Notes</i>
<p>Use observations and anecdotal records:</p> <p>Observe students in small and large group situations and note their willingness to listen to others and consider their ideas, as well as the confidence and ease with which they talk about their personal experiences, offer their thoughts and feelings about texts and ideas being discussed, and ask/answer questions.</p> <p>Use checklists such as the following: The student:</p> <ul style="list-style-type: none"> – Talks socially with classmates – Listens to others – Follows directions – Gives clear directions – Stays on topic – Asks questions – Answers questions – Contributes to group discussion – Uses appropriate volume and tone for speaking occasion – Listens with comprehension to various types of text – Shows confidence and communicates effectively when making oral presentations – Shows an ability to discuss life experiences and future aspirations. 	<p>Story time and literature circles are excellent ways to facilitate retellings and discussion on moral issues, characters, personalities, motivations, cultural practices, etc.</p> <p>Informational texts can lead to valuable discussion. For example:</p> <ul style="list-style-type: none"> • Why certain phenomenon exists (e.g. Why we have day and night?). • Use background knowledge and experience to extend a topic and open up a question and answer period (e.g. Tell us about an animal in your country.). • Use background knowledge and experience to compare and contrast. (e.g. How is the situation different in your country of origin?). <p>Because LEARN students are in a new culture and many are already teenagers when they arrive in Canada, it is important to help them understand the value and role of education in Canadian society and to think in the direction of how they will become contributing members of the society.</p>

Speaking and Listening

2. Students will be able to communicate information effectively and respond to information critically.

<i>Specific Outcomes</i>	<i>Suggestions for Teaching, Learning and Assessment</i>
2.1 Participate in conversation, small group and whole class discussion understanding when to speak and when to listen.	Teach students early on how to work in groups effectively, setting up a group leader, group recorder and establishing rules for turn taking and checks for listening. For example, after some discussion, another member of the group may reiterate or summarize what was said (See Appendix 1).
2.2 Engage in and respond to a variety of oral presentations.	Brainstorm a list of rules for conversation and class discussion. Model and have students give a short formal presentation on an academic topic (e.g. reptiles, my country, the seasons in Canada, the solar system) and follow-up with Q and A.
2.3 Demonstrate techniques for communication with the listeners (e.g. adapt volume, projection, facial expression, eye contact, gestures, intonation and clarity to enhance communication).	Brainstorm with the group about what things are important to remember when giving a presentation. Students fill out a simple feedback form on the presentation. (e.g. What did you like about the presentation? How could the presentation be improved?)
2.4 Explain with appropriate detail.	Students complete a listening activity during an oral presentation. (e.g. List two things you learned.) Model for students how to narrate an event, explaining the need to give details, (who, what, when, where, how and maybe why). Have students recount an event with the audience asking questions for clarification. Question some of the listeners to see if they understood the details. Invite guest speakers into the classroom to give a presentation or tell a story. Build listening skills through story telling and mini-lectures with follow-up activities.

<i>Suggestions for Formal Assessment</i>	<i>Notes</i>
<p>Use observation and anecdotal records:</p> <p>Observe students in small and large group situations and during one-to-one conferences, noting the confidence and effectiveness with which they express and explain opinions and respond to the questions and comments of others.</p> <p>Observe students as they listen in a variety of situations (e.g. Are they attending? Do their responses/questions suggest they are developing critical listening strategies—thinking about what they hear; connecting to their own experience; making judgments about it?)</p> <p>Use checklists (e.g. for self evaluation, peer evaluation, group evaluation).</p> <p>Evaluation checklist sheet may include:</p> <ul style="list-style-type: none">– Speaks clearly– Organizes thoughts and presentation– Responds appropriately to questions– Listens attentively– Asks appropriate questions	

Speaking and Listening

3. Students will be expected to speak and listen to get things done.

Specific Outcomes

3.1 Give and follow oral instructions with 2-3 steps (e.g. science experiments, computer programs, classroom instructions).

3.2 Understand classroom instructions and routines and ask for clarification if need be.

3.3 Listen to understand and respond to oral questions and problem solving, with 2-3 steps (e.g. math problems, questions or problems related to map work).

3.4 Understand questions about and give information about the local community and give location and simple directions to places in the community.

Suggestions for Teaching, Learning and Assessment

Develop classroom routines which require students to listen attentively for instructions and messages.

Practise mental math activities and games. For ideas check websites such as:
<http://www.teachingideas.co.uk/maths/contents01mental.htm>

Have students practise giving and following instructions in the process of creating a product, getting to a destination and/or completing a task.

Take students on a tour of the school, showing them the washrooms, learning resource centre, cafeteria, etc. and practising the fire escape route. Provide simple floor plans. Students follow instructions such as, "Colour the LEARN classroom red", "Colour the fire escape route yellow", etc.

Give students a simple, clear map of the neighbourhood, with a compass rose and legend. Ask them to follow instructions such as, "Circle the school with a red crayon", "Colour the church blue", etc.

Using the map, ask questions such as, "If I leave the school and walk east on Pennywell Road, will I come to a supermarket? What is the name of that supermarket?" "If I leave the school do I go north or south to get to the university?"

<i>Suggestions for Formal Assessment</i>	<i>Notes</i>
	<p>For beginning ESL students Total Physical Response (TPR) has been widely used to develop English. It is similar to a <i>Simon Says</i> game, the teacher or a student giving instructions and other students responding physically (e.g. "Open the door", "Draw a circle", "Stand behind the chair", etc.). TPR can build receptive language and, because of the kinaesthetic element, many students are better able to absorb and retain language this way.</p>

Speaking and listening

4. Students will be expected to interact with sensitivity and respect, considering the situation, audience and purpose.

<i>Specific Outcomes</i>	<i>Suggestions for Teaching, Learning and Assessment</i>
4.1 Take turns in group discussion.	Teach and model how to enter a conversation, how to maintain a topic, how to shift a topic, how and when to interrupt effectively and courteously.
4.2 Follow classroom routines and instruction.	Students fill out a self-evaluation form after a group discussion or presentation (e.g. Was I polite? Did I listen carefully? Did I interrupt? Did I say anything to hurt someone's feelings? Did I say something to make someone feel good? etc.).
4.3 Use basic courtesies and conventions of conversation in group work and cooperative play (e.g. turn-taking, listening attentively, maintaining eye contact, listening without ridicule, using constructive criticism).	Students explain classroom routines and why they are important. Students make a poster listing classroom and/or school rules and routines. Teach students about courteous language and taboo words or expressions. Discuss hurtful behaviours and language. This can often be done in the context of a fictional story or as the situation arises in school.
4.4 Identify and reflect critically on some forms of oral language that are unfair to particular individuals and cultures (e.g. dialect, gender, cultural slurs, stereotyping).	Use discussion and role-playing to help students practise thoughtful, kind and appropriate responses to questions and situations that may be unpleasant or conflictive. ESL students often need to learn the appropriate expressions and vocabulary to deal with various situations.
4.5 Demonstrate a growing awareness that different kinds and uses of language are appropriate to different situations and settings (e.g. public speaking versus play language, formal oral presentation versus storytelling).	Help students become aware of cultural differences in personal space, body language, eye contact, etc. Invite a parent or other guest speaker from a non-Western culture to give a presentation and ask and answer questions about body language, eye contact and other mannerisms of the culture. Follow-up with a discussion/explanation of how mannerisms may be different in mainstream Canadian culture.

<i>Suggestions for Formal Assessment</i>	<i>Notes</i>
Observe students and complete a checklist with notes.	

Reading and Viewing

5. Students will be expected to select, read and view with understanding fiction and non-fiction at a transitional level.

<i>Specific Outcomes</i>	<i>Suggestions for Teaching, Learning and Assessment</i>
<p>5.1 Employ a variety of word attack strategies while reading, such as:</p> <ul style="list-style-type: none"> Using context and picture clues Sounding out Using known sight words and letter clusters to figure out new words (small words in big words) Applying sight word knowledge to similar words in context e.g. If he can read <i>look</i> and <i>book</i>, he can read <i>shook</i>. Breaking a word into parts e.g. <i>go-ing</i>, <i>work-er</i>) Automatically reading prefixes, suffixes <p>5.2 Read independently and comprehend materials at a transitional level (≈grade 4), reading to learn rather than learning to read.</p> <p>A transitional reader</p> <ul style="list-style-type: none"> Knows the purpose for reading Reads for meaning Reads for enjoyment Reads with expression and understanding Self corrects Integrates strategies, e.g. predicting, applying background knowledge Uses a range of strategies Reads silently and independently Shows personal preferences for certain genres 	<p>If necessary start with literacy readiness activities, such as:</p> <ul style="list-style-type: none"> Phonological awareness listening activities (being able to discern the sounds of English – differentiate syllables and words, create rhymes, etc.) Finding the one that is different Matching letters Matching upper and lower case letters Handling a pencil, printing the letters of the alphabet, printing his/her own name, copying simple sentences that the student understands (My name is ...) Learning simple concrete sight words that are part of the student's oral vocabulary Listening to identify salient beginning consonants (b, d, f, h, j, k, s, t, z) Doing K-1 level sight word puzzles and games Using knowledge of initial consonant to match words to pictures Developing fine motor and visual discrimination by working with patterns, shapes, jigsaw puzzles, matching games, etc. Doing reading readiness, vocabulary, spelling and other educational reading games and activities on computer (See Appendix 2) <p>Use an intensive and well organized reading program, beginning with reading readiness, moving to carefully selected levelled readers and/or a levelled reading program for emergent literacy and continuing through early to transitional.</p> <ul style="list-style-type: none"> Daily guided reading with appropriate levelled texts Shared reading Shared writing Take-home reading Mini-lesson with parents on how to assist or encourage reading at home Language experience activities Volunteer reading tutors Buddy reading with older or more fluent readers Games and activities to reinforce sight words (sight word bingo, flash cards) and reading (jumbled sentences, with words on cards, match the two halves of the sentence, match the question with the answer, etc.) Games and activities to develop phonological awareness <p>For further information on developing emergent and early reading skills, see “<i>Reading and Viewing Component</i>” of this document.</p>

Suggestions for Formal Assessment

Use checklists to record which word attack strategies a student employs:

- Context clues
- Picture clues
- Rhyming word knowledge
- Sounding out
- Use of syllables
- Small word in big
- Etc.

Provide checklists to students for self-assessment and as reminders (See Appendix 7).

Using reading records of miscue analysis gives valuable insight into the reading level as well as the strategies the student is using. Generally speaking, if a student can read a text aloud with 5% or fewer miscues and can answer comprehension questions on that text, it is an appropriate instructional reading level for the student. (Be careful with ESL students; a mispronunciation may not be a miscue.)

The student's comprehension may be affected by a lack of English vocabulary, slang and colloquial expressions as well as cultural and background knowledge, so the assessed reading level must be considered an approximation only.

Reading materials should be carefully chosen for the ESL student, considering the student's age and English level. A text used to assess reading level should not contain colloquialisms and culturally specific language and concepts that may be unfamiliar to the ESL student.

It is best to assess ESL students' reading levels with unseen texts but on a topic and vocabulary with which they are familiar.

Check sight words from time to time through use of a word list. You may use the Slossan Oral reading test, which is available in most schools, or the Dolch list (See Appendix 3).

Notes

An ESL student may have a higher reading level in his/her language, which can be difficult for us to determine. Nevertheless, the assessment of level in English is legitimate to determine the approximate reading level in English. Moreover, as the student progresses through a levelled reading program the student's vocabulary and sense of English sentence structure will grow systematically.

A Guide to Reading Levels

grade	PM readers	Fountas/ Pinnel
K		
K	1 (magenta)	A
K	2 (magenta)	B
1	3-4 (red)	C
1	5-6 (red-yellow)	D
1	7-8 (yellow)	E
1	9-10 (blue)	F
1	11-12 (blue-green)	G
1	13-14 (green)	H
1	15-16 (orange)	I
2	17-18 (turquoise)	J
2	19-20 (purple)	K
2	20-21 (gold)	L
2	22 (gold)	M
3	23 (silver)	N
3	24 (silver)	O
3	25 (emerald)	P
4	26 (emerald)	Q

Note: Some PM readers have a colour coded flower rather than a number on the back cover – the level can be determined by the colour.

Reading and Viewing

5. Students will be expected to select, read and view with understanding fiction and non-fiction at a transitional level. (Cont'd)

<i>Specific Outcomes</i>	<i>Suggestions for Teaching, Learning and Assessment</i>
5.3 Read aloud clearly and with expression, pausing slightly at punctuation marks and using proper intonation.	Model good reading aloud and have students practise reading with expression. Using proper expression, intonation and recognizing the purpose of punctuation marks helps a student develop comprehension and confidence.
5.4 Read and identify the purpose, main idea, some concrete details.	Regularly read interesting, well illustrated stories to the students; read with gestures and with expression and hold discussion and follow-up activities.
5.5 Retell the main ideas and some details, predicting what will happen and reading between the lines, understanding inferential information.	Ask questions to encourage predicting as well as analytical and critical reading during a story time or guided reading session, being careful not to slow down the flow of the text too much. Provide daily opportunities for silent reading and or independent reading activities
5.6 Show an interest in and understanding of the importance of reading.	Fill the classroom environment with print (posters, days of the week, colours, word wall, labels, <i>Wh</i> question wall, etc.)
<ul style="list-style-type: none">• Choose an appropriate book for independent reading.• Explain why reading is important and how it has affected or will affect the student's personal life.	Have a range of books and magazines available for independent reading. Teach students how to choose an appropriate reading level for independent reading. Teach them to skim the text and read the first paragraph or page to be sure that the book is of interest and readable. Scan and read the first few lines of a book with a student to help heighten interest in the book before the student takes it home. Ask questions to heighten interest. Provide opportunities for students to talk about or retell what they have been reading to the class or small group. Have students make a Venn diagram comparing characters, or comparing themselves to a story character. Use shared reading with enlarged text. Have students practise reading the text together or with the teacher, drawing attention to certain words or features, depending on the outcome of the lesson. Ask students to take turns reading sections.

<i>Suggestions for Formal Assessment</i>	<i>Notes</i>
<p>Use the student's Reading Log to gain insight into independent reading (See Appendix 9).</p> <p>Conference with the student about independent reading and texts that the student particularly enjoyed.</p> <p>Keep reading records with goals for each student.</p>	<p>Jigsaw Reading: Each group is assigned a different but related text to read and discuss. Then the members of Group #1 spread out to explain to other groups what they've read. Next, Group # 2 members spread out and become the teachers, followed by Group #3, etc. The classroom teacher will follow up by asking some people to report what they learned.</p>

Reading and Viewing

6. Students will be expected to read and view for across the curriculum studies, to build basic skills to apply later to science, math and social studies reading.

<i>Specific Outcomes</i>	<i>Suggestions for Teaching, Learning and Assessment</i>
6.1 Read and interpret simple, basic graphs, tables, scientific diagrams.	Use non-fiction and informational texts regularly. Draw student's attention to and interpret maps, graphs, tables, labelled drawings, diagrams, etc. when reading informational texts.
6.2 Use various strategies to read math word problems.	Teach and practise math word problems, using manipulatives, diagrams, bar graphs and other visuals to help explain and clarify. Encourage students to use various strategies, such as drawing, manipulatives and number lines and identify key words and expressions (e.g. <i>more than, were left, remaining, in total</i> , etc.).
6.3 Read a world map and a globe to identify some continents and countries.	Use technology to reinforce and practise math word problems (See Appendix 2).
6.4 Read a non-fiction and informational text and extract information to complete a graphic organizer.	Model for the students how to scan a text to find specific information and arrange it in note form in a table or columns, for example: <ul style="list-style-type: none">• Categorize animals as mammals, reptiles, fish, etc. in columns.• Fill in a table with several animals' names, habitat, food, etc.• Fill in a table with seasons, temperatures, other characteristics.• Create a Venn diagram to compare a fish and a reptile, two different countries, two people, etc.
6.5 Know how to use a table of contents, index and glossary.	For graphic organizers see Appendix 12.

<i>Suggestions for Formal Assessment</i>	<i>Notes</i>
	<p>Task based activities are widely used in ESL circles; students develop language by using language to get things done. With this approach students read to solve a problem or complete a task. This develops reading skills and other language skills in a natural way.</p> <p>Engaging students in reading to follow instructions or complete a task or problem prepares them for studies in the content areas and for real life.</p>

Reading and Viewing

7. Students will be expected to demonstrate strategies for reading comprehension and vocabulary building.

<i>Specific Outcomes</i>	<i>Suggestions for Teaching, Learning and Assessment</i>
7.1 Demonstrate pre-reading strategies and an understanding of why this is important.	Teach pre-reading and scanning strategies. Students can learn to scan a text for main ideas by looking at the title and pictures very early in the emergent reading stage.
7.2 Demonstrate reading comprehension strategies and an understanding of why these are helpful.	Always ensure that the student has read the title of the text. At the early stages the teacher will read the title and the student may repeat it. Ask the student to guess what the text is about based on the title.
7.3 Use strategies for learning new words.	From the very beginning stages of reading, students should skim before reading to look at pictures and predict what the book is about. A student may be able to scan to find some familiar sight words, names of people, etc. After reading, the student can skim back over the book to find certain words or key information. Model reading and vocabulary strategies during a read-aloud. Build reading strategies gradually by focussing on one at a time. After modelling, give students immediate opportunities to apply the strategy independently in a meaningful context. Give students opportunities to apply new words learned; set up written or oral discussion to elicit and reinforce the new words. Reinforce new words and build vocabulary through brainstorming lists of words on the board. For example, "Let's think of all the words we can that could go in this blank: <i>The ___ horse ran quickly through the forest.</i> " or "Let's think of all the weather words we know." Give the student a reading passage with several unfamiliar words that can be understood through context or other word attack strategies. Ask the student to work independently and guess the meanings or match the word with the meaning.

<i>Suggestions for Formal Assessment</i>	<i>Notes</i>
Observation and conferencing can give insight into the strategies a student is using. Record strategies used successfully as well as strategies attempted (See Appendices 7 and 8).	

Reading and Viewing

8. Students will be expected to read authentic, practical texts relevant to their lives.

<i>Specific Outcomes</i>	<i>Suggestions for Teaching, Learning and Assessment</i>
8.1 Read and respond appropriately to environmental text.	Take students for tours around the school and/or neighbourhood and draw attention to notices, posters and signs.
8.2 Read and respond to practical authentic texts that students meet in everyday life.	<p>Take photos of signs in the neighbourhood and set up a scavenger hunt with the students searching for particular signs.</p> <p>Have students take photos of signs in the neighbourhood and make a poster, collage, etc.</p> <p>Point out environmental text in the school and have students read whatever words they can. Encourage them to discuss or guess at the main point of the text.</p> <p>Have students bring texts from home that they would like to try to read, e.g. supermarket flyers, phone bills (remind them to get approval of parents), junk mail, etc.</p> <p>Choose texts that are appropriate to the student's reading level, age and immediate need, keeping in mind that many ESL immigrant children act as readers and interpreters for their parents. Where possible, collect authentic texts, which may include pill bottles, appointment cards and bills.</p> <p>Have students scan the texts for any words they can understand (date, their own address on a bill, particular food in a shopping flyer, name of the store, etc.).</p> <p>Have students complete authentic activities such as responding to citizenship questions or driver's permit questions.</p> <p>Have students follow a recipe, instructions, or simple manual to complete tasks.</p> <p>Have students fill in a simple job application, application for school or community event or extra curricular activity.</p>

Suggestions for Formal Assessment

Through conferencing with students, settlement workers and parents, determine what practical texts are relevant to the student. Use these for teaching and formal assessment activities.

Notes

It is important in the LEARN program at the high school level to find the balance between preparing the students for further academic studies and preparing them for day-to-day life.

Some of the adolescent students will be interested in finding part-time jobs.

Many ESL students, even in the primary grades, quickly surpass their parents in English language ability and act as interpreters, readers and guides for their parents in day-to-day life.

Writing

9. Students will be expected to use writing to explore, clarify and reflect on their own thoughts, feelings, experiences and learning.

<i>Specific Outcomes</i>	<i>Suggestions for Teaching, Learning and Assessment</i>
9.1 Write personal journal entries of increasing complexity and length.	Encourage a risk-taking atmosphere where all writing is accepted and praised. At this stage developing an uninhibited attitude toward writing is more important than correctness.
9.2 Write to express opinions and make suggestions.	Emergent writers can begin with writing personal journal entries about family, friends, things they like to do, etc. They can be encouraged to write as they speak and to sound out simple words for spelling.
9.3 Write an informal personal letter, or email to a friend.	Model writing often, writing simple sentences to summarize points of a story, express an opinion, summarize a non-fiction text, write a creative and imaginative narrative, etc.
9.4 Write to relay feeling and opinions about the learning process with reflection on what they enjoy, what they like, how they can be better students, how the classes or school could be better, etc.	Model writing by printing the day, month, etc. consistently on the board and by writing the page numbers, homework assignments, messages, etc.
9.5 Write a personal narrative with some reflection on experiences.	Model writing for a variety of purposes (e.g. to communicate messages, to recount experiences, to express feelings and imaginative ideas). Read a variety of texts to students. Explore the features of the text that make it engaging: colourful or interesting vocabulary, good opening sentence, details, etc. Students write a formal letter to the newspaper or a figure of authority to express an opinion. At the transitional stage, after writing ask students to elaborate particular ideas, or brainstorm to come up with extra descriptive language to add to the story, such as more imaginative adjectives, a simile or a more exact and poetic way of saying something.

Suggestions for Formal Assessment

Review the student's journal from time to time.

Look for progress in:

- Length of written text
- Details
- Clarity
- Strength of voice
- Word choice and variety

Notes

LEARN students have a lot to contribute to storytelling and relaying knowledge and information about their lives. They should be encouraged to share stories with classmates and with the school as a whole, through displays of work, publication of a school newsletter or to publish their work in some other format.

Listening to these students is very important. Their personal narratives and expression of opinion can be used to inform teaching.

Writing

10. Students will be expected to create texts of different genres and for a variety of purposes.

<i>Specific Outcomes</i>	<i>Suggestions for Teaching, Learning and Assessment</i>
<p>10.1 Write a variety of genres, including</p> <ul style="list-style-type: none">• Response to comprehension questions• Reports• A personal and/or imaginative story <p>10.2 Write for real life practical purposes, such as:</p> <ul style="list-style-type: none">• Messages or emails to a friend, parent, principal• Invitation or response to an Invitation• Grocery list• Field trip permission• Job application <p>10.3 Use writing conventions.</p> <ul style="list-style-type: none">• Mainly conventional spelling in writing a personal narrative and sounding out other words accurately.• Respond to questions and texts in complete sentences.• Use capitalization and punctuation. <p>10.4 Reread and edit their own writing for errors in punctuation, capitalization, missing or incorrect words and spelling.</p> <p>10.5 Use a student dictionary or ESL learner's dictionary for spelling.</p>	<p>Provide situations that encourage students to write for different purposes (e.g. inviting guests to classroom events, making lists, drawing up classroom procedures, writing messages to parents, writing thank-you notes to the principal or classroom guests).</p> <p>Model the writing process (prewriting, drafting, revising, proofreading and editing, publishing) for students (See "Writing Process" section of this document).</p> <p>Conference often with students about their writing.</p> <p>Students need clear instructions when reviewing and editing.</p> <ul style="list-style-type: none">➤ For peer editing, instructions may be: Does it make sense? Can you understand everything your partner has written? If not, tell your partner.➤ For self-editing a check list might include: Do you need more periods or question marks? Does every sentence begin with a capital letter? Read slowly; did you forget any words? etc. <p>Encourage students to revisit old work from time to time and try to improve it.</p> <p>Students should be encouraged to write stories about their own experience. They may also write first or third person narratives from a story starter, picture prompt or as an extension of another story (e.g. write about what happens when two character meet several years later).</p> <p>Guide students to understand the main elements of a story: character, setting, conflict/problem, resolution.</p> <p>Encourage students to sound out words for spelling. Have students develop a personal word bank for reference.</p>

Suggestions for Formal Assessment

Keep a portfolio of the student's work and review it from time to time using checklists, which can also be kept in the portfolio.

A checklist can be used to keep track of the genres a student has achieved as well as the use of the writing process (See Appendix 10).

Assess student work based on the six traits.

Use a checklist such as the one below.

Name: _____ Date: _____

	Needs Improvement	Satisfactory	Very Good	Comment
Content				
Organization				
Voice				
Word Choice				
Flow/Fluency				
Conventions				

Notes

Here is a sample of writing from an end of grade three student:

*Questions: Why do you think the author chose **June** as the title of this poem? Use two examples from the poem to support your answer.*

Level 3 (adequate)

The author chose June as the title because school is ending soon in the poem and school ends in June. Also at the end of the Poem it says summer vacation and summer starts in June.

Level 5: (outstanding)

I think the author chose June as the title of this poem because June is a month and in the poem the little boy says that every word on a spelling test spells summer vacation and every June summer vacation comes. Also because the boy says June is when your math books lopsided. I think its because June is the last month of the year and you work on your math book all year and most of it is done.

See Appendix 11 for another exemplar.

Reading and Viewing

Fundamental Principles

An ESL student who has little or no reading skill in any language needs ample time to develop English oral skills including a good sense of the 'sounds' of English and comfort with basic English sentence structures and vocabulary before fully embarking on a reading program. The process of developing this basic English level may take 3-6 months, when the student is fully immersed in an English school and is receiving regular ESL instruction aimed at developing oral skills.

Reading and viewing are the processes of constructing meaning from a range of representations including print, film, television, technological and other texts. These are active processes involving the constant interaction between the minds of readers/viewers and the text.

Students learn to read/view most easily when

- They are immersed in reading and viewing.
- They develop a sense of ownership by having choice in what they read and view and how they respond.
- They receive response/feedback.
- They see strategies demonstrated and modelled.
- Reading and viewing are regarded above all else as meaning-making processes.
- Risk taking and approximation are supported.
- Reading and viewing skills/strategies are taught/learned in context.
- They see the value of reading and viewing and develop the desire to engage in these processes.
- A balanced approach is used—a combination of shared reading, guided reading, independent reading and read-aloud, as well as modelling, demonstrations, and direct teaching. Writing and oral language are also integral parts of a balanced reading program.

Literature: Fiction and Non-Fiction

LEARN-1 aims to prepare students with the reading ability to carry on with academic studies at an elementary to intermediate level as well as to prepare adolescents with reading skills for daily life. It is crucial that students are exposed to a wide variety of fiction and non-fiction including, for example, stories, information text and supermarket flyers.

Non-fiction texts, especially those which introduce science and social studies topic that students will meet later in the provincial curriculum, prepare students for studies in the content areas.

Narratives are enjoyable and aesthetic readings. They open the way for discussion of life issues and investigation into cultures and lived experiences. Narratives play a central role in English language arts development. Students benefit from being surrounded by an extensive selection of stories and from the opportunity to choose texts for independent reading. The use of narrative literature in the curriculum motivates readers and encourages them to see themselves as readers. Today there are many well written and illustrated books that have a low reading level but are appropriate in theme and tone for adolescent students.

Literature provides exemplary models for writing as students internalize the structures and conventions of particular genres, get ideas for themes and topics, and are introduced to interesting techniques they can use in their writing. Reading both fiction and non-fiction helps

students develop a sense of the importance of craft and awareness of audience in their own writing.

Early readers should be introduced gradually to a wide variety of print and other types of texts. They should become familiar with the text structures, language conventions and graphic features of these different types of texts. For example, students using non-fiction to locate information need to become familiar with the table of contents, index, charts and graphs, and to learn how to make use of these features.

Cueing Systems

While the strengths and needs an ESL student brings to the reading process may differ from that of L1 readers, ESL emergent readers need to develop skills in using the same cueing systems as L1 readers.

How do people learn to read? As readers interact with text, they use the strategies of sampling, predicting, confirming and self-correcting. This complex process requires the integration and co-ordination of four cueing systems or sources of information: pragmatic, semantic, syntactic and graphophonic.

The ESL student has less experience with the sounds of English, a limited vocabulary for semantic cueing and a restricted sense of what sounds right for syntactic cueing. On the other hand, there is evidence that bilingual children have enhanced metalinguistic knowledge, skills and abilities such as translation and code-switching (Pang and Kamil, 4-5). At the early stages of learning a second language students will develop their metalinguistic and analytical skills as they make comparisons to the L1. There is evidence that bilingualism facilitates the acquisition of language-related skills such as reading and writing (Lesaux and Siegel, 2003).

Pragmatic Cueing System

The use of pragmatic cues refers to readers' understanding of how text structure works and their purpose for reading. Readers use this information to predict meaning as they read.

Understanding the basic structure of a narrative, as well as the features of a story particular to various genres allows readers to set the appropriate purpose for reading and to predict more successfully. Students learn to recognize the text structure cues related to expository text, such as headings, illustrations, graphs, or bolded words. This allows them to activate prior knowledge and support prediction as they read.

Effective readers have a wide background of experience with language in many situations. To expand students' knowledge of written language in its various uses, the teacher may

- Immerse students in a variety of genres and styles of literature.
- Read a wide variety of non-fiction to students.
- Discuss the information readers receive from non-print cues such as illustrations, story pattern and structure.
- Use a variety of text structures and story mapping techniques, helping students to recognize and chart the text structure visually.

Semantic Cueing System

Semantic cues refer to the meaning that has become associated with language through prior knowledge and experience. Semantic context consists of meaningful relations among words and ideas. Readers construct meaning when they relate the information in the text to what they know. When they use their background knowledge, meaning contained in illustrations, and meaning contained in the words and their relationships, students are making use of semantic cues. The key question readers ask when they are making use of semantic cues is “What would make sense?” Self-correction when the text does not make sense is an indication of the student’s level of appreciation for and effective use of meaning cues.

Effective readers have extensive knowledge of a wide range of topics and related language. To build students’ experiential and language base, and to encourage reading for meaning, the teacher may

- Read texts of a variety of topics and genres.
- Encourage students to watch television and videos that will expand their background knowledge and English language.
- Extend students’ background experiences by involving them in real-life experiences.
- Encourage students to use the read ahead strategy and explain that this often helps to understand the meaning of a difficult word based on the context.
- Discuss experiences to extend students’ understanding and related vocabulary.
- Encourage extensive independent reading to build experiences with a range of topics.
- Before reading have students recall and share what they know about the topic to build their knowledge of the concepts and knowledge in the text.
- Encourage predictions before and during reading to encourage reading for meaning; explain to students why they are making predictions before they read and how to use this prior knowledge effectively as a reading comprehension strategy.
- Help students clarify and extend understanding by having them respond to reading in a variety of ways, such as through drama, writing, discussion, and drawing.
- Help students learn to use the semantic cueing system by teaching them to ask themselves as they read, “What would make sense here?”, “Did that make sense?”

Syntactic Cueing System

Syntactic cues refer to the structure of language or how language works. Readers who use information such as sentence structure, word order, function words, and word endings as they read are making use of syntactic cues. Self-correction of miscues that do not sound right in terms of normal English sentence structure provides evidence of the students’ appreciation for and use of syntactic cues. It should be recognized, however, that ESL students will bring a different experience and understanding of what sounds right.

To build students’ knowledge of how language works, the teacher may

- Read to students from a wide variety of literature.
- Provide literature with repeated syntactic and semantic patterns; encourage students to make predictions based on their knowledge of such patterns.
- Demonstrate how to use syntactic cues to predict and recognize miscues.
- Draw attention to grammatical points in context and explore how they affect meaning.
- Provide time and opportunity for students to read independently.
- Provide opportunities for students to use language for different purposes—to tell stories, to explain, to ask questions, to give directions.
- Encourage students to use the read ahead strategy to predict a difficult word based on the structure of the sentence.

Graphophonic Cueing System

Graphophonic cues refer to knowledge about the sound-symbol system and how readers apply this knowledge as they read. This includes knowledge about directionality and spacing as students develop the concept of word and learn to track print. Students need to develop phonological awareness to access graphophonic cues. Effective readers develop generalizations about letter-sound relationships and integrate this knowledge with their use of the semantic and syntactic cueing systems.

Phonological Awareness

Phonological awareness, which develops initially in oral language, is an understanding of the sound structure of language.

Students with well-developed phonological awareness are able to map their developing knowledge of sound and letter correspondence onto an underlying understanding of how language can be segmented and blended into its component parts. This would include an understanding of words, syllables, rhymes, and finally, individual sounds.

While the ESL student may have developed phonological awareness in the L1, the development of phonological awareness in English will take time. Phonological awareness continues to develop as students learn to read. Here are some ways the teacher can help the process:

- Read books that are repetitive and patterned to the student to recycle basic sounds and simple sentence patterns.
- Provide experiences with rhyme in contexts such as shared language, read-aloud, and rhyming games so that students can develop the ability to recognize and generate rhymes automatically.
- Have students clap out syllables in a word or sentence.
- Identify which sounds the student is unable to hear or distinguish and focus on those through listening games and exercises as well as pronunciation practice. Help the student reproduce the sounds through pointing out how to form the sound and encourage the student to monitor his/her speech for that sound. With younger children the sounds should develop naturally through exposure.
- Ask questions related to phonological awareness during the post-guided reading session, for example, "What word on page 6 begins with the sound /t/?", "What word rhymes with cat?", "Go through the book and tell me all the words that begin with the sound /s/."
- Model sounding out for spelling when printing text on the board; get students involved in sounding out, particularly the salient sounds such as initial and final consonants of each syllable.
- Point to the syllables, tapping out as you read text.

Developing Graphophonic Knowledge

Students build on their phonological awareness in oral language as they learn to use their developing knowledge of how individual letters and letter clusters relate to sound. They make the connection to how sounds and letters work in print through their attempts to make meaning in what they read and as they explore sounds through temporary spelling in the writing process.

To support the development of the graphophonic cueing system, students learn about the alphabet and the sounds the letters make. Sound awareness activities focussing on rhyme and alliteration support the development of this knowledge.

Students will differ in their abilities to develop knowledge of the graphophonic system. Many students will pick up this knowledge with guidance through reading and making meaning. Others,

however, may need more time and explicit practice to learn about letters and sounds and how to use graphophonic cues as they read and write.

ESL students need time to develop English sounds before letter-sound relationships will be accurate in oral reading. Learners can continue to build reading skills as pronunciation is developing.

Help students develop an understanding of letter-sound relationships by providing opportunities for them to

- Hear language and see it in print.
- See their own words and sentences in print.
- Hear language while following it in print.
- Build a sight vocabulary including signs, letters, labels, and other print in their environment.
- Practise printing beginning consonant or whole words using invented spelling by listening to the words spoken.
- Provide many opportunities for writing, encouraging students to use temporary spelling until they know the conventional spelling; this exploration of sound through temporary spelling is an integral part of the students' development of graphophonic knowledge.
- Work with a partner to put sentence strips in order or any other activity that requires reading to or with a partner.
- Use picture and word sorts to help students compare and contrast features of words.

Acquisition Sequence for Exploration and Development of Graphophonic Knowledge in L1 Students			
<ul style="list-style-type: none"> - Student may begin to notice and teacher may draw attention to the letter-sound relationship x Student is generally ready to explore, understand and construct knowledge, skills & strategies 			
Graphophonic Knowledge	Emergent (k-1)	Early (1-2)	Transitional (3)
Initial consonants: /s/, /m/, /f/, /t/, /p/, /k/, /h/, /b/, /r/, /l/, /g/ (girl) /d/, /j/, /w/, /n/, /v/, /z/	x		
Final consonants: /s/, /b/, /m/, /d/, /t/, /l/, /g/, /ks/ (fox), /n/, /f/, /k/, /z/	x		
Initial consonants: /s/ (circus) and /c/ (cake); /j/ (giant)	-	x	
Initial consonants: /kw/ (queen), /y/ (yell)	-		
Initial consonant digraphs: /sh/, /th/ (voiced and unvoiced) /ch/, /wh/ (when)	-	x	
Initial Consonant Blends (2 letter): /r/ blends (tr, fr, dr, br, cr, gr, pr) /s/ blends (st, sm, sp, sn, sw, sk, sc) /l/ blends (bl, cl, fl, gl, pl, sl)	-	x	
Consonants in medial position /g/ (wagon), /t/ (water), /d/, /m/, /r/, /v/, /k/, /b/, /f/, /s/, /p/, /l/, /n/	-	x	
Final Consonant Blends: /st/, /nd/, /nt/, /mp/, /sk/		x	
Final Consonant blends /ft/, /ld/, /lt/, /rd/, /rt/		-	x
Three letter initial /s/ blends: scr, spl, spr squ, str		x	x
Consonant digraphs in medial and final position: /th/, /sh/, /ch/, /ng/, /ck/, /nk/		x	
Long Vowels: /a/ (gate, came), /e/ (see, three), /i/ (time, bite), /o/ (home), /u/ (cute, use)		x	x
Long Vowels: /a/ (day, train), /e/ (me, baby, sea), /i/ (high, tie, sky), /o/ (go, row, goat), /u/ (new, school, blue, juicy)		x	x
Short Vowels: /a/ (man), /e/ (pet), /i/ (sit), /o/ (hot) /u/ (fun), /oo/ (good)		x	x
Short Vowels: /e/ (bread), /aw/ or /o/ (saw, walk, bought, dog, water)			x
R-influenced Vowels: /ar/ (farm) /er/ (her), (girl), (fur), /or/ (horse)		x	
R-influenced Vowels: /ar/ (hair, care), /er/ (hear, deer)			x
Vowel Diphthongs /oi/ (boil, boy) /ou/ (cow, house)		x	
Silent Letter Patterns: b (climb), gh (through), l (walk) k, (knee), w (write), t (listen), h (ghost)			x
Other Letter Combinations: /f/ (phone, cough) Double consonants: (kitten, bubble, etc.)			x

Reading Strategies

Word Identification

Reading is an active process in which learners make meaning. Emergent readers need ample opportunities to practise what they know and to develop the basic strategies of learning to read. They need to be risk-takers and use their knowledge to predict and attempt new words in the context of making meaning. As students attempt to make sense of what they read, they attempt to confirm or self-correct. Readers make use of the cueing systems (semantics, syntax, graphophonics, and pragmatics) in an integrated way to identify new words.

Print Details

Readers make use of their knowledge of letters, letter-sound relationships, word parts, and print conventions when they sample, or attempt to read a new word. Emergent readers need to develop phonological awareness and visual discrimination of letters in order to decode. Listening activities that develop phonological awareness and strategies for decoding should continue as the reading program progresses.

Sight Vocabulary

In the same way that preschoolers can recognize the golden M for McDonald's or the Toys "R" Us logo, emergent readers can relate meaning to many words without using letter sound relationship clues. A sight vocabulary enables the reader to increase fluency and ease of reading. Moreover, the sight words become a bank of words the student can draw on to decode other words. A sight word vocabulary is acquired gradually in context through a variety of activities. Eventually, as reading becomes fluent, the student reads primarily through sight words as focus shifts away from the mechanics of reading. Sight words can be developed in a number of ways, such as:

- Extensive reading whereby students see the words and phrases repeated in different contexts.
- Writing whereby students use common words and phrases repeatedly, such as in journal or narrative writing.
- Shared reading and shared writing, contexts in which students' attention can be focussed on sight words.
- Re-reading familiar texts to build fluency.
- Games and activities such as practise with flash cards, sight word bingo and sight word puzzles.

To build sight words in a systematic way, beginning with the most common words, a guided reading program with carefully levelled texts is essential.

Predicting and Confirming or Self-Correcting

Readers make predictions from what they have sampled of the text by using the cueing systems in an integrated way.

Effective readers are constantly monitoring their predictions, looking for confirmation. They ask themselves the questions

- Did that make sense? (semantic cues)
- Did that sound right? Can I say it that way? (syntactic cues)
- Does it look right? (graphophonic cues)

Early readers may need to be reminded that what they read should make sense to them. However, ESL learners may make nonsensical predictions because they expect to come across words that they do not understand.

When readers are uncertain about their predictions, they need to have a variety of self-correction strategies to draw upon, such as:

- Read on and come back to make another prediction that fits.
- Go back to the beginning of the sentence and try it again, thinking about what fits.
- Sample more of the print information, for example:
 - ✓ look at more of the letters
 - ✓ break the words into parts
 - ✓ think about a word you know that starts the same way or looks similar
 - ✓ look for small words in the big word

Like all readers, ESL readers should be asked to read texts that they are able to understand and make sense of; readers would be unable to use semantic or syntactic cues if they have not already acquired the vast majority of sentence structures and vocabulary in the text.

ESL emergent readers are at a disadvantage compared to native speaking emergent readers in that the ESL student may not have the English vocabulary or sentence structure to fully utilize the cueing. However, because of their more mature age, LEARN students bring life experience and ability to analyze, monitor, and apply strategies consciously that a 4-6 year old may not. There is evidence that older children and adults are more likely to learn from mistakes than younger children, while younger children respond more to positive feedback (Learning From Mistakes, 2009).

Comprehension

Reading and viewing are active meaning-making processes. Readers construct meaning as they interact with the text. The prior knowledge and experience they bring to a text has a profound influence on what they comprehend.

Effective readers are active readers. They use a multitude of strategies before, during and after reading. All students need to develop strategies for understanding main ideas and details of a text as well as strategies for understanding new words they meet.

Pre-reading strategies are a critical component of the reading and viewing process. Central to this aspect of the reading process are two elements: activating prior knowledge, which sets the stage for the reader to actively engage with the text, and setting a purpose for reading. Some such strategies are:

- Brainstorming what one already knows about a topic and what one expects or would like to find out. K-W-L charts can be helpful.
- Predicting what a written text will be about based on the front and back covers, title page, table of contents, pictures.
- Asking questions to organize one's search for information.
- Skimming and scanning to get an overview or locate specific information.

During-reading strategies can help readers make sense of a text and to monitor their understanding. For example:

- Confirming or modifying initial predictions and continuing to make predictions.
- Asking oneself questions.
- Visualizing textual content.
- Re-reading when the text does not make sense.
- Making personal connections with the text.
- Making notes from the text.

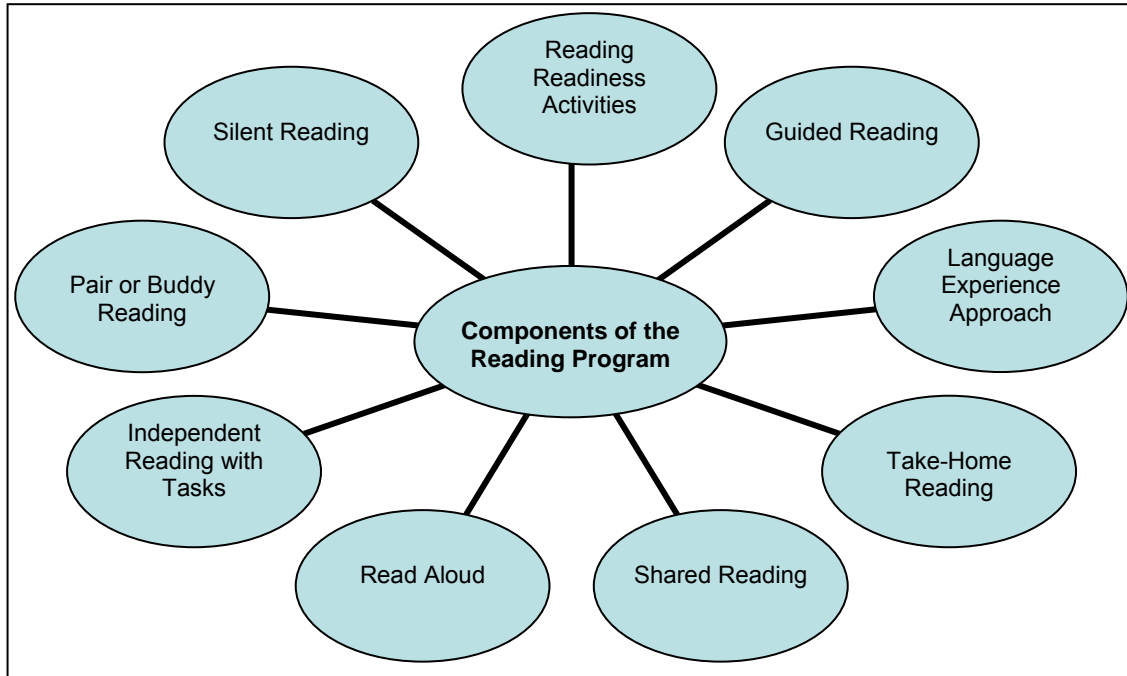
- Guessing meanings of new words in context by re-reading and constructing meaning,
- Using the dictionary where necessary to verify predictions.

After-reading strategies are used to confirm, clarify, and integrate what was read. For example:

- Reflecting on one's predictions and how well they match the text.
- Thinking about and explaining or mapping what one learned from the text.
- Thinking/telling about what one really liked about the text.
- Drawing or dramatizing one's understanding of the text.
- Re-reading the text or parts of the text.
- Talking to others about the text.
- Retelling the text in one's own words.
- Writing reflectively about the text.
- Asking questions about the text.
- Creating a new product.

Reading and Viewing Components

The golden rule for learning to read is to read (Oyetunde, 2002, p. 752).



The LEARN-1 Language Arts teacher will use a variety of teaching strategies to develop literacy skills. Some students will need to start with reading readiness skills, including alphabet recognition, fine motor coordination and visual discrimination. The Canadian Council of Learning (2009) recommends a flexible, varied approach, noting that cooperative reading, guided reading, systematic phonics instruction, multimedia assisted reading and diary writing are proven tools for teaching English literacy to ESL immigrants.

Reading Readiness and Concepts about Print

Emergent readers need reading readiness skills, such as phonological awareness, concepts about print and visual discrimination. Alphabet puzzles, clapping songs, manipulating magnetic letters, story time and a print rich environment contribute to building reading readiness skills. Activities that develop reading readiness should continue as the reading program progresses.

ESL students who are at the very beginning stages of learning to read should be prepared with reading readiness skills, which may include

- Concepts about print (e.g. directionality, print to sound connection, word to word matching)
- Distinguishing printed letters
- Matching upper and lower case letters
- Phonemic awareness (e.g. distinguishing the separate sounds in a word)
- Some specific letter-sound relationships, particularly salient beginning consonants
- Recognition of and ability to print the student's own name
- The ability to copy letters and words
- Knowing how to spell some simple common or favourite words

Students who have strong phonemic awareness have been found to be strong emergent readers and spellers. ESL students need to develop an awareness of the phonemes in English words. Rhyming activities and segmenting words into phonemes help develop phonemic awareness. Many students may have already developed phonemic awareness in their L1; this knowledge will transfer to the L2. Other students will require more scaffolding.

Reading readiness skills, such as phonological awareness, continue to develop through reading activities and guidance as the student becomes a reader and a more advanced language learner.

Guided Reading

Guided reading is the heart of an emergent and early reading program. It is recommended that emergent readers have three to five sessions of guided reading per week (Fountas and Pinnell, p. 30) with carefully levelled texts.

During guided reading sessions, the teacher supports small groups of students or individuals in reading texts they are unable to read independently. Texts are chosen at the student's instructional level, which is slightly higher than the independent reading level. Texts should be challenging enough to offer opportunities for learning but manageable enough to confirm the student's success as a reader.

The focus is on developing concepts, skills, and strategies that can be applied in other reading situations. A guided reading session might, for example, focus on:

- Directionality or one-to-one matching
- Pausing at punctuation marks to aid comprehension
- Use of context clues to aid understanding
- Use of prior knowledge and experience to make sense of a text
- Use of semantic, syntactic, and/or graphophonic cues to predict, monitor, and self-correct
- Re-reading when one runs into difficulty
- Visualizing

The focus for a guided reading session is based on careful observation of students and their needs as well as an understanding of the reading process and reading development. Emphasis is on both decoding and comprehension.

Grouping students with similar needs allows the teacher to choose a text and a focus of instruction appropriate to the needs of the particular group. The following procedure is used:

- Decide on a focus of instruction for the particular group, based on observation of students reading independently; choose a text at the group's instructional level. (A text is considered to be at the instructional level when the student can read it at an accuracy level of 90–95% and with an adequate level of comprehension.)
- Help students experience success by first giving them an idea of the storyline, asking them to make predictions based on the cover illustrations and title, and by talking them through the pictures. Explain to students how they can use these predictions as they read.
- Brainstorm some of the words they might expect to find in the text.
- Ask the students to read the text. Observe and listen, intervening where appropriate to help students develop reading strategies and become aware of these strategies. This is an opportunity to model, explain, and make strategy knowledge explicit as needed.
- Guide students through follow-up activities. These may include talking about the text, focussing on features of print, re-reading, or responding through writing or drama. Students may think back to their predictions and confirm or correct. Follow-up reinforces the new language and promotes literacy. Such activities are not required for every guided reading session.

Frequent guided reading sessions permit the teacher to assess the student's reading and guide the student specifically in the areas needed. Moreover, it helps the teacher in individual planning and gives the student an opportunity to practise reading.

For ESL students a modified approach to guided reading may be needed. Teachers should monitor texts carefully to ensure that the language and expressions used are familiar to the ESL student or can be explained easily. While some new words, sentence structures, idioms, etc. can be explained to the ESL student prior to or during the reading, texts should be selected such that necessary explanation is limited. Students may be encouraged to learn some new language and concepts during guided reading; however, the main aim of the activity is to build reading strategies, skills and fluency.

Prior to presenting the text to ESL students for guided reading the teacher may

- Gather visuals, manipulatives or realia to support understanding of the text.
- Draw students' attention to unfamiliar vocabulary, sentence structures, expressions, etc. and guide them in understanding. (Sticky notes are helpful for labelling items in an illustration.)
- Use visuals such as a web or word list in introducing unfamiliar vocabulary.
- Explain and discuss cultural references or information, perhaps encouraging comparison to the student's own culture.

To ensure that the language and cultural content of emergent and early reading materials is appropriate for LEARN students, it may be wise to use information texts, traditional stories and functional authentic texts relevant to the student's life. Informational texts designed for young children provide an appropriate language level and are generally less juvenile than fiction designed for young children. Traditional stories are non-age specific and universal in theme.

Language Experience Approach (LEA)

The "organic" vocabulary approach used by Ashton-Warner (1963) was particularly effective in using the local literacies of indigenous students, who lived outside the cultural mainstream, as a bridge into school literacy. Ashton-Warner and others noted that by building on students' oral language and experiences, the LEA helps students build bridges between oral and written language through an interactive writing experience (Maloch, Hoffman and Patterson, 2004, p. 148).

Language Experience involves students in composing a text individually or collaboratively, with a scribe and using the "published" text for further reading activities or reading practice. It is talk written down. The approach can play a key role in the development of emergent and early reading for immigrant students.

Through Language Experience students get to tell their own experiences and ideas using language that is familiar and comfortable. Telling their stories validates their experience and cultural perspective. The acceptance of the student's voice is demonstrated by the teacher who scribes the words; personal stories, opinions and ideas unfold in print before the learner. This is a potent method of personal empowerment as well as language and literacy development. The student can take pride in confidently reading back this material.

The personal narrative texts created by immigrant students make good reading for other immigrant students. Research has found that students enjoy locally developed stories about young immigrants like themselves and relate to these stories (Chamot, *Research-Based Academic Skills and Strategies for Newcomers*). Needless to say, teachers must use discretion in encouraging the student to talk about past experiences; prior knowledge of the student's personal history and culture are an asset.

Some of the strengths of the LEA approach as a reading development tool for ESL emergent and early reader are as follows:

- Because the text was composed by the student(s), the vocabulary is accessible to them.
- It provides a text that is predictable and familiar to the students.
- It provides a text that is at the appropriate language level for the students.
- With the teacher as scribe, the finished product can be an exemplar for writing.
- It makes the connection between spoken word, writing and reading.
- In a group setting it shares vocabulary among people who are at a similar point in language development.

Independent Reading

A balanced reading program includes independent reading. An independent reading program involves time, choice, and response. Students need time to choose texts from a wide variety of literature. Choice stimulates interest and builds motivation to read. Students may need guidance in choosing texts of an appropriate level.

From time to time, teachers can introduce books to the class to heighten interest in the book. Reading the first few pages, asking prediction questions and reading the back cover can heighten curiosity and motivation.

For independent reading, texts of various reading levels and interests must be available. A student should be able to read the text with relative ease.

Read-Aloud

Reading aloud to students is an essential component of any reading program. It interests students in reading and demonstrates that reading can be enjoyable and worthwhile. It also provides an engaging method of exposing students to the English language and enriching vocabulary. Reading to students helps them to understand the nature and purposes of reading and to become familiar with the patterns of language. It can interest students in different genres of literature and authors. Reading aloud to students has positive effects on reading and listening comprehension as well as quality of oral and written language.

During a read-aloud teachers model effective reading strategies and help students develop these strategies. Through explicit strategy teaching and thinking aloud the teacher can help students understand how to make sense of text.

A variety of texts should be used for read-aloud, including fiction, non-fiction and poetry. The student's age, needs, interests and previous exposure to books must be taken into consideration in selecting texts. Texts should extend thinking, develop imagination, increase interest and provide exposure to comprehensible language and illustrations.

The following procedure is used for read-aloud.

- Introduce the book, drawing attention to the front and back covers, title page, author and illustrator, etc.
- Before reading, build curiosity by inviting students to make predictions on the basis of the title and cover.
- Ask students to tell about personal experiences related to the topic, helping them to build background knowledge.
- During reading, pause when appropriate to share illustrations, check or extend comprehension, model reading strategies, allow students to confirm/revise their predictions or make further predictions.

- After reading, allow opportunities for students to relate the book to their own experiences and to other texts.
- Have students respond in a variety of ways to read-aloud selections. Modelling responses to a text read-aloud introduces students to various kinds of responses.

Shared Reading



During shared reading a student reads along in a non-threatening environment and learns from both the teacher and peers. Shared reading involves the whole class and the teacher sitting close together as they share in the exploration of rhymes, songs, poems, and stories that are presented in a large text format. Enlarged print allows the teacher to point out features of the text to the group.

Shared reading provides

- Motivation for reading, demonstrating the joy and fun of being part of a club of readers.
- The opportunity for students to practice reading in a supportive, low risk environment.
- The opportunity to teach concepts, skills, and strategies in the context of reading.
- An opportunity for teachers to assess student reading ability, pronunciation and confidence.

A first reading should focus on reading for meaning and enjoyment. On successive readings, students can be invited to read together as the teacher or a student points to the print.

Successive readings can be used to teach essential concepts, skills, and strategies. Decisions about what skills to focus on should be based on careful observation of students, what they are trying to figure out and what they are ready to learn. Some ways teachers use shared reading to teach strategies, skills and concepts include the following:

- Asking students what they notice or find interesting about the words or print.
- Demonstrating strategies.
- Drawing students' attention to specific features of print.
- Covering some of the words, or all but the initial consonant, teaching students how to use the cueing systems to predict words in context and confirm or self-correct.
- Finding similar words in the text (e.g. words that rhyme, words that start/end the same, words that have the same spelling pattern, words with similar meanings).
- Finding high frequency sight words.
- Pointing to the words as the text is read, helping students develop word and voice/print matching.
- Working with sentence strips made from the text (e.g. cutting the sentence strip into words and having students remake the sentence).

Through shared reading teachers can model a variety of ways to respond to what is read and to engage students in response.

Following shared reading students should have opportunities to read the text independently either through small versions of the same text or by returning to the enlarged version in small groups or individually at other times during the day.

Independent Reading and Task Completion

Students in the LEARN Program should develop the skills required to read and complete tasks on their own. To facilitate both autonomous learning and differentiated instruction, students will sometimes be encouraged to work independently at their own pace.

Uninterrupted Sustained Silent Reading

Students should be expected to read silently for a sustained period. Each student should have an appropriate text for silent reading and a period of at least ten minutes per day should be set aside for silent reading. This is especially important for LEARN students as many of them are busy outside school with family or work-related responsibilities.

Paired/Buddy Reading

Paired or buddy reading offers an audience for readers. Many teachers make paired reading a part of the regular classroom routine. For example, when the teacher is conferencing with one group of students, the rest of the class might engage in paired reading. LEARN students may also be paired with students from another class for regularly scheduled buddy reading. There are many benefits for both students in reading to each other.

Home Reading

Take-home reading is an integral part of the reading program. Because most LEARN students are ESL students and parents may be unable to guide the student in take-home reading, the text should be at or slightly below the student's independent reading level.

Students are responsible for keeping a reading log or simply a list of titles read.

Emergent readers should

- Read the book to a parent/caregiver/friend/buddy reader.
- Re-read the book for the teacher after reading it at home.

Responses to Texts

Reading comprehension is extended and linked to other language skills through responses to texts.

Personal Response

Students need opportunities to respond to what they read, and to receive feedback/response from others. This can be done through discussion in literature circles and reading conferences, response journals and other forms of writing, art, drama and retelling.

Students need exposure to a variety of texts and regular opportunities to consider the thoughts, feelings, and emotions evoked by texts. They need to make connections to their own experiences and to other texts. This sort of analysis will help students build skills needed for further studies in language arts and literature.

Critical Response

LEARN students are expected to respond critically to texts, applying their knowledge of language, form, and genre. To read texts critically students need an understanding of different types of print and media texts, their conventions and characteristics. Emergent and early readers can learn to identify some basic types of print and media texts.

Curriculum expectations require students to understand point of view, realizing that there are varying points of view from which a text might be told. It implies ability to discern fact from opinion and see the implications of a statement or message. Teachers can help students develop this concept in a variety of ways. Critical reading entails awareness of instances of bias, prejudice, or stereotyping found in some texts; students should be guided to develop sensitivity to such language and situations.

Learning to question the validity of texts by using the reader's own knowledge base as a reference is a critical reading skill. Teachers can help students learn to do this by modelling during read-aloud and shared reading.

The Role of Questioning in Response

Teachers can help students grow in their response to text through questioning. Teachers use questions to guide or focus discussion and/or to encourage further reflection. It is important that both students and teachers ask questions. The kind of question asked is key.

Effective questions

- Do more than simply ask students to recall what was read.
- Have more than one answer.
- Encourage students to use their prior knowledge and experience to make meaning.
- Promote both critical and creative thinking.
- Make students think before, during, and after reading.

Questions and discussion about authors and their beliefs help students realize that everything they read is written by a person with specific personal beliefs, biases and cultural influences.

Examples of such questions for narratives:

- Where and when does the story take place? How do you know? Could the same story have happened somewhere else? At a different time?
- How did the story make you feel? Why?
- What does the story make you think about? How is it like another story you have read? What kind of a person is the main character? How does the author show us?
- What kind of a person do you think the author is?

Example question for other genres, such as advertising:

- Who is the intended audience for this text?
- What message is given?
- What techniques does the author use to make the message clear?

Using Technology

The use of technology is motivating for students, can build reading and computer skills and can offer opportunities for differentiated instruction. LEARN students have often had little opportunity to develop computer skills prior to arriving in Canada so use of this technology builds essential skills for further studies.

There are many reading activities available free online and others that schools can access through a fee. These range from phonics programs to more holistic read-alongs and comprehension building programs.

Games

Students are highly motivated by games. Language games can play an important role in literacy development. It is recommended that students be given the opportunity to play games such as word bingo, word match puzzles, junior scrabble, sentence jumbles and others that develop language and literacy skills.

A teacher considers the level of expertise needed for the game and ways to adapt the game to the student's language and literacy level. As with all classroom activities, consideration must be given to how the game addresses specific curriculum outcomes.

Reading Assessment and Evaluation

A variety of assessment strategies are used to monitor students' reading development and information gathered is used for ongoing assessment to inform teaching. Assessment considers student understanding, attitudes, and strategies; for example, whether students

- Understand reading as a meaning-making process.
- Understand the concepts of directionality and one-to-one matching.
- Make use of the cueing systems in an integrated way to predict, confirm, and self-correct.
- Use a variety of self-correcting strategies.
- Have a number of sight words they recognize automatically.
- Feel confident and positive about reading.
- Comprehend what they read (e.g. make predictions, make connections, ask questions, recognize genres).

Strategies teachers use to gather, analyse, and keep track of information about students' reading development:

- | | |
|-----------------------------|--|
| • Reading records | • Portfolio of student work |
| • Miscue analysis | • Observation with notes |
| • Retellings | • Anecdotal records |
| • Reading conferences | • Checklists (See Appendix 7 for a sample) |
| • Interviews/questionnaires | • Reading profile |
| • Reading log | • Dolch or Slosson sightword lists |
| • Read and response journal | |

When working with ESL students it is important to be very careful in interpreting results of formal reading assessments. The teacher must consider whether errors are a result of limited L2 proficiency as opposed to limited reading skill.

Reading Assessment Using Reading Records

Periodic reading assessments will determine a student's instructional level and the strategies or behaviours that are developing. Reading records consist of information about a student's reading; this is gathered through observation, miscue analysis and questioning.

Miscue analysis is part of the assessment process. While the student is reading aloud, the assessor notes the errors (miscues) made and later counts and analyses the types of errors. Three types of errors are noted: errors in meaning when the student substitutes a word or phrase that makes no sense semantically, errors in syntax (sentence structure or grammar) and visual errors in which the student misreads a word due to lack of attention to or misinterpretation of the graphophonic cues.

The purpose of a miscue analysis is to help establish a student's instructional reading level, determine strategies used and inform further instruction. A student should be able to comfortably read 90-95% of the words in a text at the instructional level. Consideration must also be given to comprehension; the student should understand main ideas and most details. The teacher, through trial and error, ascertains the appropriate instructional reading level for the student.

During the assessment the teacher records the reader's behaviours and strategies; for example, asking for assistance, re-reading, omitting or inserting words, and self-correcting. This information helps the teacher determine what strategies the student uses well and which need development.

After reading, the student is asked to retell and to answer some specific comprehension question. Here too the teacher gains insight into the student's strengths and needs. The student should be able to retell the main ideas and most details and make some connection to personal experience or the world. The assessment should also determine whether the student is able to "read between the lines", answering inferential questions that may deal with cause and effect, a character's thoughts and feelings or information that is implied but not stated directly.

This assessment procedure was designed for native speakers but can be used with ESL students; the teacher will consider the errors carefully to determine whether they are reading errors or errors due to lack of English language proficiency or pronunciation. The choice of text is important; for assessment it should be an unseen text but one familiar in topic and vocabulary. A preview of the title, pictures and unfamiliar vocabulary can help build background knowledge before the formal assessment begins.

There are a number of commercially produced kits for reading assessment. These kits have a range of levelled books, ready made reading record forms and a teachers' manual which outlines the assessment procedure. Texts used for assessment of ESL students should consist of vocabulary that is in the student's repertoire of acquired English and a familiar topic. Standard sentence structures and very little or no idiomatic language that would be unfamiliar to the student will facilitate accurate assessment. Moreover, in most reading assessments based on miscue analysis the student is instructed to read aloud and then answer questions immediately; it is recommended that the ESL student be given ample time to re-read the text silently before being asked to retell or answer questions. Using the format of a commercially produced reading record form a teacher may create a reading record form for other texts.

Reporting

It is recommended that the LEARN teacher report on the student's progress through an anecdotal assessment outlining the outcomes the student has achieved. Grade levels in Language Arts should be reported as an approximation only (e.g. early primary, mid primary).

Writing

Students use writing and other ways of representing to explore, construct, and convey meaning, to clarify and reflect on their thoughts, and to use their imaginations. To become skilled writers students need frequent opportunities to write.

Students develop as writers when they are immersed in authentic writing experiences where writing is modelled, where they experiment with writing for sustained periods of time and receive response to their efforts. A balanced writing program includes modelling, shared writing and independent writing.

Students learn to write when they

- Engage in writing on a frequent and regular basis.
- Engage in the writing process.
- Have freedom to write on topics of their own choosing.
- Receive feedback during the writing process.
- Work on skills/strategies in the context of authentic writing.
- Receive instruction, demonstrations, and modelling.
- Realize that writing as a creative, nonlinear process.
- Feel free to take risks with writing.
- Read and see the connections between reading and writing.
- Have opportunities to write for authentic purposes and for a variety of audiences.
- Know what to look for in assessing their own writing.
- Take increasing responsibility for their own writing development.

Teachers can routinely model writing in a variety of contexts, such as:

- Daily printing day of the week, and/or date, etc.
- Morning message
- Class rules or instructions
- Brainstorming sessions
- Notes during mini-lectures

Shared Writing

Emergent writers benefit greatly from shared writing. Students contribute to a text as the teacher scribes on the board or flip chart. In the early stages of literacy acquisition, students benefit from seeing patterned writing whereby simple sentence structures and vocabulary are recycled.

Shared writing can be used in:

- Retelling the key points of a text
- Brainstorming for prewriting
- Producing an exemplar or model
- Creating a group narrative

Dimensions of Written Language

Development of writing skills is an essential element of LEARN-1 Language Arts. Writing should be developed in an integrated fashion with reading. Writing, like reading, involves the co-ordination and integration of pragmatics, semantics, syntax and graphophonics.

Pragmatics: The Context of Language

Students usually begin to write the way they talk, not understanding that writing is more than written talk. In the early stages, it is important to build on students' knowledge of oral language, and to bring it to the printed form through language experience, shared writing and expressive writing. To build their pragmatic knowledge of genres, it is necessary to bring print to students and to explore the purpose and appropriateness of features of the text. The teacher may

- Immerse students in functional written language and provide opportunities to use writing informally and incidentally in the course of daily activities.
- Provide a purpose for writing and explore how pragmatics supports purpose.
- Read a wide variety of fiction and non-fiction to students, and encourage them to write in those genres or forms.

Semantics: The Meaning of Language

Writing is primarily about making meaning. As students write to create and express ideas, as they read and reread their own writing and respond to the content of each other's texts, they focus on the semantic aspects of print. The teacher may

- Encourage both collaborative and independent writing, which offer opportunities to practise composing meaning in print.
- Before writing, have students recall and share what they know about a topic to build background knowledge and extend vocabulary.
- Help students clarify and extend ideas by providing opportunities to share and respond to each other's writing.

Syntax: The Structure of Language

Students need opportunities to write using various syntactic or language patterns. Pattern writing and extension activities provide opportunities to play with and extend syntactic knowledge. It is important, however, not to overuse such activities as students need to express themselves freely.

Most LEARN students will be ESL students; they are developing a sense of English grammar and sentence structure. The L2 will develop in a relatively predictable and sequenced way. Through exposure to language and with guidance the student will gradually build language proficiency which will become increasingly closer to conventional English. The teacher may

- Provide literature with repeated syntactic patterns and encourage students to write and experiment with these patterns.
- Have a sentence wall with model simple sentences and questions that the ESL student can refer to when speaking or writing. Teach students how to use the wall, substituting vocabulary choices and expanding on the structures presented.
- Establish daily situations for students to use language for different purposes, for example, to tell stories, to explain, to give directions.
- Use the editing process to discuss language structure. Help students build grammatical knowledge through editing their own work.

Graphophonic: Conventions of Form

Through writing students focus on letter formation, letter sound relationships and spelling. The teacher may

- Encourage students to use temporary spelling. As students attempt to match spoken and written language they extend and consolidate awareness of letter-sound relationships.
- Provide a word wall with words categorized by meaning rather than spelling pattern. Students are likely to confuse words of similar spelling if those words are presented together.
- Demonstrate how to use a dictionary for spelling and word choice.

The 6+1 Traits of Writing

Certain intrinsic traits of writing need to be explained and developed. Ruth Culham (2003, pp. 11-12) defines the traits briefly as

1. Ideas: Ideas make up the content of the piece of writing—the heart of the message.
2. Organization: Organization is the internal structure of the piece, the thread of meaning, the logical pattern of ideas.
3. Voice: Voice is the soul of the piece. It's what makes the writer's style singular, as his or her feelings or convictions come out through the words.
4. Word Choice: Word choice is at its best when it includes the use of rich, colourful, precise language that moves and enlightens the reader.
5. Sentence fluency: Sentence Fluency is the flow of language, the sound of word patterns—the way the writing plays to the ear, not just to the eye.
6. Conventions: Conventions represent the piece's level of correctness—the extent to which the writer uses grammar and mechanics with precision.
7. Presentation: Presentation zeros in on the form and layout—how pleasing the piece is to the eye.

The 6+1 model provides a language for discussion of writing and a focus for assessment and instruction. As teachers explain and use these terms, students become able to assess their own writing for the traits. Students can learn to improve their writing by analyzing exemplars, both samples of student writing and published works. Through critical analysis, instruction and conferencing, students learn how to revise and edit to strengthen the 6+1 traits of their writing.

Writing Activities

It is recommended that ESL students acquire phonemic awareness, a basic listening and speaking vocabulary and beginning reading skills before starting intensively on writing development. Writing readiness skills may be developed during this period.

Writing ability and progress are intertwined with reading; as students read and analyse various genres they develop the ability to create such texts.

Writing Readiness Activities

Writing, like reading, begins with readiness activities. Students who have had little or no prior schooling may need to begin with readiness activities such as the following:

- Holding a pencil
- Drawing shapes and patterns
- Drawing freely

- Printing their own names
- Printing practice
- Copying meaningful words such the day of the week
- Listening for and printing initial consonants

A student can begin to print simple journal entries before mastering all letter formations or sound symbol relationships. Readiness skills will continue to develop within the context of writing to express meaning.

Expressive Writing

Expressive writing is the free flow of thoughts and ideas and is sometimes considered writing to learn. In other words, the student's thoughts form and develop through writing. This writing generally takes only a first draft and teacher comments are on meaning, not form. The teacher may note errors without indicating them on the student's text, to inform later instruction. Expressive writing should be uninhibited; risk taking is encouraged and positive feedback given.

Expressive writing is particularly beneficial for students who have experienced trauma; it is often used for its therapeutic value. Teachers should be cautious and allow students to take the lead in expressive writing.

Some examples of expressive writing are:

- Journals, expressing opinions, ideas and descriptions
- Diaries
- Informal messages
- Brainstorming
- Free writing to summarize or reflect on what was learned in a particular lesson

Transactional Writing

Transactional writing, writing to get things done, generally develops later than expressive writing and may begin as expressive writing. Transactional writing is expository writing such as a descriptive or argumentative essay, factual reporting, or a piece which describes or instructs.

Transactional writing incorporates writing conventions. It may start with a first draft as expressive writing. Through expressive writing students often come up with a main thought or idea that becomes the thesis of a transactional piece.

Although transactional writing is more scientific and structured than expressive writing, it needs to be interesting and have a strong sense of purpose and voice.

Poetic Writing

The language used in poetic writing expresses the feelings of the writer who is concerned about the impact it will have on the audience. Such writing is often intended to be appreciated as a work of art. Descriptive language and figurative language devices are used. Poetic writing addresses the creative imagination and develops the sense of self. Examples of poetic writing include stories, poems, and plays.

People from every culture have a sense of story. Every child has likely listened to stories and senses that these are the embodiment of our beliefs, hopes, fears and ideals. Poetic writing can persuade or call to action. It is flexible and imaginative and often written to entertain.

Listening to, reading, discussing, telling, and writing stories are crucial to literacy development. In LEARN-1 students should come to recognize the basic elements of a story, including:

- Character
- Setting
- Plot
- Problem, challenge or conflict
- Resolution

Students should be encouraged to write simple personal narratives, first person narratives from another point of view and third person narratives.

The Writing Process

Students are expected to understand how to write a process piece, a final product that is the result of careful planning, writing, reflecting and rewriting. The writing process is used for transactional and poetic writing. The specific steps of the process are prewriting, drafting, revising, proof-reading and editing and, finally, presentation or publishing.

Prewriting

During the prewriting stage writers form intentions about topics. They decide what they will write about, what they will say and how they will organize ideas. Students may

- Reflect on personal experiences
- Brainstorm on a topic they have studied or would like to write about
- Engage in reading experiences that springboard to writing
- Talk, interview, discuss, listen to stories, etc.

Prewriting may involve note taking or creating a graphic organizer.

Drafting

During the drafting process students select ideas generated from the prewriting experience and write from the ideas and plans developed. Putting words on paper they may change course as they find better ideas. In order to maintain momentum, students need to focus on the development of meaning and flow of thought. At this stage students should be encouraged to sound out words and write fluently, even if inaccurately, and assured that grammar and spelling will be addressed later.

Revising

The craft of writing is learned through revision, which is primarily concerned with bringing focus and clarity to the meaning. Revising can be addressed through teacher-student conferencing. Students can also benefit from reading their work aloud to a partner or by themselves; this often brings to light the effectiveness of the writing and strength of sentence fluency. Revision includes:

- Adding or deleting information
- Rearranging ideas
- Considering clarity, revising sentence structure to “make sense”
- Considering vocabulary for accuracy and voice

Proofreading and Editing

At the editing stage, students focus on producing a text that demonstrates an increasing awareness of spelling, language usage and punctuation. This is especially important when students decide to publish a piece of writing. To produce perfectly edited pieces of writing is not the goal, but to help students gradually develop editing strategies, take increasing responsibility for editing and continue to grow in their use of language conventions.

Publishing

Publishing means making public or sharing finished work with an audience. Publishing and presenting are valuable to student writers because it enables them to see themselves as authors and motivates them to continue writing. It gives a reason to work on polishing their pieces, thus learning the craft of writing. It helps students understand that they must consider their audience.

As they publish or present, students learn to make use of design and to employ a variety of publishing media, forms, and styles, including:

- Reading to the class, other students or the teacher
- Posting writing on a bulletin board
- Publishing class newspapers
- Submitting writing for school/district anthologies or magazines
- Posting to the internet

Demand Writing

At times LEARN student should be asked to do demand writing, timed writing in which students bring together everything they know about writing. The prompt must be explicit enough for students to detect audience, purpose and form. Students consider these as they incorporate the six traits of writing. Students work independently. They may use scrap paper for planning and drafting but they present only the final draft to the teacher.

For an end of grade 3 demand piece exemplar, see Appendix 11.

Writing Assessment and Evaluation

Writing assessment is ongoing. LEARN teachers should keep a portfolio of student writing, including first and final drafts. Assessment should be criteria referenced, focusing on the student's individual progress.

It is in careful writing assessment that teachers have the best opportunity to address the traits of writing. The aim of assessment is to inform instruction and the aim of feedback is to help students move forward. Feedback must be specific and given in light of the student's stage of acquisition and cognitive development.

The teacher will consider six traits of writing: content, organization, sentence fluency, voice, word choice and conventions. (For more information on writing assessment and rubrics used in Criterion Reference Testing [CRT], see the Department of Education website.)

Evaluation is the process of determining how well a student is performing in relationship to the outcomes set for that student. It is intended that each student will progress at an individual rate. There is no time frame on the LEARN-1 courses, although generally a student should be ready to integrate into an age appropriate grade or graduate to LEARN-2 courses within two years.

It is recommended that the LEARN teacher report on the student's progress through an anecdotal assessment outlining the outcomes the student has achieved. Letter or number grades for particular assignments may be noted in the report if the student has achieved a satisfactory or high grade, which may be seen as an incentive.

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Appendix 1: Language Routines for Group Work

For successful group work students need clear written and spoken instructions, assigned roles and possibly a demonstration of the task at hand.

Students need reminders of the language and rules for successful group work.

Phrases that may be helpful for group discussion:

Encouraging quiet people

What do you think, Maria?

It's Mai's turn to speak.



Positive feedback/ express agreement

Yes, that's a good idea.

Yes, that's true.

I agree!

Exactly!

You're absolutely right.

Disagreeing

That could be true but I think ...

But don't you think that ...

I disagree. I think ...

On the other hand ...

Alright, but don't you think ...

To stop someone who is dominating the group

You have a point but I think we should let Anna speak.

Yes, Hung, but what do you think, Guner?

To express your opinion and give a reason

I think ... because ...

In my opinion ... because ...

I believe ... because ...

Clarifying

I don't understand. Could you repeat that, please?

Can you give us an example?

I don't understand. Could you write that word down, please?

So you think ... (Rephrase what the speaker said.)

Why do you say that?

Students also need consistent guidelines for group work such as:

- Appointment of a group leader and rules about the tasks of the leader
- Turn taking and how to facilitate it
- Tone and volume of voice

Appendix 2: Internet Sites

These are just a few sites that have been found useful for emergent to early readers.

Membership Fees for Full Access:

www.readinga-z.com [print out hundreds of levelled books – with activities]
www.enchantedlearning.com/Home.html [a multitude of reading materials, activities, worksheets for across the curriculum literacy]
www.mygradebook.com [individualize reading, quizzes, vocabulary worksheets, etc.]

Free Websites:

www.schoolexpress.com/
www.starfall.com/n/level-k/index/play.htm
www.starfall.com/
www.dositey.com/language/spelling/Mislet3.htm
<http://pbskids.org/lions/sitemap.html>
<http://www.storylineonline.net/>
www.sillybooks.net/
www.rif.org/readingplanet/content/read_aloud_stories.msp
www.iknowthat.com/com/L3?Area=L2_LanguageArts
www.quiz-tree.com/Sight-Words_main.html
teacher.scholastic.com/clifford1/flash/phonics/index.htm
www.kiddonet.com/gb/flash/phonics/Intro.html
www.netrover.com/~jjrose/dolch/example.html
www.learningplanet.com/act/fl/aact/index.asp
www.cdli.ca/CITE/

Graphic organizers:

<http://www.eduplace.com/graphicorganizer/> (free black line masters)

Appendix 3: Dolch Sight Word List

Emergent	Emergent	First	Second	Third
a	all	after	always	about
and	am	again	around	better
away	are	an	because	bring
big	at	any	been	carry
blue	ate	as	before	clean
can	be	ask	best	cut
come	black	by	both	done
down	brown	could	buy	draw
find	but	every	call	drink
for	came	fly	cold	eight
funny	did	from	does	fall
go	do	give	don't	far
help	eat	going	fast	full
hers	four	had	first	got
I	get	has	five	grow
in	good	her	found	hold
is	has	him	gave	hot
it	he	how	goes	hurt
jump	into	just	green	if
little	like	know	its	keep
look	must	let	made	kind
make	new	live	many	laugh
me	no	may	off	light
my	now	of	or	long
not	on	old	pull	much
one	our	once	read	myself
play	out	open	right	never
red	please	over	sing	only
run	pretty	put	sit	own
said	ran	round	sleep	pick

see	ride	some	tell	seven
the	saw	stop	their	shall
three	say	take	these	show
to	she	thank	those	six
two	so	them	upon	small
up	soon	then	us	start
we	that	think	use	ten
yellow	there	walk	very	today
you	they	where	wash	together
	this	when	which	try
	too		why	warm
	under		wish	
	want		work	
	was		would	
	well		write	
	went		your	
	what			
	white			
	who			
	will			
	with			
	yes			

# OF DOLCH WORDS RECOGNIZED	ESTIMATED READING LEVEL
0 - 75	Pre-primer
76 - 120	Primer
121 - 170	1 st Year
171 - 210	2 nd Year
Above 210	3 rd Year +

Students often pick up these sight words through reading. Nevertheless, many emergent readers benefit from games and activities aimed specifically at learning the sight words.

For assessment the teacher may use flash cards, giving the student 5 seconds to read each word and stop the assessment when the student misses 5 consecutive words.




























Printable cards are available on a number of free websites.

Appendix 4: Suggested Story Time Titles





Story time is an ideal activity for developing listening, vocabulary, reading comprehension, discussion skills, and critical thinking.

Students need to see themselves reflected in the stories they read and hear. They also need to learn about Canadian and other cultures. At the early stages they need books with simple, repetitive language. At all stages of learning, illustrations help comprehension and make the book more engaging.

Some suggested picture books to engage ESL and LEARN students:

-  A Brave Soldier by Nicolas Debon
-  Anna's Goat by Janice Kulyk Keefer
-  A Song for Ba by Paul Yee
-  Borrowed Black by Ellen Bryan Obed
-  Chicken Sunday by Patricia Polacco
-  Chin Chaing and the Dragon Dance by Ian Wallace
-  Duncan's Way by Ian Wallace
-  Fire on the Mountain by Jane Kurtz
-  For you are a Kenyan Child by Kelly Cunnane
-  Ghost Train by Paul Yee
-  Grandfather Counts by Andrea Cheng
-  Heckedy Peg by Audrey Wood
-  Heroes of Isle aux Morts by Alice Walsh
-  Jeremiah Learns to Read by Jo Ellen Bogart
-  Mufaro's Beautiful Daughters by John Steptoe
-  Stone Soup by Jon J. Muth
-  The Best Eid Ever by Asama Mobin Uddin
-  The Bird Man by Veronika M. Charles
-  The Fish Princess by Irene N. Watts
-  The Fortune-Tellers by Lloyd Alexander
-  The Great Kapok Tree by Lynn Cherry
-  The Paint Box by Maxine Trottier and Stella East
-  The Rainbow Bridge by Audrey Wood
-  The Trial of the Stone by Richard Keens-Douglas
-  The Walking Stick by Maxine Trottier
-  The Wednesday Surprise by Eve Bunting
-  Trouble by Jane Kurtz
-  We Are All Born Free: The Universal Declaration of Human Rights in Pictures by Amnesty International
-  Where is Gah-Ning by Robert Munch
-  Winter of the Black Weasel by Tom Dawe

The following titles offer opportunities for exploration of language related to math:

-  My Rows and Piles of Coins by Tololwa M. Mollel
-  One Hen by Katie Smith Milway
-  The Shopping Basket by John Burningham
-  Weighing the Elephant by Ting-Xing Ye

Hints for reading to ESL students

- If the vocabulary is too difficult substitute words as you read (e.g. hurled = threw).
- Read a phrase and then reword it. ("No one dared to challenge him... Everyone was afraid of him. ")
- Read with lots of expression and gestures!

Appendix 5: Bloom's Taxonomy

Bloom's Taxonomy Question and Activity Guide ⁴

The Revised Taxonomy

The Taxonomy of Educational Objectives was created by Benjamin Bloom in the 1950's as a means of expressing qualitatively different kinds of thinking. Bloom's Taxonomy has since been adapted for classroom use as a planning tool and continues to be one of the most universally applied models across all levels of schooling and in all areas of study.

Category	Sample sentence starters	Potential activities (Process) and Products (Assessment)
REMEMBER Recognising <ul style="list-style-type: none"> Locating knowledge in memory that is consistent with presented material. Identifying <ul style="list-style-type: none"> Retrieving relevant knowledge from long-term memory. Naming 	<ul style="list-style-type: none"> What happened after...? How many...? What is...? Who was it that...? Can you name...? Find the meaning of... Describe what happened after... Who spoke to...? Which is true or false...? Identify who... Name all the... 	<ul style="list-style-type: none"> Make a list of the main events of the story. List all the ____ in the story. Make a time line of events. Make a facts chart. Write a list of any pieces of information you can remember. Make a chart. Make an acrostic. Recite a poem.
UNDERSTAND Interpreting <ul style="list-style-type: none"> Changing from one form of representation to another Paraphrasing, Translating, Representing, Clarifying Exemplifying <ul style="list-style-type: none"> Finding a specific example or illustration of a concept or principle Instantiating, Illustrating Classifying <ul style="list-style-type: none"> Determining that something belongs to a category (e.g. concept or principle). Categorising, Subsuming Summarising <ul style="list-style-type: none"> Drawing a logical conclusion from presented information. Abstracting, Generalising 	<ul style="list-style-type: none"> Can you tell ____ in your own words? How would you explain...? Can you write a brief outline...? What do you think could have happened next...? Who do you think...? What was the main idea...? Clarify why... Illustrate the... Does everyone act in the way that ____ does? 	<ul style="list-style-type: none"> Cut out, or draw pictures to show a particular event. Write in your own words. Make a cartoon strip showing the sequence of events. Write and perform a play based on the story. Retell the story in your own words. Write a summary report of the event. Prepare a flow chart to illustrate the sequence of events. Illustrate what you think the main idea was. Write and perform a play based on the story. Draw a story map. Explain why characters acted in the way that they did.

⁴ Bloom's (1956) Revised Taxonomy by Michael Pohl for the QSITE Higher Order Thinking Skills Online Course 2000 (Adapted)

Inferring <ul style="list-style-type: none"> • Abstracting a general theme or major point • Extrapolating, Interpolating, Predicting, Concluding Comparing <ul style="list-style-type: none"> • Detecting correspondences between two ideas, objects, etc • Contrasting, Matching, Mapping Explaining <ul style="list-style-type: none"> • Constructing a cause-and-effect model of a system. • Constructing models 		
APPLY Executing <ul style="list-style-type: none"> • Applying knowledge (often procedural) to a routine task. • Carrying out Implementing <ul style="list-style-type: none"> • Applying knowledge (often procedural) to a non-routine task. • Using 		<ul style="list-style-type: none"> • Construct a model to demonstrate how it works. • Make a diorama to illustrate an event. • Make a scrapbook about the areas of study. • Make a papier-mache map / clay model to include relevant information about an event. • Take a collection of photographs to demonstrate a particular point. • Make up a puzzle game. • Write a textbook about this topic for others.
ANALYSE Differentiating <ul style="list-style-type: none"> • Distinguishing relevant from irrelevant parts or important from unimportant parts of presented material. • Discriminating, Selecting, Focusing, Distinguishing Organising <ul style="list-style-type: none"> • Determining how elements fit or function within a structure. • Outlining, Structuring, Integrating, Finding coherence Attributing <ul style="list-style-type: none"> • Determining the point of view, bias, values, or intent underlying presented material • Deconstructing 	<ul style="list-style-type: none"> • Which events are not important? • If ___ happened, what might the ending have been? • How is ___ similar to ___? • What do you see as other possible outcomes? • Why did ___ changes occur? • Can you explain what must have happened when...? • What are some of the problems...? • Can you distinguish between...? • What were some of the motives behind..? • What was the turning point? • What was the problem with...? 	<ul style="list-style-type: none"> • Design a questionnaire to gather information. • Write a commercial to sell a new product. • Make a flow chart to show the critical stages. • Construct a graph to illustrate selected information. • Make a family tree showing relationships. • Devise a play about the study area. • Write a biography of a person studied. • Prepare a report about the area of study.

<p><u>EVALUATE</u> Checking</p> <ul style="list-style-type: none"> • Detecting inconsistencies or fallacies within a process or product. • Determining whether a process or product has internal consistency. • Testing, Detecting, Monitoring <p>Critiquing</p> <ul style="list-style-type: none"> • Detecting the appropriateness of a procedure for a given task or problem. • Judging 	<ul style="list-style-type: none"> • Is there a better solution to...? • Judge the value of... • What do you think about...? • Can you defend your position about...? • Do you think ____ is a good or bad thing? • How would you have handled...? • What changes to ____ would you recommend? • Do you believe...? How would you feel if...? • How effective are...? 	<ul style="list-style-type: none"> • Conduct a debate about an issue of special interest. • Make a booklet about five rules you see as important. Convince others. • Form a panel to discuss views. • Write a letter to ____ advising on changes needed. • Write a half-year report. • Prepare a case to present your view about...
<p><u>CREATE</u> Generating</p> <ul style="list-style-type: none"> • Coming up with alternatives or hypotheses based on criteria • Hypothesizing <p>Planning</p> <ul style="list-style-type: none"> • Devising a procedure for accomplishing some task. producing • Designing <p>Producing</p> <ul style="list-style-type: none"> • Inventing a product. • Constructing 	<ul style="list-style-type: none"> • Can you design a ____ to...? • Can you see a possible solution to...? • If you had access to all resources, how would you deal with...? • Why don't you devise your own way to...? • What would happen if...? • How many ways can you...? • Can you create new and unusual uses for...? • Can you develop a proposal which would...? 	<ul style="list-style-type: none"> • Invent a machine to do a specific task. • Design a building to house your study. • Create a new product. Give it a name and plan a marketing campaign. • Write about your feelings in relation to... • Write a TV show play, puppet show, role play, song <i>or</i> pantomime about... • Design a record, book or magazine cover for... • Sell an idea. • Devise a way to...

Appendix 6: Sample Instructional Strategies that Support Differentiation

There is a range of instructional and management strategies to facilitate differentiated instruction; these include, but are not limited to:

Anchor Activities: Activities that are part of the core curriculum and which students can work on independently and at their own level (e.g. take-home reading, independent writing assignments).

Attention to Social Issues, real world experiences and community involvement: Tasks, role plays, simulations etc. based on authentic situations of interest to specific students; movies, supermarket shopping, making friends, playing soccer, completing a job application, etc.

Chunking: Breaking assignments and activities into smaller, more manageable parts.

Emphasis on thinking skills: Giving students the opportunity to think aloud, discuss their thinking with other students, express their personal opinions and reflect in journals.

Developing student responsibility: Giving students opportunity to develop evaluation rubrics, and complete self evaluations. Encouraging students to know what they need. Through training students learn to assess their own performance and make decisions on what to do next.

Flexible pacing: Allowing for differences in the student's ability to master the curricula.

Hands-on Projects and Activities: Using manipulatives to instruct and motivate instruction.

Interest Centers: Motivate student exploration of topics for which they have a particular interest.

Learning Centers: Areas in the classroom that offer a range of activities. Students need practice and training in choosing activities appropriate to their learning needs. (e.g levelled or sequenced activities that students work through at their own pace.) Learning centres may be theme or subject based.

Stations: Areas in the classroom where students in small groups, work on various tasks simultaneously. Different students work with different tasks. This invites flexible grouping in which each student has a role appropriate to the individual's strengths. Students are expected to support each other in task completion and learning.

Tiered Activities: Opportunities for all students to work on the same essential ideas and use the same key skills but at different levels of complexity and open-endedness.

Appendix 7: Checklist for Reading Development

Name: _____

CODE:

- Rarely or Never

+ Sometimes, Often

++ Usually or Always

Demonstrate and practise the strategies. Assess for application. Try to observe without the student noticing – not under pressure!	Date:	Date:	Date:	Date:
	Reading Level:	Reading Level:	Reading Level:	Reading Level:
DECODING				
1. Uses sight words to read				
2. Uses sounding out to decode new words				
3. Rereads and self-corrects if a word doesn't make sense (based on the student's knowledge of English and the world)				
4. Uses context clues to read difficult words:				
• substitutes a word that makes sense in the sentence				
• looks at pictures and graphics for a clue				
5. Breaks words into chunks for decoding				
COMPREHENSION				
6. Skims title, pictures and graphics before reading				
7. Makes predictions about the text based on skimming				
8. Knows when reading doesn't make sense and rereads				
9. Retells main ideas				
10. Reads aloud with expression and intonation				
11. Pauses at punctuation when reading aloud				
12. Reads silently for extended periods of time				
13. Make inferences about events, feeling, etc. (reads between the lines)				
14. Seeks clarification when he/she doesn't understand				
15. Relates what is read to personal experience or prior knowledge				
16. Can locate main idea in a paragraph for content study				
17. Can find detailed information in response to questions				
18. Retells most details				
19. Uses underlining and/or note-taking/graphic organizers as strategies for content study and vocabulary building				
20. Feels proud or is pleased about reading				

Notes: _____

Appendix 8: Learning Strategies

Many of the strategies can be used at all levels of language and literacy learning.	decoding	reading comp.	writing	vocab building	study skills
Pre-reading by scanning a text, examining titles, cover pictures, subtitles, graphics and captions		✓	✓	✓	✓
Pre-reading first sentence of each paragraph, words in bold or other salient features that establish main ideas and flow of the text		✓	✓	✓	✓
Guessing unfamiliar words by asking, "What would make sense?"	✓	✓		✓	
Reading on and coming back to difficult words	✓	✓		✓	
Re-reading for self-correction of errors	✓	✓			
Looking at the picture to figure out new words	✓	✓		✓	
Sounding out to read unfamiliar words	✓				
Using print clues (e.g. bold words, punctuation, quotation marks, capital letters) to aid comprehension.		✓			
Reading multiple texts which overlap in topic and/or vocabulary		✓		✓	
Using games to build emergent sight words	✓				
Using games to build new vocabulary				✓	
Sounding out words for spelling	✓		✓		
Copying individual words from text for spelling. (Use sparingly and discourage except for difficult words, unfamiliar names, etc.)			✓		
Skim a text for specific information		✓			✓
Connect texts to other texts read and/or to personal experience or the world.		✓			
Visualizing (Read or listen and picture it in your head.)		✓			✓
Being Independent: Try to figure it out before looking for help	✓	✓		✓	✓
Think aloud to analyse text at the sentence level for vocabulary understanding and comprehension	✓	✓		✓	
Read-Think-Read: Stop at the end of a sentence or paragraph and summarize or paraphrase it mentally or aloud		✓		✓	✓

Many of the strategies can be used at all levels of language and literacy learning.	decoding	reading comp.	writing	vocab building	study skills
Summary writing		✓	✓	✓	✓
Taking brief notes of key points of a text		✓	✓	✓	✓
Creating an outline or graphic organizer before writing			✓		
Creating graphic organizers of texts while or after reading		✓	✓	✓	✓
Predicting test questions		✓			✓
Making up questions on a text and asking a partner		✓			✓
Deductive grammar analysis (age 10+): Study forms in context and deduce and articulate the grammar rule		✓	✓	✓	
Deductive word analysis: study words in context and deduce the role of prefixes and suffixes		✓	✓	✓	
Breaking words into parts to understand meaning	✓	✓		✓	
Underlining new words, printing them and reviewing them in context				✓	
Writing personally relevant sentences with new words			✓	✓	
Making connections between vocabulary words – linking to cognates in the L1 if possible		✓		✓	
Using glossary, index and table of contents		✓		✓	✓
Viewing a text critically (e.g. questioning author or character statements, actions, motives; forming opinions about text)		✓			
Clearly understanding the purpose of and carefully planning tasks.			✓		✓
Writing a first draft for ideas – then edit for form.			✓		
Keeping a diary, journal or reading response journal			✓		
Organizational Skills <ul style="list-style-type: none"> Organizing learning materials Prioritizing tasks Weeding out unnecessary materials Keeping an agenda Meeting deadlines (e.g. returning take-home books) 					✓

Appendix 9: Sample Reading Log

Title and Author	Date Finished	Type of Text (short story, information text, poem, etc..)	Comments I liked... I didn't like... This book is... This book is interesting because... I learned... Etc.

Appendix 10: Sample Writing Process Checklist

Student's Name: _____

Date: _____

Writing Process Checklist	Comments
<p>Prewriting</p> <p>Does the student</p> <ul style="list-style-type: none">– Have a purpose and audience?– Have a range of prewriting strategies?– Choose topics for personal writing?– Establish a focus for a writing topic? <p>First-Draft Writing</p> <p>Does the student</p> <ul style="list-style-type: none">– Understand the function of a first draft?– Write freely without undue concern for spelling?– Reflect thoughtful planning? <p>Revising</p> <p>Does the student</p> <ul style="list-style-type: none">– Understand the need for revision?– Make content changes? (details)– Select style and vocabulary appropriate to audience?– Consider the organization? <p>Proofreading and Editing</p> <p>Does the student</p> <ul style="list-style-type: none">– Understand the purpose of editing?– Ask for help from peers and the teacher?– Help others?– Assume responsibility for own work?– Use a variety of strategies to correct spelling errors? <p>Post-Writing</p> <p>Does the student</p> <ul style="list-style-type: none">– Show interest in having the writing published?– Submit the writing for final edition?– Choose an appropriate format for publication?	

Appendix 11: End of Grade 3 Writing Exemplar

The sample was graded adequate (level 3 of 5). This is a demand piece, written after teacher-led brainstorming with the class; no revision or editing has been done.

Level 3 descriptors:

- Adequate content which is generally clear and focused.
- Predictable organization which is generally coherent and purposeful.
- Some flow, rhythm and variation in sentence construction which tends to be mechanical.
- A sincere voice which occasionally brings the subject to life.
- Predominant use of words and expressions that are general and functional.
- Good grasp of standard writing conventions with errors that do not affect readability.

Demand Writing 2

Using the picture, write about a birthday. Include lots of details.

June 21st was Kolby's 7th birthday. Kolby was in class waiting for Mrs. Melany. When Mrs. Melany came she said "lets sing Happy birthday". So they sang. Then it was recess time when recess was over they had choir they sang happy birthday to.

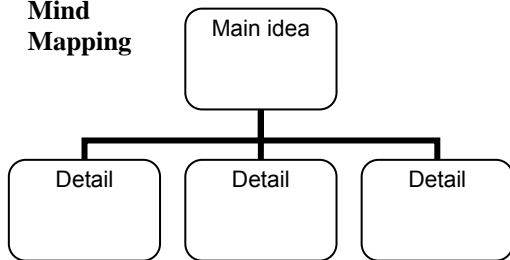
After choir was home time Kolby's mom picked him up to go get his cake for the party. When they went home dad was getting ready. Kolby helped him set up the lights. After the guest arrived!! they played a couple of games then they had greco pizza. Then they went in the room for cake and presents.

Kolby had a great day.

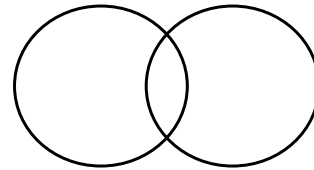
Appendix 12: Samples of Graphic Organizers

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

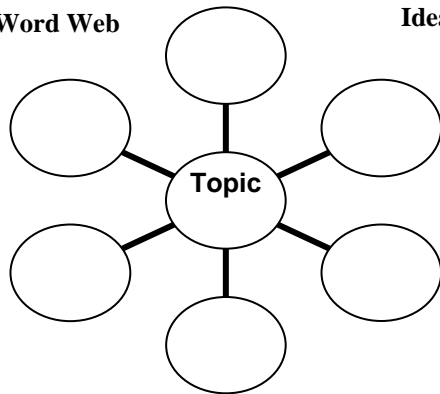
Mind Mapping



Venn Diagram

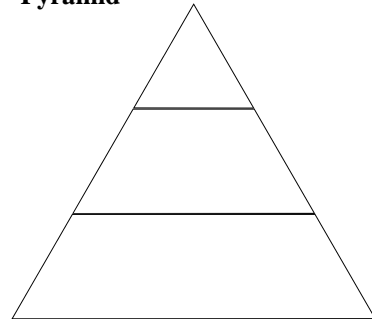


Word Web

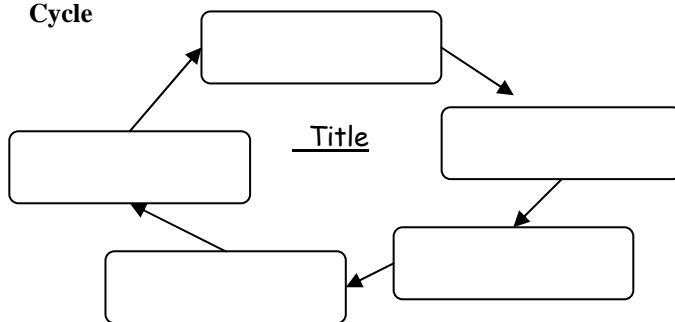


Ideas Web

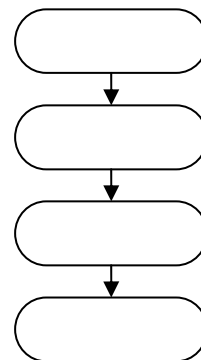
Pyramid



Cycle



Flow Chart



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