Senior High

English as a Second Language
1205

Newfoundland
Labrador

2012

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English as a Second Language
1205

A Beginning ESL Course

2012

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Section 1: Introduction

Introduction and Rationale

Education in our province aims to prepare all students for life in the 21st century. This includes those learners whose first language is other than English. English as a Second Language (ESL) students bring an array of cultures, languages and experiences which enrich our schools and society. To realize their educational, personal, social and career goals, these students need to be able to communicate effectively in English. *ESL 1205* offers students an opportunity to accelerate English language growth through focus on learning specific to the student's assessed language needs.

ESL 1205 is a beginner level language arts course for ESL students in the senior high. This course is appropriate for students who have at least a transitional literacy level in another language or in English. The course helps student acquire language skills and strategies for listening, speaking, reading and writing.

The course is intended to
- facilitate the development of English language skills essential for academic success.
- provide guidance and practice in the use of language learning strategies.
- help students develop skills and knowledge to enable successful integration into the school and society.

ESL 1205 is a 110 hour language arts course. Students who successfully complete *ESL 1205* will receive two credits in English toward the eight credits required in the English category or two elective credits toward the thirty-six (36) required for graduation.

Course Principles

The goal of *ESL 1205* is to activate students' innate ability to acquire language and to create students who have the English foundation and strategies to continue building their language skills in the school context. Students will engage in active learning, discovery, exploration and problem solving. They will have ample opportunity for language practice, expansion and consolidation through meaningful communication.

The following principles guide decisions about themes and classroom activities:

1. Language develops through meaningful communication. Students need opportunities to apply and develop language in personally meaningful contexts.
2. Language develops as students apply strategies to enhance language skills.
3. Themes and activities must encourage the development of language across subject areas.
4. Students learn when themes and activities are relevant and interesting to them.
5. Reading, writing, listening, speaking, viewing and representing, as well the discrete elements involved, such as grammar, pronunciation and vocabulary, are interconnected and will develop in meaningful contexts.
6. Adolescents can benefit from direct attention to language form. This should be in the context of meaningful communication and be appropriate to the student's developmental stage.
7. To address diverse needs, instruction must be differentiated; activities and resources are chosen to build on each student's current knowledge and language abilities.
8. All students need to experience success.
9. All students need to be respected and have value placed on their experiences, opinions, knowledge, cultural background and skills, including bilingualism.
10. All education aims to develop analytical thinking, critical thinking and problem solving skills.

Initial Assessment and Placement

An initial ESL assessment need not be a lengthy process. From an initial interview it often becomes readily apparent that a student would benefit from ESL placement. Government Assisted Refugees, many of whom have limited or no prior schooling, will need a more thorough assessment to determine if they should be placed in *ESL 1205* or *ESL Foundation.* See *Initial Assessment and Placement* in the *ESL Foundation* curriculum guide, and *Initial Assessment* in the provincial document *Meeting the Needs of Students from Diverse Cultures: A Handbook for Administrators*.

Stages 1 - 2 ESL students should be placed in either *ESL 1205* or *ESL Foundation.* See *Benchmarks for ESL Development Stages* in Section 7 of this guide. *Appendix 1: Language Reference Chart for ESL 1205* may also be helpful in determining placement.

ESL 1205 is normally offered to students in their first or second year in Canada. At the time of entry to *ESL 1205* the learner has normally received limited or no instruction in English. All *ESL 1205* students will have at least a transitional level of literacy (high primary level) in English or a language other than English.

Students who have completed *ESL Foundation* may be placed in *ESL 1205.*

Section 2: Curriculum Outcomes

Essential Graduation Learnings

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

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

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

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

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

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

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

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

General Curriculum Outcomes

The general curriculum outcomes for *ESL 1205* are consistent with the framework provided by the document *Foundation for the Atlantic Canada Language Arts Curriculum.*

Speaking and Listening

Students will be expected to

1. Speak and listen, to explore, extend, clarify and reflect on their thoughts, ideas, feelings and experiences.
2. Communicate information and ideas effectively and clearly, and to respond personally and critically.
3. Interact with sensitivity and respect, considering the situation, audience and purpose.

Reading and Viewing

Students will be expected to

4. Select, read and view with understanding a range of literature, information, media and visual arts.
5. Interpret, select and combine information using a variety of strategies, resources and technologies.
6. Respond personally to a range of texts.
7. Respond critically to a range of texts, applying their understanding of language, form and genre.

Writing and Other Ways of Representing

Students will be expected to

8. Use writing and other forms of representation to explore, clarify and reflect on their thoughts, feelings, experiences and learning and to use their imagination.
9. Create texts collaboratively and independently, using a variety of forms for a range of audiences.
10. Use a range of strategies to develop effective writing and media products and to enhance their clarity, precision and effectiveness.

Specific Curriculum Outcomes

The specific curriculum outcomes for *ESL 1205* identify what students are expected to know and be able to do upon completion of the course. These are the foundation of the course.

The outcomes are not meant as a course outline or chronological course description. Teachers will use discretion and rely on their knowledge of language acquisition in determining when to consider specific outcomes throughout the course.

Units and lessons should be thematic with instructional practices designed to provide a variety of opportunities for students to achieve the outcomes over time. A single lesson or activity may address several outcomes. The three strands, Speaking and Listening, Reading and Viewing, and Writing and Other Ways of Representing, should be interwoven.

The Four Column Spread

General Curriculum Outcomes (GCO) are found at the top of each two-page spread.

The first column lists the Specific Curriculum Outcomes (SCO) which support the GCO.

The second column contains performance indicators and learning strategies to support the outcome. Neither the performance indicators nor the strategies are exhaustive lists. There may be other ways that a student can indicate achievement of an outcome. Moreover, students should be involved in discussing and contributing to successful learning strategies.

The third column provides suggestions for classroom activities and interactions. Formative assessment is ongoing through classroom activities.

The final column presents additional notes to the teacher in relationship to the SCO.

Listening and Speaking

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

Specific Outcomes	Focus for Teaching and Learning
1.1 Initiate and sustain simple day-to-day conversation: • ask about and tell feelings • express needs • ask about and express opinions with support • ask about and retell personal events/actions • tell future plans • extend an invitation	Throughout the course, students should have many opportunities to develop speaking skills. Speaking is used to communicate ideas and to interact with others. Speaking contributes to clarifying, extending or deepening understanding. Cooperative learning and interactive activities set the stage for the student to develop skills in a risk-free environment. ***Performance Indicators*** The student: • initiates and sustains conversation on a personal topic for several minutes. • uses basic vocabulary, structures and pronunciation necessary to be clearly understood in conversation and discussion. • talks about feelings and emotions. • expresses and supports opinions, likes and dislikes. • expresses needs clearly. • expresses opinions clearly on a variety of personal and academic topics. • asks questions to initiate and extend conversation. • relates past events chronologically. • tells future plans. • extends an invitation. At this level, the message should be clear if not always grammatically correct. ***It is important that student have support from teachers to develop strategies for:*** • **Building day-to-day conversation skills:** initiate conversations; use greetings and routine openers; ask and respond to questions; listen closely to respond appropriately; model native speakers; make eye contact with audience; rehearse conversation starters; rehearse speaking on topics of interested; ask for repetition or clarification.* * Be cautious in insisting on some strategies, such as making eye-contact, direct questioning or initiating conversation with a superior, modeling native speakers, etc. Strategies used by a student must be culturally acceptable to the student.

Suggestions for Learning and Assessment

Activation
- Brainstorm ways to improve conversation skills.
- Brainstorm conversation starters.
- Brainstorm what makes a good oral presentation (eye contact, clear speech, pacing, etc.).

Connection
- Use shared reading to introduce vocabulary and structures.
- Use small groups or partners often, to maximize interaction and speaking time.
- Have simple, natural conversations with students.
- Read stories that include simple conversations.
- Have students role play approaching native speakers for conversation.
- Use shared writing to create a conversation. Students role play the conversation.
- Have partners create a conversation and role play.
- Guide small group sharing of experiences and reflections by providing key questions or tasks.
- Use journal writing as a springboard or rehearsal for conversation.
- Have students choose a question from a hat and answer it, e.g., Who is your favourite singer? Why? Students may create the questions.
- Have students present on personal or reflective topics and evaluate peer presentations.
- Use activities such as "Find someone who" and surveys that ask questions re feelings, opinions, experiences and plans.
- Have students listen to and discuss a segment of video in which characters have simple conversations, express feelings, opinions, etc.
- Pair students with Native English Speaker (NES) schoolmates. The NES transcribes as the ESL student tells a personal story or reflection. The passages can be used for further reading, presentations, process writing, etc.
- Assign homework whereby students have to converse with native speakers.

Consolidation
- Pair students with English L1 students for five minute conversations/ interviews; change partners and repeat. (A social studies class may be interested in cooperating.) Both students should have prepared questions.
- Have students do mini-presentations on past experiences and future plans.

Resources and Notes

See Appendices 1, 2, 3, 4, and 5.

Students should be encouraged to use strategies to practise conversation skills outside class, e.g., join extracurricular activities, find opportunities to practise conversation with school mates and teachers.

To assist students with everyday speech, create a word wall and sentence wall. Gradually add new words, simple sentences and question forms as they are learned. Words may be categorized. Make replacements as students demonstrate that they no longer need a particular reminder.

Help reduce affective factors that interfere with conversation (e.g., lack of confidence, concern about correctness) through encouragement, positive feedback and a supportive environment.

For paired activities with NES schoolmates, remind all students to speak slowly and clearly and to use plain language.

Listening and Speaking

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

Specific Outcomes	Focus for Teaching and Learning
1.2 Listen for main ideas and details of discourse about feelings, opinions and experiences: • day-to day conversation • oral presentation • video with audio • telephone conversation • poems, songs and stories 1.3 Ask questions to acquire, interpret and clarify ideas and information.	Students develop receptive language through listening. They need extensive comprehensible input and opportunities to interact with meaningful oral text. Required response or listening for a purpose focuses listening and motivates the listener. Students need opportunities to listen, pose questions and listen again to clarify and extend understanding. ***Performance Indicators*** The student • retells main ideas of a short presentation or simple video/audio clip on personal experience, opinions and feelings. • asks appropriate questions in response to conversation, discussion and presentations. • makes appropriate comments in response to conversation and discussion regarding thoughts, ideas, feelings and experiences. • understands *wh* and *yes/no* questions regarding thoughts, ideas, feelings and personal experiences. • produces comprehensible *wh* and *yes/no* questions regarding thoughts, ideas, feelings and personal experiences. ***It is important that students have support from teachers to develop strategies for:*** • **Listening to longer texts:** don't try to translate; accept that you may not understand everything; keep pace with the speaker; make jot notes. • **Listening for main ideas:** listen for opening statements, key words; detect tone of voice. • **Listening for details:** use background knowledge and context clues, e.g., situation, gestures, facial expressions, visuals; ask for clarification; rephrase and ask for confirmation; listen to recorded audio several times. • **Independent Listening:** search for videos online, e.g., interviews with favourite stars, NFB shorts and animations, children's stories read aloud, songs with simple lyrics, academic subject area explanations.

Suggestions for Learning and Assessment

Activation
- Brainstorm the characteristics of a good listener.
- Brainstorm and develop ways to respond politely, agreeing and disagreeing.
- Brainstorm a list of words to describe tone or feeling of a speaker (serious, happy, excited, sad, etc.)
- Brainstorm a list of gestures or body language associated with the speaker's intent or tone.

Connection
- Use Total Physical Response; students listen and respond physically following the instructions given, acting out a story or miming actions described.
- Have students create posters, such as *The Rules of Listening*, *Ways to Ask for Clarification, Ways to Keep the Conversation Going,* etc.
- Assign a purpose, task or questions for listening.
- Have students role play phone conversations.
- Have students conduct interviews, playing the roles of interviewer and famous person or expert.
- Have students complete a summary or answer questions based on a classmate's presentation.
- Have students listen to an audio recording. First, they listen for gist. Explore difficult/new words and have students listen again for details.
- Have students listen for gist, create their own questions and listen again for answers.
- Have students listen with their eyes closed. Discuss the effectiveness of this strategy and in which situations it might be helpful.
- Teach and model how to take jot notes or to make note of key words (See Appendix 8).
- Read and/or have students read stories and poems aloud to classmates. Students listen for a purpose and to make personal connections.
- Have students listen to a song. Using shared writing, record personal responses and connections.

Consolidation
- Have an authentic phone conversation with each student, chatting about activities and opinions.
- Have students take jot notes during presentations.
- Invite a guest speaker to present on experiences students can relate to. Have students take part in a Q & A session after the presentation.
- Have students listen to a story, song or poem and give a personal response, making connections to personal experience.

Notes

See Appendices 1, 6, 9 and 13.

Suggestion for quick assessment:
Poll students by posing a question or simple writing task and have all students write the response on a small/individual white board and hold it up for the teacher to see. (Blank sheets of paper can be used.)

Many prepared listening activities can be found online. Try an Internet search for *ESL Listening.*

The National Film Board (http://www.nfb.ca/) has various shorts and animations many of which are scripted in relatively simple language :

YouTube (www.youtube.com) has a wide range of videos online, including readings of children's picture books, such as *The Giving Tree* and *Mufaro's Beautiful Daughters.*

TED (http://www.ted.com) has a wide range of educational video.

Note: Some websites work better on one browser than another.

Listening and Speaking

GCO 2.   Students will be expected to communicate information and ideas effectively and clearly, and to respond personally and critically.

Specific Outcomes	Focus for Teaching and Learning
2.1 Present basic personal information and ideas comprehensibly and accurately: • provide information in day-to-day conversation • express ideas in day-to-day conversation, explaining relationship between ideas (cause and effect, opinion and support, sequence) 2.2. Present academic information and ideas accurately: • provide information in academic discussion • give a short oral presentation on an academic topic. • express ideas in academic discussion, explaining relationship between ideas (cause and effect, opinion and support, sequence)	Students need to be able to present information precisely, using accurate vocabulary, cohesion and coherency. Students will begin by relating personal, family and school information and work toward presentation and discussion of academic topics linked to the prescribed curriculum. ***Performance Indicators*** The student • takes part in day-to day conversation. • takes part in class discussion. • presents academic information accurately. • explains causes and effects. • retells events and stories in chronological order. • expresses and supports opinions clearly. • speaks with comprehensible pronunciation. • uses appropriate vocabulary and sentence structure for purpose (See Appendix 1). ***It is important that students have support from teachers to develop strategies for:*** • **Clear presentation of ideas:** speak slowly; monitor speech slightly; make referents clear; plan and rehearse; use gestures; use logical order; repeat main idea. • **Vocabulary building:** recycle the language of a text when summarizing or retelling information; recycle the language of the question when responding.

Suggestions for Learning and Assessment	Notes
Activation • Brainstorm a list of personal information questions and pair students for mock interviews. • Brainstorm a list of questions to elicit cause and effect answers (e.g., Why is the sky blue?) and have mock interviews. **Connections** • Have students watch a mime or video without the sound; students describe or retell the action. • Have students make a sentence wall with past tense verbs, describing common actions. • Have students bring in songs of different genres and express opinions, preferences. • Have students create criteria for a "good" song. Students can use the criteria to rate popular songs. • Have students reflect and give opinions on a short story, movie, simple poem, etc. • During mini oral presentations, have students explain words that they believe the audience may not understand. • Have students pick a word-picture card out of a hat and describe the object without saying the word, e.g., a cup. Classmates guess the object. • Play games involving question formation and answering, e.g., Twenty Questions, Jeopardy, Find Someone Who. • Play information gap or barrier games. • Have students pick an event or effect from a hat, e.g., house fire, smiling old lady. Using the imagination, students explain the cause and elaborate on the effect. • Have students, in pairs, read different articles or stories and retell. The partner listens and writes a brief retelling. **Consolidation** • Have students present on an information topic of their choice, e.g., favourite singer, sports, country of origin. • Follow up presentations with a Q & A session and critique. • Have students present on academic topics. Follow with Q & A and discussion. • Have students evaluate peer presentations. • Have students prepare an introduction and questions for an interview with a person in the community. Students carry out and report on the interview.	See Appendices 1, 3 and 4. There are many ideas for *information gap* or *barrier games* online. Students need time to acquire the sounds of English. Pronunciation should only be addressed after the student has been immersed in English and speaking English for an extended period (6-12 months). In *ESL 1205*, pronunciation should be addressed on an individual basis and only when it interferes with communication or is cause for embarrassment.

Listening and Speaking
GCO 2.   Students will be expected to communicate information and ideas effectively and clearly, and to respond personally and critically.

Specific Outcomes	Focus for Teaching and Learning
2.3 Listen and respond critically to information and ideas: • demonstrate understanding of main ideas and factual details • use strategies to clarify and confirm information • participate effectively in group discussion • respond, showing understanding of purpose • respond critically • question conversation partners and/or presenters • respond personally, making personal connections and indicating preferences, agreement or disagreement	Students need to listen carefully to information and develop strategies for listening. They will begin with day-to-day conversational listening, following simply instructions and responding to simple factual information and questions. As students gain skills, listening to more complex and academic discussions and mini-lectures is required. For *ESL 1205* teachers should modify their speech, including simplification of language structures, rate of speech and enunciation. ***Performance Indicators*** The student • asks questions relevant to topic. • relates main ideas and factual details after listening. • responds and makes personal connections to a topic. • expresses opinions about the topic presented. • expresses consequences of actions, cause and effect. • responds critically, e.g., comments on effectiveness of oral presentation. • expresses alternatives. • uses comprehensible, basic sentence structure and vocabulary (See Appendix 1). ***It is important that students have support from teachers to develop strategies for:*** • **Listening for main ideas:** note opening statements; listen for key words, repeated ideas; note tone of voice. • **Understanding details:** ask for clarification; listen for key words, sequence words, connectors and intonation; use background knowledge. • **Academic discussion:** make jot notes; jot down and ask questions; ask for clarification; listen attentively. • **Retaining language and information:** use jot notes, graphic representations and quick summary writing.

Suggestions for Learning and Assessment	Notes
Activation • Brainstorm a list of questions that can be used to clarify or extend information following a presentation. • Brainstorm a list of strategies or ways to help understand a person's main point when listening. **Connection** • Have students make posters displaying language structures used to ask for clarification, show agreement or disagreement, etc. • Have students watch a news clip or video several times, noting keywords. Review keywords and have students retell information to a partner. • Have students read a text closely to build background information and vocabulary before listening. • Have students listen to a mini-lecture or video with eyes closed and then discuss. • Discuss the difference between fact and opinion. Have students practise distinguishing. They may watch/listen to segments of video and find examples of both. • Guide students in cooperative group work structures to enable discussion and critical response. • Have students listen to a read-aloud and identify characters, setting, conflict/problem and resolution. Use a graphic organizer. • Have students watch a short documentary and give a personal response. **Consolidation** • Have students watch a segment of video and discuss, retell or report. • Have students create and present a timeline of a story's main events in chronological order after listening. • Have students listen to a documentary or news item and respond critically (e.g., Do you think it is true? Do you agree with the point of view? Was the reporter convincing?). • Have students listen to a short presentation that combines factual information and contemporary issues, e.g., environmental destruction, teen smoking. Follow up with questions to check and consolidate comprehension as well as questions to stimulate whole class or small group discussion. • Present a mini-lecture. Students copy notes or diagrams. Follow up with retelling, Q and A and/or discussion.	See Appendices 1, 2, 5, 6 and 9. Students develop listening skills in a non-threatening atmosphere. Students should be encouraged to listen for global meaning and not feel pressured to understand every word or try to translate word for word while listening. Encourage students to use their background knowledge to make sense of what they hear. Students should be encouraged to build their listening skills through internet sites. There are numerous opportunities for listening, including those specifically aimed at beginner ESL students, text to speech conversion sites, kids news sites, etc.

Listening and Speaking

GCO 3.   Students will be expected to interact with sensitivity and respect, considering the situation, audience and purpose.

Specific Outcomes	*Focus for Teaching and Learning*
3.1 Listen to speech and make inferences about: • main message • speaker's purpose • speaker's frame of mind	Different cultures have different conventions regarding respectful behaviour and language. Students need to be aware of Canadian norms of respectful language and behaviour. Students benefit from instruction and reminders about English structures and vocabulary associated with respectful language. ***Performance Indicators*** The student • speaks to both authority figures and peers using appropriate level of formality. • clearly indicates purpose when speaking, through words, body language and intonation. • asks and answers simple questions appropriately, seeking clarification when necessary. • understands the speaker's purpose, paying attention to language, tone and body language. ***It is important that students have support from teachers to develop strategies for:*** • **Respectful communication:** ask a person how he/she would like to be addressed; monitor volume and intonation of your speech; take cues from the interlocutor about posture and personal space; be a good listener—allow others to have a speaking turn.
3.2 Demonstrate knowledge of how to respond with sensitivity and respect: • use of polite terms • use of respectable tone • use of formal and informal speech as appropriate	

Suggestions for Learning and Assessment	Notes
Activation	See Appendices 2 and 5.
• Brainstorm expressions used to show respect and courtesy in situations of varying formality.	Model and remind students of respectful discourse.
• Discuss appropriate greetings for different situations.	All cultures have underlying beliefs about lifestyles, gender roles, relationships, social status, racial groups and religious values. Moreover, different cultures have different expectations regarding school.
• Discuss cultural differences re personal questions.	
Connection	
• Create a word wall with informal/slang expressions –vs– formal expressions.	
• Analyse and contrast segments of narratives and/or movie clips, dialogues between characters in different roles. Focus on use of formal, informal vocabulary, colloquialisms, slang, sentence length and structure, pace of speech, body language, character's frame of mind, etc.	Students pick up a great deal of informal language from peers and popular culture. They often unintentionally use expressions inappropriately.
• Present segments of dialogue and ask students to identify the relationship between speakers. Ask students to explain their decisions.	Teachers need to support students as they learn about behavioural and language expectations in Canadian schools and Canadian society.
• Introduce informal expressions and idioms from stories and movie clips. Have students watch and listen for the expression. Students can work in pairs to write dialogues using expressions learned.	Students also need to be aware of Canadian norms regarding eye-contact, posture, personal space, volume and intonation in conversation.
• Note and discuss the appropriate use of expressions students use or hear. Have students note new expressions that they hear and bring them to class for an explanation and discussion.	
• Have students draw stick figures and fill in speech balloons. Change the relationship of the characters and have students rewrite their speech balloons.	An internet search for *Improvisational Drama* or *Improv Theatre* will provide innumerable examples of improv games and activities.
• Role-play dialogue between characters in similar and different roles. Discuss tone, language, vocabulary, posture.	
• Use improvisational drama to develop formal and informal interactions.	
• Read fiction and non-fiction, discuss attitude of respect for people regardless of culture, age, lifestyle, gender, etc.	
• Role-play job interviews.	
Consolidation	
• Observe students in various contexts and address issues as needed.	

Reading and Viewing

GCO 4.   Students will be expected to select, read and view with understanding a range of literature, information, media and visual arts.

Specific Outcomes	Focus for Teaching and Learning
4.1 Use knowledge of texts to determine meaning: • identify genre • identify features of different genres • tell how different features contribute to constructing meaning 4.2 Demonstrate knowledge of reading strategies to construct meaning. 4.3 Read, with understanding, a variety of texts: • social studies texts • science texts • short stories • short novels • academic questions and instruction • informal messages • schedules • school related notices • media texts and advertising aimed at teens	Students should be prepared for real life reading and reading across the curriculum. Reading is a key for expanding vocabulary and language usage. Reading is crucial to school success. Students need reading strategies and extensive, reading practice. ***Performance Indicators*** The student • distinguishes between fiction and non-fiction. • identifies features of various text types. • reads fiction with standard language structures at a high beginner ESL level.[1] • reads information texts at a high beginner ESL level. • identifies main idea and supporting details. • understands simple questions and instructions related to texts and academic tasks. • makes connections between texts and personal experience. • supports answers and opinions with details from the text. ***It is important that students have support from teachers to develop strategies for:*** • **Reading for main ideas and details:** skim; scan; predict; visualize; map; re-read, summarize. • **Vocabulary comprehension:** use context, cognates and word attack skills; recognise affixes; use Internet image searches; use a dictionary and software tools. • **Vocabulary building:** read, read, read; re-read; highlight new words; guess meaning in context; recycle new words in discussion and writing; make personal word lists with personally meaningful sentences. • **Sentence analysis for comprehension:** identify referents; identify parts of speech, transitional words, connectors and verb tenses; locate main clause in complex sentences. • **Understanding questions and instructions**: focus on terms used in academic questions and instructions as they arise, e.g., explain, describe, illustrate.

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[1] See Appendix 1 for further explanation of language expectation for *ESL 1205*.

Suggestions for Learning and Assessment

Activation
- Survey students about reading: Who enjoys reading? What types of reading are necessary in life? What sorts of texts are easy/difficult to read? How can we improve our reading? etc.
- Brainstorm and have students make posters of ways to improve reading skills.

Connection
- Provide texts that are engaging for teens.
- Have students read, read, read!
 - Shared Reading   - Guided Reading
 - Silent Reading   -Take-Home Reading
 - Literature Circles   - Buddy Reading
- Teach reading and vocabulary strategies.
- Teach the meta-language needed to discuss strategies (parts of speech, features of text, etc.).
- Use a KWL chart.
- Use guided reading to teach strategies, assess and develop comprehension.
- Provide graphic organizers for mapping texts.
- Provide many opportunities for summarizing.
- Assign tasks and purposes for reading.
- Have students keep a reading response journal, reflecting on texts, recycling language, etc.
- Have students, in pairs, read a text aloud, taking turns summarizing paragraphs orally.
- Have students quiz each other on texts.
- Have students read a text in pairs and support each other in understanding details.
- Have students find extra information on details, websites, people, etc. referred to in texts.
- Have students explore and explain challenging structures or vocabulary.
- Have students, in pairs, discuss/explain graphics.
- Have students explore texts for connections between form and meaning, e.g., explore to determine time frame, sequence of events, referents, connections between ideas.
- Have each group of students read a different story and act out or retell the information. From a list of headlines/titles, others guess the headline/title.

Consolidation
- Provide ample opportunities for students to take part in literature circles, silent reading, buddy reading and other meaningful reading activities.
- Provide ample opportunities for students to respond to texts.

Notes

See Appendices 2, 6, 7, 8, 9, 10 and 11. *Cross Curricular Reading Tools,* CAMET, provides reading strategies.

KWL Chart

What I **know**	What I **want** to know	What I **learned**

Novel Study

ESL 1205 students are expected to complete at least one novel study. Novels are selected to appeal to the students' interests and to be at an appropriate reading level. Students should have a choice; several novels may be provided with students working in small groups. The novel study will include activation activities, during reading activities, follow up and extension activities. Study guides should be provided.

For some students an independent novel study may be appropriate.

There are often study guides and lesson plans available online for popular young adult novels.

Dictionaries
http://www.rong-chang.com/kids.htm
http://www.enchantedlearning.com/Dictionary.html
http://www.wordsmyth.net/
http://www.pdictionary.com/search.php
http://nws.merriam-webster.com/opendictionary/

Reading and Viewing

GCO 5. Students will be expected to interpret, select and combine information using a variety of strategies, resources and technologies.

Specific Outcomes	Focus for Teaching and Learning
5.1 Carry out research projects with guidance: • decide on topic of interest • list several initial research questions • use at least 2 sources for research • locate relevant information • write questions for an interview • take notes from oral text (interview) • take notes from print text • plan for and produce a product for presentation	For success in the content areas, students need research skills. They need to develop research questions, select appropriate texts, locate information and consolidate information. Students need to know their own reading level to select print texts. They also need to know how to use print and non-print texts, visuals and interviews to gain information. ***Performance Indicators*** The student • incorporates information from at least two secondary sources. • takes notes effectively from print. • takes notes effectively from an oral interview. • demonstrates understanding of the sources and ability to select information relevant to the topic. • presents a final product (poster, report, display, presentation, etc.) that is clearly organized. • presents a final product that answers the initial research question(s). ***It is important that students have support from teachers to develop strategies for:*** • **Developing research questions:** brainstorm topics of interest and related questions; read or view a text and think about what else you would like to know. • **Selecting texts:** brainstorm possible sources with a partner; locate possible sources and scan to find specific information; determine readability; have a limited number of sources. • **Note-taking:** focus on key words and ideas; focus on information that addresses the research question. • **Deciding on final format:** consider audience, purpose and context. • **Planning organization:** outline; use note cards that can be ordered; organize results by a) theme, b) chronological order, c) spatial order, e.g., report on a place/building, d) importance, e) cause-effect, f) main idea → supporting details, g) problem-solution.

Suggestions for Learning and Assessment	Notes
Activation • Brainstorm a list of possible topics for research. • Brainstorm questions - things that students would like to investigate. • Brainstorm sources of information applicable to different research questions. • Discuss what make a source more or less reliable. Ask probing questions: Is everything in the newspaper true? Is everything on the internet true? **Connection** • Have students carry out research using information from several sources. Students will need guidance in selecting sources. Sources can include various text types, graphics and oral interviews. • Have students give a short oral presentation, answering a practical research question that interests them (e.g., Which bus routes go to the library? How do I apply for a job at Sobeys?). • Help students become aware of their own reading level by reading the first 100 words of a passage and underlining the words they don't know. More than 5 words (5%) is likely too difficult. • Model and have students practise note-taking from print and speech. • Demonstrate how to organize notes to answer a research question or report information. Graphic organizers may be helpful. • Guide students in writing questions for an interview. • Have students record an interview, listen back and take notes of key ideas. Students may also transcribe short answers verbatim. • Have students prepare questions and interview a partner. Students take note of answers. • Have students explore and critique exemplars of research products. • Guide students through the writing process as they prepare final products. (See GCO 10). • Allow flexibility in how students present their research. **Consolidation** • Students present or publish final products as the result of their research.	See Appendices 6 and 9. **Note-taking** To encourage comprehension and avoid plagiarism, student should practise taking sparse notes, rather than copying complete clauses or full sentences from the source. • Shorthand and graphic symbols should be encouraged. • Notes can be taken in the form of a graphic organizer. • The final research product should be composed from the notes. Presentation formats may include, for example: • Report • Essay • Narrative • Poster • Oral presentation • Blog entry • PowerPoint presentation • Digital story • Drama or re-enactment

Reading and Viewing
GCO 6.   Students will be expected to respond personally to a range of texts.

Specific Outcomes	Focus for Teaching and Learning
6.1 Formulate and express ideas in a comprehensible manner to respond personally to texts: • give and support opinions, likes and dislikes • relate text to personal experience and/or background knowledge	Responding personally allows students to connect to texts. Students engage with texts when they draw on their own experiences, opinions and preferences in responding. To respond personally student may glean a message or theme from the text and use their experience to respond. Students may give an interpretation of a print text or visual or may review the content, expressing their personal reaction. Communicating personally meaningful connections enhances language growth. Responses may take many forms. In an ESL class, verbal responses, including a short essay, letter, editorial, rebuttal, commentary, poem, rap, rants, etc., extend and consolidate language skills. Blogs can open up responses to classmates for comment and debate. ***Performance Indicators*** The student • gives a short oral presentation on personal response to a print text or visual. • responds to print text indicating understanding of the text, including main ideas and messages. • responds to print text incorporating the language and vocabulary of the text appropriately. • identifies and clearly presents likes and dislikes and how they relate to personal experience and/or knowledge. • uses a range of vocabulary and language structures in response to text (See Appendix 1). ***It is important that students have support from teachers to develop strategies for:*** • **Enhancing reading comprehension:** make text-to-self, text-to-world and text-to-text connections. • **Responding personally to text:** Compare the message to your own experiences; look at different aspects of the text, e.g., colours, main idea, characters, and consider them separately; think of reasons for your opinions, from your own experience or background knowledge.

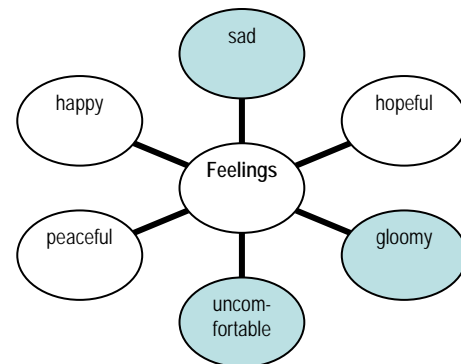| Suggestions for Learning and Assessment	Notes
Activation • Help students use background knowledge to brainstorm predictions about a topic or text. • Review some texts previously read and survey students about opinions and preferences. **Connection** • Encourage students to relay personal experiences linked to those in the text. • Have students view visuals and brainstorm a list of words to describe each (e.g., *colourful, dark, exciting, boring*). Students may choose words from a list provided. • Have students view visuals and, using shared writing, compile a list of one sentence personal responses e.g.*, The picture makes me feel hopeful because of the sunshine.* • Have students write short texts of their own choosing. Classmates listen to the text read aloud and give a short personal response. • Brainstorm and have students create a wall of phrases commonly used in personal response, e.g., That reminds me of…, That's interesting because… • Read a story, song lyrics, poem, advertisement, etc.; using shared writing, compile a list of one sentence personal responses, e.g., It is fun because …. I like it because … • Have students keep a personal response journal. • Use picture books for literature circles. Students respond personally to text and illustrations. • Have students draw a picture in response to a print text. They explain their picture. • Have groups read different newspaper articles and retell. Compare and contrast, discussing which articles were most interesting and why. • Have students create blogs to exchange ideas and comments about texts. • Have students write an advice column: write letters and exchange for response. • Have students read horoscopes and discuss whether they agree or disagree. **Consolidation** • Students take part in literature circles, expressing opinions about the text by relating the text to personal experience. • Students review a text and present a personal response.	See Appendix 11. Students will need language to discuss literature and visual art (e.g., literary terms, such as character, setting, theme, tone; descriptive adjectives; layout terms, such as foreground, background, right, left, caption, photo, illustration, graph, etc.) Use word webs to generate vocabulary. happy sad hopeful peaceful Feelings gloomy uncomfortable Provide guiding questions and tasks for literature circles, with both language and content outcomes. Use an online quiz site, such as http://quizstar.4teachers.org/ or http://www.edmodo.com/, to create and assign quizzes for comprehension and vocabulary check. Students can do these online for homework. Quizzes can be automatically scored. Students are motivated by use of technology and it frees up class time for discussion and response to texts.

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Reading and Viewing
GCO 7.   Students will be expected to respond critically to a range of texts, applying their understanding of language, form and genre.

Specific Outcomes	Focus for Teaching and Learning
7.1 Recognize that texts are constructed for a particular purpose: • identify author's purpose • identify audience	Developing the language and thinking skills to respond critically is crucial to all education in our society. Students need to analyze texts critically, form opinions and to express those opinions. These skills prepare students for further studies in language arts and for responsible citizenship.
7.2 Recognize that texts are constructed from a particular perspective: • identify author's message(s) • identify bias, stereotypes, portrayals of people, cultures, etc.	In critical response a student looks for the messages, issues and assumptions of the author and critiques whether they are valid, fair and justified. Students must support their responses with reasoned argument. Comprehension entails understanding purpose of texts, text features, explicit messages and implied messages.
7.3 Recognize how text features contribute to the overall purpose and effectiveness of the text: • titles and subtitles • graphics, captions and illustrations • organization • print features (e.g., bold print) • table of contents, glossary, index • vocabulary choices	ESL students bring unique perspectives and can enrich the school on issues around cross cultural understanding, stereotyping and culturally biased messages. ***Performance Indicators*** The student • identifies the purpose of texts of several genres. • engages in critical discussion of fiction and non-fiction texts, e.g., Is the main point clear? How does the author make the main point clear? Are the graphics helpful? • identifies words, phrases and images that indicate bias, stereotyping and other assumptions in text. • identifies the purpose of several features of text and comments critically on their effectiveness in supporting the purpose of the text, e.g., Does the first sentence of a story grab the reader? Does the picture make you want to buy the product? • writes or presents a critical response orally, clearly stating an opinion (thesis statement) and supporting it with evidence from the text. ***It is important that students have support from teachers to develop strategies for:*** **Responding critically to text:** preview the text for organization and main ideas; identifying audience and purpose; consider whether the author has succeeded in the purpose; determine messages; consider clarity of message; consider author's personal views; compare and contrast the text to others of the same genre.

Suggestions for Learning and Assessment	Notes

Suggestions for Learning and Assessment

Activation
- Use authentic texts to explore different types of texts, their features and purposes, e.g., textbooks, ads, information texts, email messages, notices.
- View a range of texts and brainstorm a list of common audiences, e.g., children, teens, women, sports fans.
- Brainstorm a list of reasons authors create texts, e.g., persuade, give information, entertain.

Connection
- Have students identify audience and purpose of texts and compare ideas with classmates. Discuss how effectively the author has fulfilled the purpose or convinced the reader.
- Have students make posters explaining some of the vocabulary related to critical analysis, e.g., message, purpose, audience, stereotype.
- Read a picture book aloud and discuss the effectiveness of the illustrations – message portrayed, emotions elicited, effectiveness in supporting the story, etc. Brainstorm a list of helpful adjectives and sentence exemplars for response.
- Model and have students practise distinguishing fact from author's opinion.
- Have students, in pairs, read or view and identify examples of bias or stereotyping.
- Have small groups read or view and try to reach consensus on the message(s) in a text.
- Follow up group discussion with writing critical responses in response journals.
- Have students work in pairs to identify interesting vocabulary. Aid students in understanding the impact of some very evocative language.
- Provide a checklist or survey for critical review of a print text or visual, e.g.:

	NO		YES
attractive	☹	😐	☺
good font size	☹	😐	☺
clear message	☹	😐	☺
fair message	☹	😐	☺

Discuss answers.

Consolidation
- Students write, or present orally, a critical response to a text, considering the purpose and effectiveness, the strengths, weakness of the text, etc.

Notes

See Appendix 11.

Students will need to develop
- vocabulary to discuss narratives (literary and technical terms).
- technical terms related to information texts (e.g., chart, table, caption, graph, subtitle, margin, glossary, table of contents).
- language to discuss text features (layout, graphic, picture, photo, diagram, illustration, font, busy, clear, confusing, effective, ineffective, etc.).
- adjectives to describe emotional response, illustrations, graphics, etc.

Writing and Other Ways of Representing

GCO 8.   Students will be expected to use writing and other forms of representation to explore, clarify and reflect on their thoughts, feelings, experiences and learning; and to use their imagination.

Specific Outcomes	Focus for Teaching and Learning
8.1 Write confidently and fluently to explore and express personal feelings and reflections: • relay personal events with reflection • express and support an opinion • express personal concerns • identify problems and explore solutions • reflect on learning and personal styles of learning	Expressive writing is both a means of communicating ideas and a way to generate ideas. Students should be encouraged to write their ideas freely and use writing as a means of reflection and extension of understanding. *Performance Indicators* The student • retells personal events in writing. • writes to express concerns. • expresses an opinion in writing and supports the opinion. • uses language to problem solve. • reflects on learning through writing. • writes a short passage (100+ words) on a personal/expressive topic. • writes comprehensible passages, if not grammatically correct. • uses strategies to formulate writing ideas. • sounds out words for phonetically accurate spelling. ***It is important that students have support from teachers to develop strategies for:*** • **Vocabulary building for expressive writing:** interact with English speaking peers; read popular song lyrics while listening; watch television; discuss feelings and experiences; explore vocabulary in stories and recycle in your own writing. • **Coming up with ideas:** make text to self, text-to-text and text to world connections; use prompts, discussion, questioning, summarizing; reflect on personal experiences and observations; summarize and reflect on learning experiences. • **Spelling:** sound out words; break words into syllables; notice patterns in spelling (e.g., we never use "ao" but often "oa"; focus on word families: *light, night, sight,* etc.); study difficult words and pronounce them phonetically to help spelling, (e.g., con·gra**t**·u·la·tions); use spell check (cautiously); do an Internet search using your best guess to find correct spelling; keep a list of words that cause difficulty; come up with memory tricks (e.g., *their* starts with *the*; notice small words in big words, *all* in *parallel, dance* in *attendance*); use a dictionary when editing.

Suggestions for Learning and Assessment	Notes
Activation • Brainstorm a list of reasons for writing our personal feelings and ideas. • Have students brainstorm a list of personal topics, ideas, information they would like to tell the world about, e.g., me, my life, my opinion about…. **Connection** • Have students write, write, write! • Use brainstorming and group discussion to generate ideas and make a vocabulary web. • Create word walls of common verbs, past tense irregular forms, emotions, expressions, etc. that are often used in expressive writing. • Have students write response journals and/or daily dialogue journals to reflect on life, learning and texts. • Have students record themselves telling a personal story or reflection. Students then transcribe their voice. • Have students use technology to encourage writing and other ways of representing and bring products to the publishing stage, e.g., blogs, digital stories. • Have a writing fluency competition: Students write as much as they can in timed period, based on a prompt or starter. Points are given for number of legible words written in comprehensible sentences. • Have students exchange personal questions (e.g., What do you think about Justin Bieber? What do you do for fun?) and responses in writing. Set guidelines, e.g., number of words and time frame. • Challenge students to expand ideas. Start with a simple sentence (*I like movies*). Students add an adjective (*I like action movies*), an example (*such as …*), a reason, *etc.* • Use songs, rhymes and chants to develop phonemic awareness, pronunciation and spelling. • Build letter sound correlation for invented spelling. Encourage invented spelling in expressive writing. • Use differentiated mediation; individualize spelling support; focus on common words the student misspells in meaningful writing activities. **Consolidation** • Provide ample opportunities for students to express their ideas, experiences, feeling and opinions in writing.	See Appendix 7. Expressive writing, through journals, blogs and other media, give a voice to students. Uninhibited writing is a means of developing fluency in writing. Students write freely about what they think, know and feel. It is a place to develop ideas and try out language. The focus in expressive writing is on communicating ideas, regardless of accuracy in mechanics or conventions; students will build confidence by being assured that it's OK to make mistakes. Students may be encouraged to correct their own errors. Teacher error correction should be minimal and only apply to texts that will be published to ensure comprehensibility. Some spelling errors may be due to negative transfer from the L1. For example, *j* in Spanish sounds like an English *h* and *č* in Bosnian is very similar to *ch* in English. Through questioning the student, the teacher may discover some instances of negative transfer and correct these or help the student use this knowledge to his/her advantage. Through an internet search, the teacher may come up with some appropriate sites for teenagers, where teens can read about and respond to topical issues. http://www.fazeteen.com/ http://www.youthoutlook.org/news/ http://kids.nationalgeographic.com/kids/

Writing and Other Ways of Representing

GCO 9.   Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences.

Specific Outcomes	Focus for Teaching and Learning
9.1 Work collaboratively to create a text, considering form, audience and purpose: • multimedia product, poster or display • short drama (skit) • informational report and presentation/display 9.2 Give constructive feedback to peers on texts. 9.3 Review their own texts critically and constructively for purpose and appeal to audience. 9.4 Work independently to create transactional texts, considering audience and purpose: • descriptive writing • procedural text • invitation • persuasive letter or short essay • retelling/summary of a story • summary of a short informational text • compare and contrast piece 9.4 Work independently to produce poetic (creative) pieces, considering audience and purpose: • 1st person narrative • 3rd person narrative	Awareness of purpose and audience will determine genre and text features. Students should explore a variety of genres and have opportunities to create texts in these genres. Students gain from working collaboratively. They learn from each other and develop skills for team work. Teachers encourage a respectful and supportive environment. ***Performance Indicators*** The student • collaborates with peers, giving constructive feedback. • writes effective description. • presents information clearly in sequential order. • presents arguments logically. • writes passages to compare and contrast. • writes a 1st person narrative, fictional or nonfictional. • writes a 3rd person narrative, fictional or nonfictional. • demonstrates an understanding of formal–vs–informal language in texts. • demonstrates an awareness of audience and ways to appeal to a particular audience. • demonstrates an awareness of purpose and ways to achieve the purpose. • uses effective language structures (See Appendix 1). • uses effective vocabulary. ***It is important that students have support from teachers to develop strategies for:*** • **Writing in different genres:** explore and model organizational structures; explore and model language structures of different genres; practise writing for authentic purposes for different audiences, e.g., personal journal, notes to family members, notes to teacher, emails, blogs. • **Composition:** use the writing process; use graphic organizer in planning; work from jot-notes.

Suggestions for Learning and Assessment	Notes

Suggestions for Learning and Assessment

Activation
- Have students explore how features of texts are appropriate to the purpose and intended audience.
- Have students complete a table such as:

Feature of text	Purpose
glossary	Help students know word meanings
charts	Help organize the information to make it easy to understand.

Connection
- Use shared reading to explore vocabulary, grammar, language structures and text features.
- Model genres through shared writing.
- Guide students in team work such as group brainstorming, planning, segmenting tasks, collaborative revisions, respectful critique. Checklists may be helpful.
- Introduce summary writing by reading a story aloud or watching a video; students take notes and summarize.
- Model and have students practise note-taking from text for summary writing. (See GCO 5).
- Have students use graphic organizers, such as a Venn diagram for compare and contrast pre-writing.
- Have students write a persuasive letter from one story character to another.
- Demonstrate and practise writing sentences in a formal and informal way. (Come here! -vs- Would you come here for a moment, please.)
- Brainstorm things students would like to change in their lives but are restricted by authority. Students write a persuasive letter to the authority figure.
- Introduce the basic elements of a narrative and have students use graphics organizers for planning.
- Use prompts, such as keywords, pictures and opening statements, for writing and creative drama.
- Have students create multimedia products such as digital stories, blogs and PowerPoint presentations.
- Have students create two pieces on the same topic for different audiences (e.g., an invitation, a request).

Consolidation
- Give ample opportunity for students to create written pieces for various purposes.
- Encourage students to submit their work for publication in a school newsletter, online site for student publishing, bulletin board display, blog, etc.

Notes

See Appendices 1, 11.

When using blogs and other online social networking, ensure that all parent permissions have been given, according to the school protocol. Also, students will need guidance on appropriate use of the internet for safety and for respectful language.

Argumentative and persuasive writing may be new to some cultures. Moreover, in some cultures writing is organized such that the writer very gradually builds to the main point and/or the main point is subtly stated. Ensure students understand that English writers normally state their main point clearly at the beginning and each paragraph normally begins with a main point, a topic sentence. A concluding paragraph restates the main point or summarizes.

Students can write narratives with these basic elements:

- Character
- Setting
- Conflict or problem
- Rising action (plot)
- Resolution

Writing and Other Ways of Representing

GCO 10. Students will be expected to use a range of strategies to develop effective writing and media products and to enhance their clarity, precision and effectiveness.

Specific Outcomes	*Focus for Teaching and Learning*
10.1 Use the writing process to produce texts of various genres for publishing or presentation: • 1st person narrative • 3rd person narrative • expository piece to inform • expository piece to relay a sequence of events or process • descriptive piece • review of literature or visual art work • persuasive piece/letter • formal letter/email to make a request	The writing process is crucial to ESL students. The first focus is on communication of ideas. Later drafts address the six traits of writing. With supportive feedback, student writing gradually becomes more effective. Through revising and editing their own writing ESL students focus on their errors and make progress. With opportunities to publish, students gain confidence and interest in writing. *Performance Indicators* The student • writes texts of 200+ words. • uses simple and compound sentences. • after revision, produces comprehensible text. • after revisions, produces coherent texts. • uses basic vocabulary accurately as well as some more evocative vocabulary, e.g., big/enormous, nice/terrific. • self-edits for errors in grammar, spelling and punctuation (See Appendix 1). • uses correct spelling of common words. • recognizes and names parts of speech and verb tenses to enable discussion around editing. *It is important that students have support from teachers to develop strategies for:* • **Clarity, precision and effectiveness:** use the writing process; have a friend read your writing. • **Vocabulary expansion and effective use:** list some interesting or new words and expressions while reading; try out new words/expressions in writing; when revising, use a thesaurus to find alternate words you may know; trade words with a classmate; when revising, add some transition words, adjectives and adverbs; check out online vocabulary games and activities. • **Grammar Building Strategies:** write, write write; explore texts, analysing form; applying grammar points to personally meaningful texts; make note of grammar points in a personal grammar reference tool; try out grammar points in rehearsed speech; memorize one sample sentence of a particular structure and use it as a reference; make up silly songs and sentences with new structures; use grammar and spelling tools of word processing software; check out online grammar games and activities.

Suggestions for Learning and Assessment	Notes

Suggestions for Learning and Assessment

Activation
- Ensure students understand the 6 traits of writing.
- Brainstorm the steps in writing.
- Using student created passages, brainstorm:
  - transitional words or connectors for various purposes, e.g., chronological order, contrast, adding information, etc.
  - alternate, more colourful or more precise words for overused common words.
  - ways to expand by adding details.
  - ways to make the writing more interesting by adding adjectives, adverbs, figurative language, appeal to senses, etc.
- Survey students on their difficulties in writing.

Connection
- Guide students through the steps of the writing process (see p. 58).
- Have students do some drafting under a time restraint to encourage fluency in 1st drafts. Make a game of it.
- During revision, have students read their work aloud to themselves and/or to partners.
- Used shared reading to help students identify synonyms that they may apply to their writing to enhance word choice.
- During shared reading, draw attention to and explore sentence structures, grammar points, etc.
- Provide checklists for revising and editing.
- Use one-to-one conferencing to support revision and editing.
- Indicate errors that you believe the student is able to self-correct. Codes (*sp* =spelling) can be used.
- Model and have students practise spelling strategies.
- As students learn a new grammar structure, have them apply it to meaningful writing.
- Have students create and display posters that outline steps in the writing process, strategies, words that are commonly misspelled, troublesome grammar points, synonyms, etc.

Consolidation
- Provide ample opportunities for students to use the writing process in producing pieces for publication (bulletin board display, newsletter, blog, digital story, letter or email to person of authority, etc.)

Notes

Appendices 1

Dictionaries
http://www.wordsmyth.net/
http://www.pdictionary.com/search.php
http://nws.merriam-webster.com/opendictionary/

Students can use the thesaurus in word processing software.

Student created reference tool

Structure and example	Personally Meaningful sentence
1st conditional *If it rains, I will not play soccer.*	*If <u>we win</u> the game, <u>we will play</u> in the finals in Gander.*

The six traits of writing:
1. Content/Ideas
2. Organization
3. Voice
4. Word Choice
5. Sentence Fluency
6. Conventions

Section 3: In the Classroom

ESL 1205 aims to equip students with the language skills and strategies needed to integrate into mainstream courses and to continue language learning independently inside and outside the classroom.

The ESL classroom should facilitate active learning with students engaged in meaningful language tasks. Students learn best when they are interested and involved in the topics and tasks and see the connection between the classroom and their immediate needs. Students build confidence and are motivated to learn when they are successful. Active learners use analytical and problem solving skills and strategies. ESL students need opportunities to explore the language and apply newly acquired language in authentic and interesting ways.

A critical component of *ESL 1205* is the development of strategies for language learning. Effective strategies are those techniques that enable comprehension, communication and language acquisition.

The ESL classroom should create an atmosphere conducive to language and literacy development. A classroom library, books on display, posters to enhance language learning, a comfortable reader's chair and a collection of language games and manipulatives will enhance the classroom environment.

Discovery Learning of Form and Meaning

As Cunningham points, the brain is a pattern detector, rather than an applier of rules (2004, p. 242). Students should be encouraged to analyse and draw conclusions about form and meaning Discovery learning accommodates and encourages a student's inquiring nature and the ability to problem-solve and learn independently. Adolescents have the cognitive abilities to analyze vocabulary, grammatical form, spelling and sentence structures to discover patterns. They also have the ability to monitor for and apply the knowledge to their own communication. The more students discover about the language through their own analysis the better able they are to apply the same problem solving approach to subsequent applications.

The task-based approach to L2 learning proposes that students develop language and meta-cognitive skills simultaneously as they problem solve. Interacting in pairs and small groups is conducive to this development. Students explain to each other, generate hypotheses, make discoveries and discuss; language is a vehicle for growth of both language and problem solving skills.

The ultimate goal is that language learners will be autonomous learners. We can build autonomous learners by creating an environment that encourages problem solving and self-reliance rather than teacher dependency. For example, rather than directly teaching vocabulary, teachers provide students with the strategies and tools to assist them in discovering meaning.

Language Acquisition Activities

```
┌─────────────────────────────────────────────────────────────────────┐
│                                                                       │
│   Independent      Shared        Project Work        Shared           │
│    Reading         Reading                           Writing          │
│                                                                       │
│        Conferencing      Literature        Role Play and              │
│                            Circles            Drama                    │
│                                                                       │
│    TPR                                                  Discussion     │
│                                                                       │
│        Read-Aloud     L2 Acquisition Activities                       │
│                                                                       │
│                                                       Expressive       │
│   Take-Home       Transactional       Games            Writing        │
│    Reading          Writing                                           │
│                                                                       │
│                                Songs             Conversation         │
│              Research                                                 │
│   Poetic Writing                         Listening Activities          │
│                                                                       │
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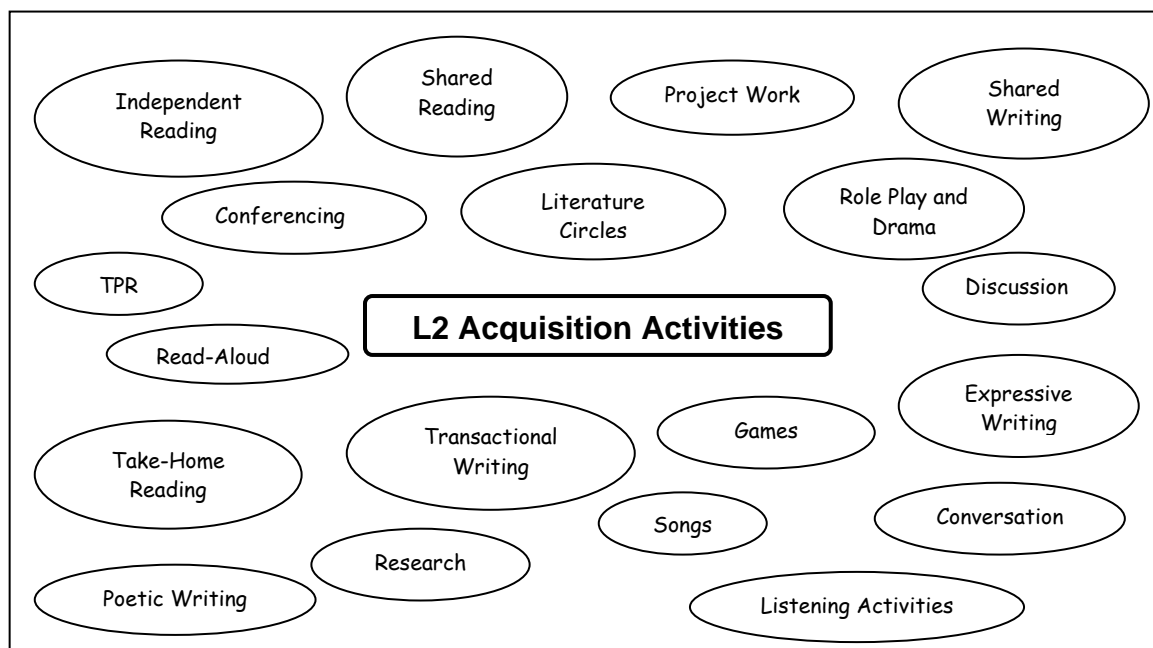
The ESL classroom should be a beehive of activity. Students acquire language by using it in different contexts; the classroom needs to offer a variety of activities aimed at language development. Students learn by thinking and doing. Sub-skills and language learning strategies should be developed in the context of meaningful activity.

Most activities in the ESL classroom will integrate speaking, listening, reading and writing. Activities can be supported by technology to motivate students and develop skills.

Language Skills

ESL 1205 will focus on developing the four language skills: listening, speaking, reading and writing. Viewing and forms of representation other than writing will be integrated into the language skills. All skills should be developed in the context of meaningful communication and activities that are relevant to the student's interests and needs.

At the beginning stages of L2 acquisition emphasis is placed on development of receptive language, listening to understand simple English and recognition of written English. The productive skills, speaking and writing, follow.

Visual literacy develops as ESL students learn to read graphs, tables, maps, websites, illustrations and other visual images; viewing is integrated with speaking and writing activities as students interpret, express opinions and discuss images and objects.

Representing, such as expressing meaning through role play, drama or song, can provide opportunity to assess comprehension, extend comprehension skills and develop essential speaking and listening skills. Art projects which involve working collaboratively or interacting with teachers, peers and/or language texts can be an effective medium for representing as well as for linguistic development. Representing information through graphic organizers allows students to represent and clarify their understanding of the texts they read and hear.

COMMUNICATIVE LANGUAGE
TEACHING

Natural Approach

Literature
Based

Task Based

Project
Based

Content
Based
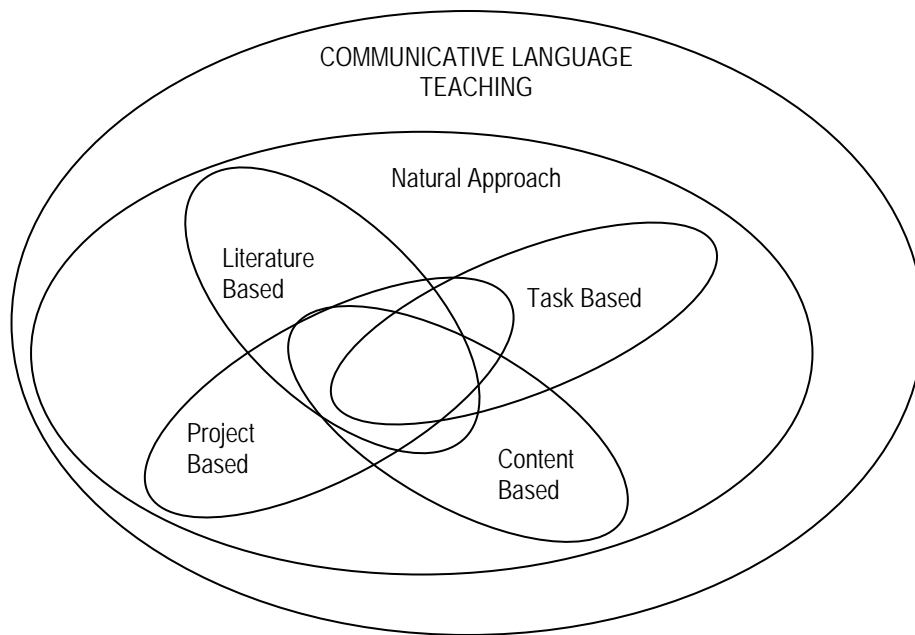
Communicative Language Teaching

An approach is a general philosophical orientation that may encompass a range of methods. Today language acquisition is better understood than in the past. In the last half century the teaching of second languages has taken a dramatic shift from focus on form, drill and practice, to focus on communication. This is not to say that grammar and writing conventions are ignored but it is to say that we recognize that the ultimate goal of language learning is communication and that language structures are best learned in the context of meaningful expression and communication. For example, the skills of writing are developed most effectively through meaningful writing and the writing process. As pointed out by the National Council of Teachers of English, isolated and out of context exercises that focus on sub-skills, are ineffective and take time away from composing and writing development (NCTE, 2008).

During the 1970s, linguists began to look at language not as interlocking sets of grammatical, lexical and phonological rules but as a tool for expressing meaning. In communicative language teaching, meaning is emphasized over form and fluency over accuracy. Lessons are based on the communicative needs of the students; hence, the class is learner centered.

People acquire language gradually through interaction. The language class can speed up this process by consistently offering comprehensible input as well as strategies for language learning. Moreover, in the language class the teacher guides the student in making the connection between form and meaning.

Grammar will develop as it is integrated with meaningful communication. Language forms are introduced through oral language activities, reading passages and writing practice in a sequenced manner that coincides with the student's readiness for acquisition and ability to monitor for the form. Adolescents can benefit from explicit focus on grammar points as the need and opportunity arise. Students should have the opportunity to apply new knowledge to meaningful tasks, such as free writing and open ended conversation about topics of personal or academic relevance. Error analysis should be carried out in the context of editing during the writing process.

The Natural Approach

It has long been recognized that people have a natural ability to learn language, be it a first, or second language. The Natural Approach was introduced by Terrell and Krashen in the late 1970s

and continues to have a major influence on English language teaching today. The underlying belief is that language will develop naturally through meaningful communication. It is important for anxiety and stress to be kept to a minimum. With a natural approach classroom, comprehension generally precedes production.

The Natural Approach is based on the following five tenets:

- **The acquisition/learning hypothesis:** Language acquisition (an unconscious process developed through using language meaningfully) is different from language learning (consciously learning or discovering rules about a language) and language acquisition is the only way competence in a second language occurs.
- **The monitor hypothesis:** Conscious learning operates only as a monitor or editor that checks or repairs the output of what has been acquired.
- **The natural order hypothesis:** Grammatical structures are acquired in a predictable order and it does little good to try to learn them in another order.
- **The input hypothesis** (i+1)**:** People acquire language best from messages that are just slightly beyond their current competence.[2]
- **The affective filter hypothesis:** The learner's emotional state can act as a filter that impedes or blocks input necessary to acquisition.

Task and Project Based Learning

Task based and project based learning fall under the umbrella of the natural approach. People learn language as they need it and through authentic communication; expression and understanding of meaning take precedence and form develops naturally. Language and literacy skills will develop through tasks and projects that engage the student in reading, writing, listening and speaking. Focus is primarily on meaning.

The task based approach helps students develop analytical skills as the tasks normally involve interacting to solve a problem or make decisions.

Content Based Instruction

Language is acquired in the context of authentic meaningful communication; thus, engaging students in language activities that focus on content knowledge is an ideal approach for school students. French Immersion programs are based on that premise.

To achieve advanced literacy and disciplinary knowledge, students need to be able to understand how language construes meanings in content-area texts and how the important meanings and concepts of school subjects are realized in language.

(Schleppegrell, Achugar and Oteíza, 2004, p. 68)

Content Based Instruction (CBI) is a natural medium for language development. In the ESL classroom, students take part in various activities related to content across the curriculum, with the primary goal that the student will acquire the language skills for those subject areas. A content based thematic approach recycles vocabulary as students work with texts at their language level and from various genres on a central theme.

CBI in the ESL context can optimize the student's acquisition of both language and content in a number of ways. Firstly, in the ESL classroom the learner is exposed to content texts that are at the student's instructional level thus aiding language acquisition. Secondly, ESL targeted instruction focuses on the content and on vocabulary, sentence structures and discourse features

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[2] i+1 refers to input that is comprehensible to the learner but 1 step more advanced than the learner's current language level, which can be referred to as interlanguage (i).

of texts, helping L2 learners recognize how these features are used in different genres and subject areas. Thirdly, ESL teachers design lessons to develop L2 learning strategies for the content areas.

Literature Based Approach

Good pictures are as close to universal language as the world is likely to get…picture books are an invaluable aid to communication across linguistic lines.

(Reid, 2002, p. 35)

Nothing captures the attention of students or enriches language like a good story. In recent decades we have seen a blossoming of literature for children and young adults and the publication of high quality, illustrated books. These are an invaluable tool for ESL teachers. Stories and novels enhance natural language learning, opening a world of language and cultural information. Moreover, fiction can often link to content themes.

Picture books are used for interactive read-aloud, guided reading, shared reading, literature circles and independent reading. Through literature, students develop a myriad of skills and knowledge. Beginning learners can be exposed to simple vocabulary and sentence structures in context while more advanced learners pick up colloquialisms and complex sentence structures.

A literature based approach sees literature as a springboard for development of reading, writing, listening and speaking skills. Extensions which involve drama, discussion, artwork and/or writing enhance comprehension and recycle language.

For students who are just beginning to learn English, repetitive texts, rhymes and simple patterned poems, chants or song lyrics can be used to build basic sentence structures and vocabulary. Pattern texts lend themselves well to read along or interactive read-aloud and follow-up activities that develop and reinforce oral language and literacy. Pattern books for adolescents are not easy to find; with modelling, prompts and support, students can create pattern books, rap songs and verses.

Repetitive texts offer:

- Language in context
- Opportunities for development of listening, speaking, reading, writing
- Basic vocabulary such as days of the week, colours, foods, numbers, etc.
- Opportunities to develop concepts about print
- A foundation for reading strategies
- Predictable text, recycling language patterns and vocabulary
- Simple sentence structure
- Opportunities to develop question formations
- A basis for patterned writing
- Opportunities to build English phonemic awareness

Illustrated story books offer:

- A natural and engaging language experience (Even for beginners the pictures and expressive read-aloud are engaging.)
- Universal themes
- Enriching language
- Stories short enough to tackle
- Illustrations that support comprehension
- Opportunities to build comprehension skills and strategies
- Opportunities to build cultural knowledge (Western and other cultures)

- Exposure to vocabulary in context, which is often recycled in the text
- Opportunities for integrated skills development: reading, listening, speaking, writing
- A means of heightening interest in books and reading
- Multicultural characters– students may see themselves in the book
- Opportunities for text-to-self discussion that can lead to students opening up about their own experiences
- A chance to develop skills for understanding and analysis of English literature, an area ESL students often find challenging
- Opportunities for teaching of literacy terms (character, setting, conflict, etc.)
- Opportunities to teach figurative language and cultural metaphors
- Links to content studies
- Visual art for appreciation and study

Thematic Approach

Vocabulary and language in general are developed through repeated exposure in meaningful contexts. *ESL 1205* will take a thematic approach. As students take part in various activities related to one theme, they are given the opportunity to develop language and to acquire knowledge and skills that are applicable across the curriculum.

Themes for *ESL 1205* might include, for example:

- Me
- Foods
- Lifestyles and Culture
- Sports and Hobbies
- Careers
- Canada

- Countries of the World
- Fables
- Media
- Technology
- Values
- The Environment

Themes may overlap and should integrate content, skills and strategies from different subject areas and expose students to a variety of genres. For example, the theme *Foods* might include a fiction read-aloud with extensions, a hands-on measuring and weighing task, an investigation into the lifecycle of a particular crop, map work outlining where major crops are grown in Canada, and a health lesson using Canada's food guide. Students will build vocabulary around the topic and subject specific academic skills.

With contemporary media, there is an abundance of resources on a wide range of themes. The internet offers innumerable games, videos, reading passages, listening opportunities, etc. at various levels. Students can explore themes in depth and develop a range of literacy skills.

Differentiated Instruction

Differentiated instruction is a teaching technique in which the teacher plans for the diverse needs of students. The teacher must consider differences such as the students' learning styles, skill levels, learning difficulties, background experiences and knowledge, as well as social and emotional development. A differentiated classroom uses a student centered approach; students are active learners, decision makers and problem solvers.

Differentiated instruction is based on the assessed needs of each student in the group and a recognition that students have to be given the opportunity to get on with learning – to participate in differing activities in the same classroom or the same activities but with differing expectations. In a student centered classroom, each student is involved in an activity that meets his or her individual needs. It entails developing active, autonomous learners, students who take

responsibility for their own achievement and who feel confident working with reduced teacher intervention. It works best in an atmosphere of respect, trust and interdependence.

Differentiated learning takes place when students

- Know how to use time effectively; for example, moving on to another task without prompting.
- Take part in group activities but understand that responses and expectations for output will vary.
- Are able to recognize what tasks and activities are appropriate to their needs, such as being able to choose a suitable book for silent or take-home reading.
- Are given the opportunity to contribute their ideas to group discussion.
- Write their ideas freely.
- Conference with partners on a topic or task.
- Are equipped with strategies for problem solving and independent study.

Differentiated instruction, or differentiated learning, aims at reducing teacher centeredness and replacing it with a student-centred, individualized approach. Focus shifts from what is being taught to what is being learned. A silent reading period during which each student reads a text of choice is differentiated learning. Open ended writing with later focus on individual error analysis and correction is differentiated instruction and learning. Show and tell or other student presentations offer differentiated learning opportunities, both for the presenters and the listeners.

Instruction can be differentiated in several ways:

Different Content or Topic: For example, one student is working on a project about dinosaurs and another is researching sharks. Likewise, one student may be analysing a text for examples of simple past tense verbs while another is analysing the same text, or a different one, for interesting and colourful vocabulary.

Different Process or Activities: For example, all students in the group read the same story but follow-up activities differ according to ability and need. One student may be asked to re-read the story with the teacher while another is asked to write a retelling.

Different End Product: For example, one student labels a picture of a shark or writes simple factual sentences while another writes an imaginative narrative from a story starter such as, "I'll never forget the time my boat was surrounded by hungry sharks…"

Different Environment: Two students may sit together taking turns reading paragraphs in a text. At the same time another student may read the text to the teacher in an individual or small group guided reading session in a quiet corner of the room.

Examples of how differentiated instruction can be used in ESL classes.

Reading

Activity: Reading a picture book/ informational text or visual literacy material

Beginner: Students will match a simple sentence with key vocabulary from the text to a picture taken from the text. Students will complete a word search of basic sight words from the text (if it is a book that has been previously read by an intermediate group, they may have created the word search for the beginners). Students play memory/go fish with sight words from the text.
Intermediate: Students will sequence the events of the story using teacher made sentence strips. Students will role play of a section of the book. Students will match words with definitions. Students will find a sentence from the text that proves the given statement is correct.

Advanced: Students will complete a journal entry of how the main character is like or unlike someone they know. Students will use graphic organizers (i.e. Venn diagram) to compare things (i.e. people, animals, places) from the story. Students will use a beginner's dictionary to understand new vocabulary. Students will create a new book jacket with a book synopsis.

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Writing (representing)

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Activity: Round Robin Writing on the theme *Clothing* [Round robin writing uses time most effectively when several writing sheets are being passed around at the same time, so that most or all students are writing simultaneously.]

Beginner: Students will take turns writing all the words they know (items of clothing, colours, patterns, etc.) on the theme or students will label the clothing in the pictures taken from catalogues or magazines.
Intermediate: Students will take turns writing simple patterned sentences based on the sample sentence – *I am wearing a blue sweater*.
Advanced: Students will take turns writing sentences to create a collaborative paragraph which describes the picture from the magazine.

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Listening

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Activity: Teacher read/recorded story, song or information text on the theme Animal Species
Beginner: Students will circle the pictures of each animal mentioned in the text.
Intermediate: Students will fill in the blanks or complete a chart with specific information (animal name, reptile or mammal, habitat, etc.) as they listen to the text.
Advanced: Students will participate in a dictogloss, creating a summary of the text.[3]

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Speaking

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Activity: Speaking with partner after reading
Beginner: Students will use think-pair-share to talk about an illustration or retell factual information.
Intermediate: Students will question each other about the text.
Advanced: Students will create a role play or oral presentation based on the reading.

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[3] Dictogloss: The teacher reads a passage related to a familiar topic or theme aloud. Students take notes as they listen and then reconstruct the information in their own words.
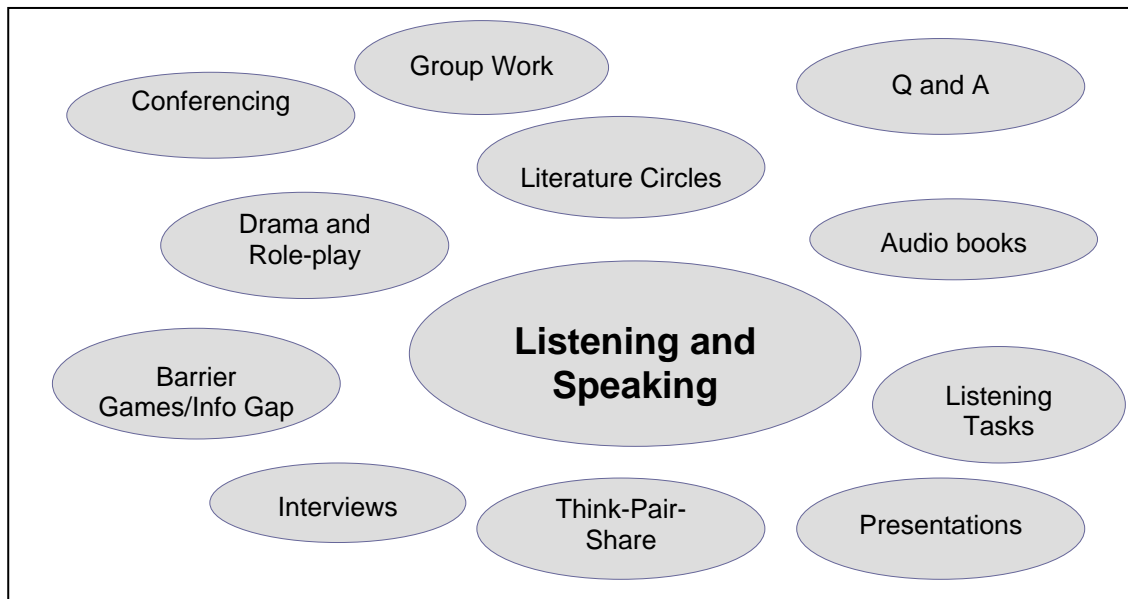
Section 4: Listening and Speaking

Development of listening and speaking skills is an integral part of L2 acquisition. ESL students need many opportunities to interact with each other and with native English speakers. Teachers provide opportunities for students to strengthen oral language through presentations, pair and group work and teacher interaction. Students use speaking as a means of consolidating both content and language skills.

Adolescent students may monitor their own speech and, to some extent, consciously apply grammar, language structures and vocabulary being learned. The monitoring, however, should not cause the student to become self-conscientious to the point that it negatively impacts the larger goals of communication and fluency.

For the most part, adolescent students will develop pronunciation gradually through exposure and interaction.

Fundamental Principles

ESL students build listening and speaking skills when

- They are immersed in the language.
- Language directed to them largely matches language they have acquired.
- They hear simple, well formed language structures that provide models.
- Language they hear is at a normal speed or slightly slower.
- Language they hear is recycled and becomes familiar.
- They are in situations that require an oral response or expressing a need.
- They have many opportunities to read and hear language at their current level of acquisition and slightly higher (i+1).
- Language exchanges are meaningful and focus on communication rather than form.
- They are encouraged to be risk takers and are in an accepting environment.
- They are involved in language activities that link words to kinaesthetic activities, such as use of manipulatives, realia and Total Physical Response.
- They have many opportunities to interact with ESL classmates and native speakers.

- They focus on overall meaning in spoken text.

Students benefit from linking listening and speaking to reading and writing activities. Students should have opportunities to

- Use expressive writing to develop oral language.
- Recycle the language of a reading through oral interaction.
- Explore language structures through reading and take risks in applying some of these structures to their spoken language.
- Understand that spoken language and written language may differ.

Supporting Development of Listening and Speaking

The teacher is the main model for oral language in the ESL classroom. Opportunities to interact with the teacher in small groups or on a one-to-one basis provide comprehensible input and modelling required for language acquisition. The teacher should create opportunities to interact both formally and informally with students and model language for various functions.

ESL students need wait time to process language and compose responses. Teachers and classmates must keep this in mind when conversing with ESL students. ESL students will gradually develop the ability to respond spontaneously and accurately. During the language learning process, students need opportunities to rehearse language. Presentations, prepared dialogues and read-aloud of the student's written work provide these opportunities.

Students need opportunities to respond orally. Teachers may elicit responses in a variety of ways. Listening to student responses provides an opportunity for assessment, corrective modelling and reinforcement.

Interactive activities such as interviewing, drama, role play, think-pair-share, games and participation in cooperative learning groups are engaging and may often be integrated with reading and writing activities. Songs, chants and oral reading of poetry or prose are also helpful in developing speaking skills, including fluency and pronunciation. While pronunciation will develop naturally it should be addressed on an individual basis if the student's pronunciation interferes with comprehension or is a cause for ridicule from peers.

Oral communication can be supported by personal word lists and language structures for reference. Word walls and displays of common expressions, questions, idioms, etc. are also helpful as are other environmental print.

Listening skills are enhanced by listening to live presentations, audio books, online videos and other multimedia texts. Listening with a task or purpose focuses attention and promotes listening skills.

Informal Conversation and Interaction

In the ESL classroom students have an opportunity to hear language that is geared to their level of acquisition and to interact with others at a similar stage of language acquisition; this leads to successful communication, which enhances acquisition.

Students develop speaking and listening skills naturally through informal conversation and interaction. Teachers should promote informal conversation, regularly asking students about family, friends, school and interests.

Students should work in pairs on most activities, partnering students of different language backgrounds. *ESL 1205* students should be given opportunities to work on academic projects as well as to exchange personal information and build friendships.

Total Physical Response

Total Physical Response (TPR) links auditory stimulation to kinaesthetic response. It is particularly helpful for learners in the silent period. Students hear a command or suggestion and respond physically to it. The teacher gives the command such as "Open the door," and the student responds. TPR develops listening skills, vocabulary and sentence structures.

TPR, developed by Dr. James Asher in the early 1980's, is based on several underlying beliefs:

- Listening develops before speaking. People can comprehend rather complex utterances before they are ready to speak.
- People can acquire language in chunks rather than isolated words.
- Language becomes meaningful and is acquired when the language is interpreted in an action.
- Children learn their L1 through responding to meaningful talk, much of which is in the form of commands (*Hold Daddy's hand. Wave to Mommy,* etc.).
- The association of the language with physical response strengthens and consolidates acquisition.

TPR can be used to teach a range of vocabulary. For example, in teaching a thematic unit about foods an activity sheet can be created and students follow instructions such as, *Circle all the vegetables*; *Colour the apple red; Draw three eggs under the chicken,* etc. Manipulative and pictures can also be used in TPR.

TPR is helpful as an assessment tool to gauge a student's listening vocabulary and understanding of particular language structures.

The Interactive Read-aloud

Interactive read-aloud is invaluable for the development of language skills. To fully explore a story and strengthen comprehension skills and strategies, the session should include pre-reading, during-reading and follow-up or extension activities.

Preparation

After choosing a book, the teacher takes the following steps to prepare for the read-aloud.

- Read the book several times.
- Consider a limited number of specific outcomes.
- Select words for vocabulary focus.
- Consider interactive comprehension questions or prompts.
- Consider interactive questions or prompts to support specific outcomes.
- Consider after-reading activities to support outcomes.

Pre-reading

Pre-reading activities are meant to introduce the book, build necessary background knowledge and draw attention to elements that will aid comprehension. Pre-reading activities are also meant to heighten interest and curiosity about the book. Some pre-reading activities are listed below.

- Read title, author and illustrator names.
- Generate discussion and prediction about the title and cover picture.
- Take a picture walk, previewing the pictures and predicting the story content.
- Read the inside flaps and author info.
- Brainstorm a list of questions for consideration during the reading.
- Direct student to some key vocabulary and help them determine meaning.
- Present a short list of other words that will be "discovered".

During Read-Aloud

An interactive read-aloud provides an opportunity to teach and demonstrate processes and strategies for reading comprehension.

We interact during the read-aloud for a number of reasons.

We **interact to engage students.** For example, we may ask listeners to predict. We may ask students at the beginning stages of language acquisition simply to find an object in the illustration. These questions keep students on track and ensure they are listening and engaged.

We **interact to check and extend comprehension.** We ask specific students questions according to the student's ability. To involve more students we may ask a question to the group and take various answers without or before judging "correctness".

We **interact to teach reading and language learning strategies**. For example, we may ask a student to look at an illustration to better understand the story or to guess the meaning of a word. A teacher may ask the ESL learner to guess the meaning of a word in context by re-reading. We show students how to pause at punctuation for fluency and comprehension. The read-aloud provides opportunities to teach, demonstrate and practise strategies.

We **interact to teach vocabulary and vocabulary building strategies.** When teaching vocabulary we generally focus on words that may be useful or most common and we revisit these words in a follow-up activity. During the reading, the teacher may focus on words that are crucial to understanding the story. Attention to vocabulary may focus on words that can illustrate a strategy, such as guessing meaning from context or identifying root words, prefixes and suffixes. Literary devices and cultural expressions found in idioms, similes or alliteration can be explored.

We **interact to teach about the structure of stories**. For example, we may stop reading at a point in the story to discuss and explain that challenges and conflict are elements of story structure. We may ask students to think about the main problem or conflict in a story and have them predict how it will be resolved. The interactive read-aloud is a good opportunity to teach and illustrate literary terms such as foreshadowing or climax.

During the read-aloud, teachers interact with students while not interrupting the flow of the story. A key is to have a clear understanding of the purpose of the interactive read-aloud and a limited number of outcomes in mind.

Follow-up Activities

Follow-up activities are used to reinforce or extend skills. Follow-up activities may vary from student to student, depending on the student's readiness.

A non-stop re-reading of the book is beneficial before activities are assigned. The teacher may begin a new lesson with a non-stop re-reading. Re-reading

- Strengthens comprehension.
- Strengthens vocabulary.
- Strengthens listening skills.
- Internalizes language structures.
- Increases ability to do follow-up activities.

The following are suggestions for follow-up activities. Students should work in pairs or small groups to optimize interaction. Most of these activities will require instruction and modelling.

- Retell (orally or in writing). Students may be provided with prompts.

- Write about personal experiences related to the content or theme of the story.
- Write a description or critique of an illustration.
- Make a time line (starting from scratch or putting events in order).
- Compose questions and ask partners.
- Create a questionnaire to survey classmates on opinions related to the story.
- Create a word web.
- Complete or create crossword puzzles to reinforce vocabulary or story details.
- Draw a picture, label or write a descriptive sentence, show and tell.
- Find new words and write personally meaningful sentences for each.
- Write an imaginary dialogue between characters in the story.
- Match adjectives to characters.
- Write a poem, rap, etc. about a character, plot, setting or theme.
- Create a Venn diagram of character traits.
- Answer an open ended comprehension question.
- Create exercises related to cause and effect or fact and opinion.

At times teachers allow students to guide the activity; let them come up with activities that interest them and were triggered by the reading experience. Be flexible– grasp the teachable moment.

Cooperative Learning

Students develop many skills through cooperative learning, including listening and speaking skills. Pair and group work that involve questioning, discussing, reading, summarizing, etc. are invaluable.

Barrier Games

Barrier games or information gap activities are a motivating means of developing oral language. Students are paired and have to exchange information orally in order to complete a task.

See Appendix 4 for some barrier games that are easy to prepare.

Role Play and Drama

Role play, drama and puppets facilitate language development. Student may perform from a script or create scenes through improvisational drama (See Appendix 5).

Dramatization and TPR can be used in combination. The teacher dictates as the students respond, e.g.: *You are an old person, walking through a garden of flowers. You sniff the flowers. They smell wonderful. You see a friend. You wave to your friend. etc.*

Role plays, such as *Question the Expert* or *Interview a Famous Person,* give students opportunities to build listening and speaking skills and to relay and consolidate knowledge.

Section 5: Reading and Viewing

All educators will agree that reading plays a large role in ESL development and school success. Krashen, a vocal proponent of extensive reading as the pathway to ESL and literacy development, says simply, "children become better readers by reading." He proposes that free voluntary reading is crucial to creating readers (2006). Students need sustained silent reading inside and outside school.

ESL students need recreational reading, as well as academic reading skills and strategies. ESL support and instruction in the K-12 system places particular emphasis on reading development.

Reading Strategies

One way to accelerate the academic language learning of ELL students is to teach them how to learn more effectively and efficiently. Learning strategies are techniques for understanding, remembering, and using information and skills.
<div align="right">(Chamot, How to Teach Learning Strategies to English Language Learners)</div>

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, but especially ESL students, need to develop strategies for decoding and understanding new words as well as strategies for understanding main ideas and details of a text.

Pre-reading strategies are a critical component of the reading and viewing process. Central to this aspect of the reading process are several elements: activating prior knowledge, which sets the stage for the reader to engage with the text, building background knowledge to aid comprehension, heightening curiosity and setting a purpose for reading. Strategies include

- Predicting what a written text will be about based on skimming front and back covers, title page, table of contents, graphics and illustrations, etc.
- Previewing the text to determine the organization and genre.
- Brainstorming what one already knows about a topic and what one expects or would like to find out.
- Asking questions to organize one's search for information.

During reading strategies help readers make sense of a text and to monitor their understanding. Strategies include

- Confirming or modifying initial predictions and continuing to make predictions.
- Asking oneself questions as one reads.
- Visualizing or making a picture in one's mind about the text.
- Going back and re-reading when the text does not make sense.
- Making personal connections with the text.
- Making notes or underlining key points.
- Guessing meanings in context; using the dictionary to verify.

After reading strategies are used to confirm, clarify and integrate what was read. Strategies include

- Re-reading the text or parts of the text.
- Reflecting on one's predictions and how well they match the text.

- Explaining or mapping what one learned from the text.
- Diagramming or dramatizing understanding of the text.
- Talking to others about the text.
- Retelling the text in one's own words.
- Writing reflectively about the text.
- Asking and answering questions about the text.
- Using the text as a springboard to create a new product.

Comprehension strategies should be developed in the context of authentic reading and viewing and in the exploration of ideas and concepts across the curriculum. Teachers need to provide instruction to explain and demonstrate the strategies. They need to build time into the schedule for reading where students can apply the strategies in guided and independent practice.

The Cueing Systems

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

How do people read? As readers interact with text, they use the strategies of sampling, predicting and 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 (or visual in the case of viewing).

The ESL student has less experience with the sounds of English than a native speaker, has a limited vocabulary for semantic cueing and a restricted sense of what sounds right for syntactic cueing. As the student's English develops, the ability to use the cueing systems will be strengthened. Moreover, ESL students may sometimes draw on their first language to help interpret meaning in the L2.

Pragmatic Cueing System

The use of pragmatic cues refers to readers' understanding of how text structures work and the purpose for reading. Readers use this information to predict meaning as they read. Identifying the structure and features particular to various genres, allows students to set the appropriate purpose for reading and to predict more successfully. Students who are literate in another language may bring pragmatic knowledge of texts to the L2 learning experience whereas ELD students may need exposure and guidance to develop recognition of the text structure cues to determine genre and reading purpose.

Semantic Cueing System

Semantic cues refer to the meaning that has become associated with language through prior knowledge and experience. 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, they are making use of semantic cues. When making use of semantic cues readers ask, *What would make sense?* Self-correction when the text does not make sense is an indication of the student's effective use of semantic cues.

Syntactic Cueing System

Syntactic cues refer to the structure of language or how language works. Readers who use sentence structure, word order, function words and word endings to aid comprehension are making use of syntactic cues. Self-correction of miscues that do not *sound right* (in 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' syntactic knowledge the teacher may

- Read aloud to students.
- Provide literature with repeated syntactic and semantic patterns, thus encouraging students to acquire these structures and make predictions based on their knowledge of such patterns.
- Use texts with familiar sentence structures for guided reading to give the student an opportunity to use syntactic cues.
- Use guided and shared reading to demonstrate how structure impacts meaning.
- Encourage students to use the *read ahead* strategy and explain that this may help them to comprehend based on the structure of the rest of the sentence.
- Demonstrate how to use syntactic cues to aid comprehension.
- Provide opportunities for students to use language for different purposes—to tell stories, to explain, to ask questions, to give directions.
- Make note of structural or grammatical errors in the student's speech and writing; address them as the student is ready to monitor for the error.

Graphophonic Cueing System

Graphophonic cues refer to knowledge about the sound-symbol system and how readers apply this knowledge as they read. Effective readers develop generalizations about letter-sound relationships and integrate this knowledge with their use of the semantic and syntactic cueing systems.

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

ESL students need time to develop English sounds before letter-sound relationships will be accurate in oral reading. Nevertheless, learners can continue to build reading skills as phonological awareness and pronunciation are developing.
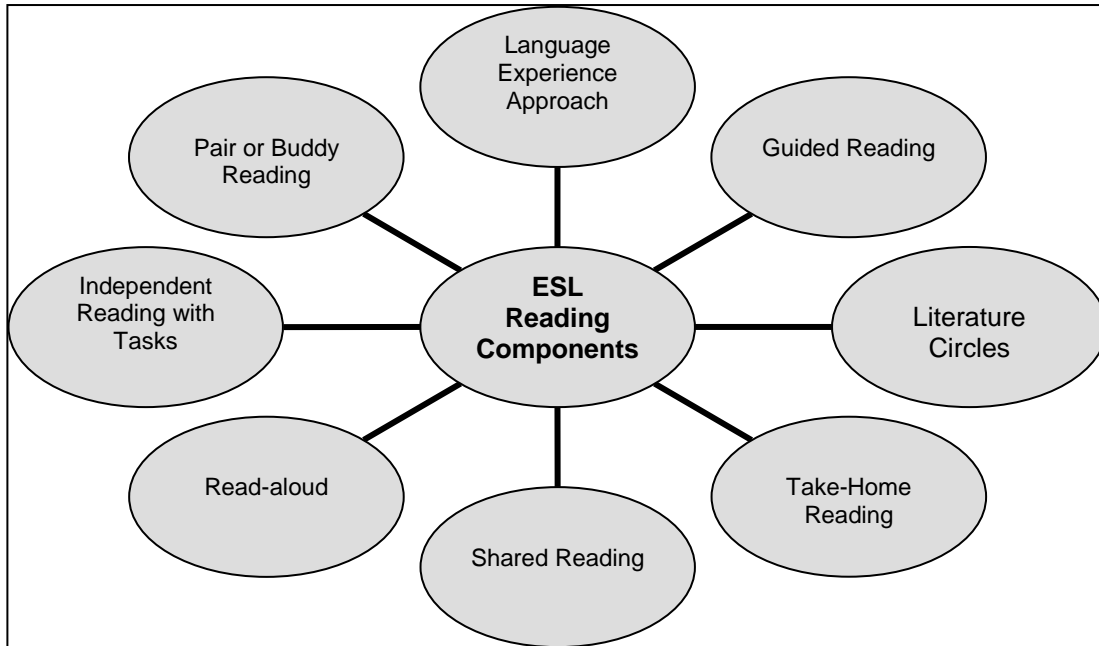
Reading and Viewing Components

The golden rule for learning to read is to read.

(Oyetunde, 2002, p. 752)

Fiction and Non-Fiction

The goal of ESL instruction and support is successful integration into the prescribed curriculum. Thus, students must be exposed to a wide variety of fiction and non-fiction from across the curriculum. Students need to read texts of different genres and for various purposes.

Narratives are enjoyable and aesthetic readings. They open the way for discussion of life issues and investigation into cultures and lived experiences. Non-fiction and information texts, especially those which introduce science and social studies topics linked to the prescribed curriculum, provide functional literacy skills and prepare students for further academic studies. Moreover, different types of texts appeal to different learners.

Poems, short stories, drama and novels play an especially important role in ESL instruction; it is through this literature that students are exposed to cultural references, idiomatic language and a wide range of sentence structures. The study of English literature is generally the most challenging subject area for ESL students and, hence, requires special attention.

Students should be introduced to a variety of print and other types of texts. They need to become familiar with text structures, language conventions and graphic features of these different texts, including textbooks and websites. Texts provide exemplary models for writing as students internalize the structures and conventions of particular genres, get ideas for writing and explore interesting techniques they can apply to their writing. With guidance, students develop a sense of the importance of craft and awareness of audience in their own writing.

Shared Reading

During shared reading students reads along in a non-threatening environment and learn from both the teacher and peers. Shared reading involves the whole class and the teacher sharing in the exploration of texts 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 an opportunity

- for vocabulary enrichment.
- for students to practice reading in a supportive, low risk environment.
- to teach language structures, conventions and reading strategies.
- for teachers to assess comprehension, reading ability and confidence.

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

Successive readings can also be used to teach many 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. Teachers use shared reading in a number of ways to teach strategies, skills and concepts. For example:

- Asking students what they notice or find interesting about the words or print
- Demonstrating reading strategies
- Drawing students' attention to specific features of print and conventions of English
- Finding particular words in the text (e.g., words that rhyme, words with similar meanings, words to match a definition, words that describe or show action)
- Working with sentence strips made from the text (e.g., arranging the strips or cutting the sentence strip into words and having students remake the sentence)

Shared reading can also be used to model a variety of ways to respond to text and to elicit student responses (e.g., discussing, illustrating, story mapping, webbing, writing).

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.

Language Experience Approach

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).

The Language Experience Approach (LEA) involves students in composing a text individually or collaboratively with a scribe and using the "published" text for further reading activities or practice. It is talk written down.

Through this approach students get to tell their own experiences and ideas using language that is familiar. Telling their own stories validates their experience and cultural perspective. The acceptance of the student's voice is demonstrated as the teacher scribes the words; personal stories, opinions and ideas unfold in print before the learner. This is a potent method of

empowerment as well as language and literacy development. The student can take pride in confidently reading back the text.

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*). Teachers should use discretion in encouraging the student to talk about past experiences; prior knowledge of the student's personal history and culture are a major asset.

Some of the strengths of the LEA approach are as follows:

- The text was composed by the student(s) so the vocabulary is accessible to them.
- In a group setting it shares vocabulary among students at a similar stage of L2 acquisition.
- It provides a text that is predictable and familiar to the student.
- It provides a text that is at the appropriate language level for the student.
- Reading back, the student sees correct spelling and punctuation of her words, information that can help grow literacy skills as well as pronunciation and intonation.
- With the teacher as scribe, the finished product can be an exemplar for writing.
- It makes the connection between spoken word, writing and reading.

Guided Reading

"Guided reading is a "gateway" into second language and literacy learning," (Cloud, Genesee and Hamayan, 2009, p. 61). Guided reading is particularly relevant to ELD students but is beneficial to all ESL students. The teacher listens to the student read, detects miscues and guides the student in strategy use and corrections.

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 helping students develop concepts, skills and strategies that they can apply in other reading situations.

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 L2 acquisition. Emphasis is on both decoding and comprehension.

Guided reading permits the teacher to assess the student's reading and guide the student in developing strategies and skills as needed. It informs planning for the individual and gives the student an opportunity to practise reading.

Guided Reading: Observe and guide the student reading aloud. Assess strengths and needs. Model reading strategies.

Listen for signs of comprehension:
- Pausing at punctuation
- Using intonation/expression
- Re-reading to correct errors
- Phrasing

Watch for strategy use:
- Looking to the graphics/pictures
- Re-reading for understanding
- Guessing meanings from context
- Sounding out unfamiliar words

Intervene to teach strategies.

Question for comprehension:
- Retelling or summarizing
- Telling main idea
- Identifying details
- Inferring cause, motive, feeling, consequences, etc.
- Relating to personal experience, knowledge, or other texts

For guided reading, teachers generally work with a small group of students with similar needs. In this way, teachers are able 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 group, based on observation of students reading; choose a text at the group's instructional level.
▶ Help students experience success by first giving them an idea of the content, asking them to make predictions based on titles and illustrations.
▶ Brainstorm some of the words they might expect to find in the text.
▶ Ask the students to read the text aloud. Observe and listen, intervening where appropriate to help students develop reading strategies.
▶ Follow-up may include retelling or talking about the text, a focus 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. Follow-up activities are not required for every session.

For ESL students a modified approach to guided reading is required. Teachers need to monitor text carefully to ensure that most of 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 and students can apply strategies for comprehension. The main aim of the activity is to build reading and L2 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 and expressions, guiding them in understanding.
• Use visuals such as a web or word list in introducing unfamiliar vocabulary.
• Explain and discuss cultural references or information, perhaps comparing it to the student's own culture.

Read Aloud

Reading aloud to students interests them in reading and demonstrates that reading can be pleasurable. It is an engaging means of exposing students to English and enriching vocabulary. Reading aloud to students helps them become familiar with the sounds and patterns of English. New vocabulary and language structures, as well as effective reading strategies, may be introduced or practised during an interactive read-aloud session.

A variety of texts should be used for read-aloud, including fiction, non-fiction and poetry. The age, needs and interests of students must to be taken into consideration in selecting texts for read-aloud. Appropriate texts engage students and expose them to interesting and comprehensible language and illustrations.

Read-aloud suggestions:

• Introduce the front and back covers, title page, author and illustrator.
• Before reading, build students' curiosity and background knowledge by inviting them to make predictions based on the title, cover and/or first paragraph.
• During reading, pause to share illustrations, have students confirm or revise their predictions, make further predictions or model reading strategies.
• After reading, allow time for students to relate the stories or information to their own experiences and to other books, movies, television programs, etc.
• Model and invite students to respond in a variety of ways to read-aloud selections.

Literature Circles

Literature circles are a means of extending understanding and interpretations of text. Small groups of students, with clearly defined roles are given guidance in exploration of a story, poem or other piece of literature.

Students may be asked to read the text beforehand or they may read the text aloud in the literature circle. For *ESL 1205*, short stories, picture books, simple poems, song lyrics or a short novel, chapter by chapter, are appropriate for literature circles.

All groups may be working with the same text or different groups may have different texts. Questions and tasks should develop comprehension, critical thinking and language skills.

Students are given guiding questions or tasks and each member of the group has a specific, well defined role. The roles might include:
- **Discussion Director**: leads the discussion, ensuring all students take part and have a chance to ask for clarification.
- **Vocabulary enricher**: notes new or difficult words, leads discussion of meaning and check the dictionary.
- **Recorder:** take notes or record answers to questions.
- **Background checker**: checks for clarification where background information is needs. This may involve an internet search or simply calling on the teacher.

Independent Reading

A balanced reading program includes independent reading, which involves time, choice and response. Students need time during the school day to choose their own texts from a variety of literature. Choice stimulates interest and builds motivation to read.

Students sometimes need guidance in choosing texts of an appropriate level. It is important to teach them how to select properly. Teachers often have books organized by letters or numbers and students know which to choose.

Texts must be available for the various reading levels and interests of the students. To read independently a student should be able to read the text with relative ease.

Independent Reading and Task Completion

All students must develop the skills required to read and complete tasks independently. To facilitate both autonomous learning and differentiated instruction, students will be encouraged to work at their own pace, to read silently and complete related activities.

Paired/Buddy Reading

Paired or buddy reading offers an audience for readers. Many teachers make partner or paired reading a part of their regular classroom routines. For example, during reading workshops when teachers are conferencing with one group of students the rest of the class might participate in paired reading. Some teachers pair up their students with another class. There are many benefits for both students in reading to each other.

The ESL student can benefit from buddy reading with another ESL student or with a native English speaker. An ESL teacher may collaborate with a classroom teacher in setting up a buddy reading program for the ESL students. This is an excellent way to provide reading practice and to build friendships within the school.

Take-Home Reading

Students need a home reading program in addition to the reading they do in school. ESL teachers should provide take-home reading for *ESL 1205* students.

To encourage and motivate students and to help students reflect on reading, they should keep a reading log. The log may be as simple as a list of titles and a few sentences on each.

It is crucial that parents understand the value of practice reading and the importance of a quiet time for reading at home. Parents should be encouraged to talk to their child about the reading. Parents can benefit from a short training session on home reading.

Responses to Texts

Responding to texts heightens understanding, recycles language and develops skills required for school success, including analytical thinking and articulation.

Personal Response

ESL 1205 students will respond personally to a range of texts. Students need regular opportunities to express opinions and consider the thoughts, feelings and emotions evoked by texts. They should be encouraged to make connections to their own experiences and to other texts.

Critical Response

Students are expected to respond critically to texts, applying their knowledge of language and genre. To read critically, students need an understanding of different types of print and texts.

Curriculum expectations require students to understand the concept of point of view, realizing that there are varying points of view from which a text might be told. It also implies ability to discern fact from opinion and see the implications of a statement or message. Critical reading entails awareness of instances of bias, prejudice or stereotyping. Students should develop sensitivity to such language and situations.

Learning to question the validity of texts by using personal knowledge as a reference is a critical reading skill. Teachers can help students learn to do this by modelling their own thought processes when reading critically and by and questioning.

The Role of Questioning in Response

Teachers help students grow in their response to text by questioning. Sometimes teachers use questions to guide or focus the discussion. Sometimes they ask questions to encourage students to reflect further, deepening their response. It is important that students as well as teachers ask questions. Comprehension at the literal level can be checked and developed through factual questions but questioning must also extend to a higher level.

Questions provide an opportunity for language recycling. Teachers should model and encourage students to use the vocabulary and expressions that were introduced in the text when they ask or respond to questions.

Effective questions will challenge the student's thinking as well as language acquisition level. These are questions that promote both critical and creative thinking, open-ended questions that have more than one *right* answer, questions that encourage students to use their prior knowledge and experience to make meaning. 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. Questions should do more than simply ask students to recall what was read. Questions should make students think before, during and after reading.

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.

Examples of questions:

- Where and when does the story take place? How do you know? Could the same story have happened somewhere else? At a different time?
- What kind of a person is the main character? How does the author show us?
- How did the story/text make you feel? Why?
- What does the story/text make you think about? How is it like another text you have read?
- What kind of a person do you think the author is?
- Who is the intended audience for this text?
- What message is given?
- Do you agree with the message? Why or why not?
- What techniques does the author use to make the message clear?

Online Resources

Reading activities are available online. These range from phonics and grammar quizzes to more holistic read-along and comprehension building programs. The use of computers is generally motivating for students, builds reading and computer skills and can offer opportunities for differentiated instruction.

Games and Activities

Games, songs and other fun activities are motivating and can play an important role in oral language as well as reading development.

Section 6: Writing and Representing

Writing, like speaking, is a productive skill that helps consolidate and extend learning. For students to take an interest in writing, assignments need to be meaningful and engaging. In a balanced approach to writing some writing will be done by the teacher as a model, some will be shared writing, some will be individually assigned and some writing m\8ay be created through the language experience approach, with the student dictating and the teacher or a stronger writer transcribing.

Students need many opportunities to write different types and genres of texts in different media and to receive feedback.

Writing: Fundamental Principles

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 learn to write most easily when they

- Write on a frequent and regular basis.
- Have freedom to write on topics of their own choosing.
- Feel free to take risks with writing.
- Use the writing process (brainstorming, drafting, revising, editing, publishing).
- Receive instruction, demonstrations and modelling of the writing process.
- Receive feedback on their writing.
- Work on sub-skills and strategies in the context of writing to express meaning.
- Read and see the connections between reading and writing.
- Have many opportunities to write for authentic purposes and for a variety of audiences.
- Take increasing responsibility for their own writing growth.

Modelling

Teachers should make opportunities to model writing and demonstrate strategies and aspects of the writing process. Teachers model writing in authentic contexts, such as printing announcements, class rules, instructions and purposeful shared writing

During shared writing, students contribute to a text as the teacher scribes. Students view the text as well as the writing process. Shared writing can be used to create many different types and genres of texts.

The Cueing Systems

Writing develops in an integrated fashion with reading. Writing, like reading, involves the co-ordination and integration of four cueing systems: pragmatics, semantics, syntax and graphophonics.

Pragmatics: The Context of Language

Emergent writers usually begin to write the way they talk, not yet understanding that writing is not simply talk written down. In the early stages of writing, it is important to build on students' knowledge of oral language and to bring their oral language to the printed form through language experience and expressive writing. However, in order to build their pragmatic knowledge of English texts, students need to explore different genres. The teacher may

- Immerse students in functional written language and provide meaningful opportunities to write informally, such as making schedules, signs, labels, notes to friends and jotting down tasks, shopping lists or homework assignments.
- Read a wide variety of fiction and non-fiction to students, exploring features of the genre and providing opportunities for students to write in those genres or forms.

Semantics: The Meaning of Language

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

- Encourage both collaborative and independent writing, which provide students with opportunities to practise composing meaning in print.
- Give purposes for writing, such as to give directions, express an opinion, teach a lesson or moral, describe an event or to entertain.
- Before writing, have students recall and share what they know about a topic to build their knowledge and extend their vocabulary. This helps ensure that they are writing about something they know about and have the language to express.
- Help students clarify and extend their ideas by providing a variety of ways for students to share and respond to one another's writing.
- During the revising stage of the writing process, model and brainstorm ways to "say it better" (e.g., more accurate vocabulary, similes or other figurative language, revising to clarify meaning).

Syntax: The Structure of Language

Students need opportunities to write using a variety of syntactic or language patterns. Pattern writing provides opportunities for ESL beginners to build syntactic knowledge. However, students also need many opportunities to express themselves creatively and freely in writing.

Language learners develop their sense of grammar and sentence structure as they go. Like L1 development, the L2 will develop in a relatively predictable and sequenced way. Through exposure to language, exploration and guidance, each student will gradually build skills in grammar and sentence structure.

The teacher may

- Provide literature with repeated syntactic patterns (e.g., pattern books, song lyrics, poems) and encourage students to write with these patterns.
- Highlight and explore sentence structure and punctuation during shared reading; follow up by having student apply the knowledge to meaningful writing.
- Use the editing stage of the writing process to discuss language structure and conventions to help students build their syntactic knowledge.
- Build a sentence wall with model sentences and questions that the ESL student can refer to when speaking or writing, being sure to teach students how to use the wall, substitute their own vocabulary choices and expand on the structures presented.
- Establish situations for students to develop and use language for different purposes, such as to tell stories, explain, compare, give directions and ask questions.

Graphophonics: Conventions of Form

Writing is the single most important activity for focusing on and practising letter formation, letter sound relationships and spelling. The teacher may

- Provide phonemic awareness activities (e.g., rhyming, segmenting words, clapping out syllables).
- Provide opportunities for students to listen as they read or after reading.
- Provide opportunities for students to read aloud.
- Encourage invented spelling in drafting; as students attempt to match their spoken and written language, they extend and consolidate their awareness of letter-sound relationships.
- Build a word wall with common words in categories helpful for writing.
- Provide access to dictionaries and thesauruses and teach students how to use them for spelling and word choice.

Types of Writing

Writing ability and progress is intertwined with speaking, listening and reading. As students work through various models and genres of texts, they develop their ability to create such texts.

Writing deals with three main text types: expressive, transactional and poetic (creative). The format varies with each purpose for writing and the audience. Readers interpret text based on content, format and the clarity and focus of its meaning. Knowing the audience makes for strong, effective writing. The audience influences how the writer chooses words, writes sentences and selects drawings and illustrations.

Textual and visual features and their unique combinations help identify writing formats. Textual features include, for example, the use of abbreviations and contractions in friendly letters, dialogue in stories and the written conventions of drama. Visual features include the three-line form of the haiku, the question-and-answer form of an interview script or the use of graphics in a poster.

Students need to learn how to construct and deconstruct a variety of texts. The teacher helps students understand how the text organization, vocabulary, language usage and layout vary with changes in purpose and context.

Expressive Writing

Expressive writing helps students reflect on and expand their ideas. The language is often colloquial and spontaneous. The writer is expressing personal desires, feelings, experiences and opinions. The audience is less important than what the writer has to say. Expressive writing usually takes the form of the first person. Writing to generate ideas, such as pre-reading and pre-writing activities are also expressive writing. An informal retelling or summary, written to enhance or consolidate learning can be considered expressive writing. Expressive writing

- Promotes writing fluency.
- Provides safe, private places to write down information.
- Encourages risk taking with form, style, voice, conventions, language and feelings.
- Provides opportunities for reflection.
- Promotes thinking, making it visible.
- Validates personal experiences and feelings.
- Provides records of what was important to students and what they were thinking about at particular times in their lives.

Expressive writing includes brainstorming notes, written plans, journals (personal journals, dialogue journals, reading response journals), learning logs, diaries, friendly e-messages, most blog posts and social media postings.

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┌──────────────┐
│   WRITING    │
└──────┬───────┘
       │        ┌──────────────────────┐
       ├────────┤      Expressive       │
       │        └──────────────────────┘
```

blogs	journal
diary	brainstorming
rant	outline

	Transactional	
advertisement	essay
report	presentation
survey	formal letter

	Poetic	
story	drama
poem	memoir
song	rap
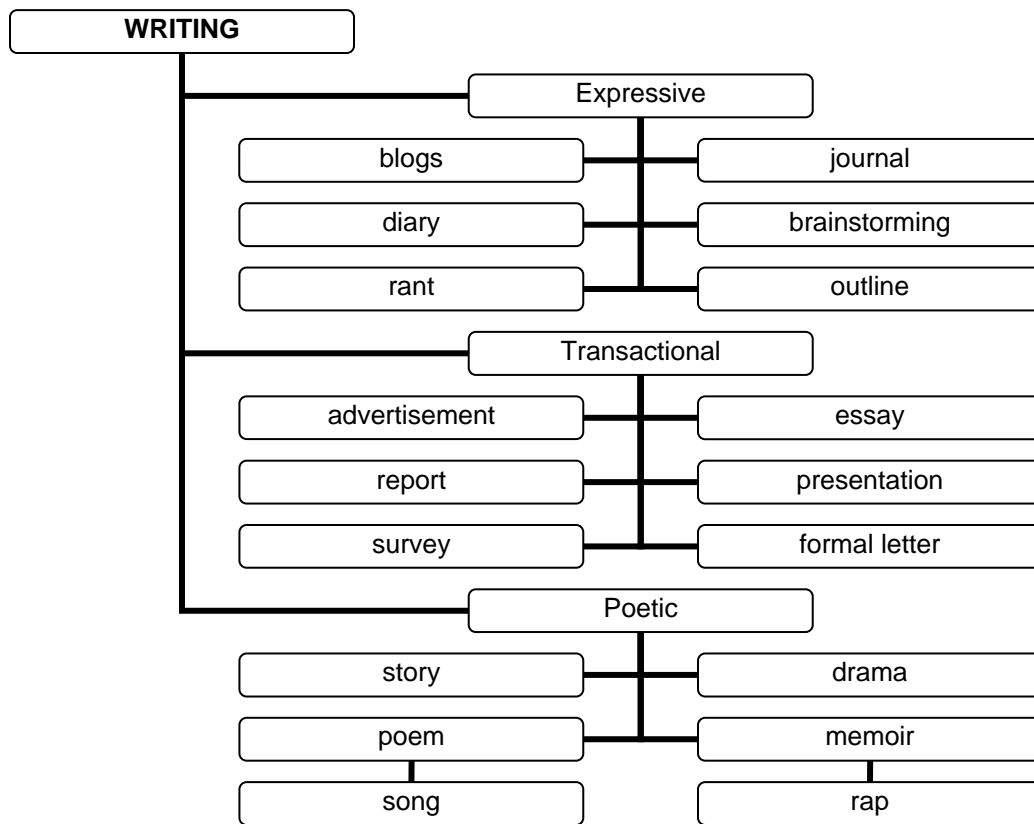
Transactional Writing

Transactional writing records and conveys information. It is sometimes called writing to *get things done.* It is addressed to a specific audience and aims to impact that audience in some way. Some standard forms and specialized vocabulary may be necessary for this type of writing. Transactional writing aims to:

- Information
- Instructions
- Report
- Explain
- Survey
- Persuade

Transactional writing considers audience, precision and clarity. Transactional writing

- Requires analysis of models or exemplars.
- Utilizes the writing process of drafting, proofreading, editing and publication.
- Involves skills such as planning, outlining, research, note-taking and recording data.

Some examples of transactional writing are letter to the school principal to make a suggestion or request, essays, reports, biographies, Invitation, list of rules, advertisements.

Students in *ESL 1205* are expected to write transactional pieces related to the themes they are reading about and discussing. Transactional writing goes through the writing process and may be individual writing or produced collaboratively. Students may publish these pieces in various media

and must consider the audience and requirements of each media: brochure, bulletin board display, newsletter, blog, academic essay, PowerPoint presentation, etc.

Poetic Writing

Poetic writing addresses the creative imagination and develops the sense of self. It provides the opportunity for students to tell their own stories and to create fiction. It encourages the use of descriptive and figurative language devices. Poetic writing includes stories, poems, raps, songs, plays, skits, etc. Publication may take various forms, including digital storytelling, audio recordings and print anthologies.

Children from every culture have a sense of story and song. Poetic writing is the embodiment of our beliefs, hopes, fears and ideals. Like transactional writing, poetic writing can persuade or call to action; however, poetic writing is just that – poetic, flexible and imaginative. And often it is written to entertain or for its own sake.

Students need to learn about story structure as well as literary and poetic devises. Students can use this knowledge to analyze and enhance reading comprehension and to construct stories and other poetic pieces. (See Appendix 12 for story elements.)

The writing process is used for poetic writing that will be published. Publishing gives a voice to students, motivates writers to create the best possible product and promotes self-esteem.

The 6+1 Traits of Writing

In teaching writing certain intrinsic traits of good writing need to be explained and developed. *ESL 1205* students need to build their writing through drafting, assessment and rewriting. Students should learn to assess their writing for these traits.

Ruth Culham (2003, 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 top 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.

+1   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.

The Writing Process

Writing is more than a medium for presenting ideas and information; it is a tool for learning—a means of gaining insight, developing ideas and solving problems. Learning to write involves thinking and composing, consideration of audience and purpose and use of conventions of written language. Students learn the process of writing gradually. With practice they expand their repertoire of concepts, skills and strategies and their final product becomes increasingly sophisticated.

There are general identifiable writing stages, commonly referred to as:

> a) pre-writing
> b) writing (drafting, revising, proofreading & editing),
> c) post-writing (publishing)

By helping students to understand the writing process and by encouraging them to practise the skills and strategies that come into play at the various writing stages, teachers can ensure that students grow in writing performance. Students are not expected to take all pieces of writing through to publication. They should, nevertheless, have frequent opportunities to go through the process from beginning to end.

Pre-Writing

During the pre-writing stage, students decide what they will write about and what they want to say about their respective topics. They think about who will read their writing, the form it should take and the how to organize their ideas. Pre-writing activities may include:

- Brainstorming ideas
- Reflecting on personal experiences
- Dramatizing and role-playing
- Talking, interviewing, discussing, storytelling
- Viewing visuals and objects of interest
- Discussing purpose and audience
- Brainstorming vocabulary
- Organizing thoughts through models, flow charts, cartoons, thought webs, etc.
- Using poems, stories and other texts as models for writing
- Using reporters' questions: Who? What? When? Where? Why? How?
- Researching

During pre-writing, students determine the purpose, intended audience and form their writing will take. However, sometimes the form is shaped as the drafting continues and may change midstream.

Students may need to review exemplars of written products before they begin to write a particular genre. They need to be aware of distinctive formal elements in different genres. It is helpful to display a broad range of writing pieces in the classroom, gradually introducing and analysing the content, language and structure of each genre.

Students learn through modeling. Students benefit from watching the teacher writing an outline, graphic organizer, notes or a first draft. The teacher explains thought processes and choices (e.g., "Let me see, I want to start with a good sentence that is interesting and important to my main idea…"). The students see how a piece of writing may unfold.

Drafting

Students write first drafts from the ideas and plans they have developed. They select ideas generated from the pre-writing experiences. However, in the process of putting words on paper, they often change course as they find better or different ideas. Momentum is important as students focus attention on the development of meaning and the flow of thought. They should be encouraged to write freely and check spelling, grammar, usage and mechanics later.

In some cultures emphasis is placed on "correctness" from the start. Learners who are hesitant to write due to fear of errors need to be assured that errors are OK. To build student confidence

- Model drafting on the board or flip chart, writing quickly and going back to correct your own errors later.
- Have timed writing activities with prompts such as pictures, words or story starters. Assure students that spelling and grammar are not important at this stage.
- Indicate some errors that the student is capable of self-correcting.
- Give lots of praise and limited error correction.

Students may complete one or several drafts. They may talk with peers and the teacher as they clarify ideas and develop their drafts.

For some pieces of writing, the writing process may end at the drafting stage. Other pieces are to be revised and ready for "publication".

Revising

First drafts are often rough and inaccurate and may reflect a struggle to get words down on paper. Revising brings focus and clarity. The craft of writing is learned through revision.

Revising means

- Considering overall organization and moving ideas around.
- Adding information.
- Taking out redundant material.
- Considering paragraph structure.
- Strengthening ideas through supports, details and examples.
- Considering clarity.
- Considering economy.
- Considering vocabulary and expressions for accuracy and voice.

Revision can take place during a peer, small-group or individual writing conference, or independently. After a student has revised a piece of writing, students should exchange pieces for feedback and/or read the piece aloud to a partner. Checklists for revision, targeting a limited number of elements, are recommended.

Proofreading and Editing

The editing stage provides opportunities for further thought and clarification. At the editing stage, students focus on language form and conventions. Understanding variety in sentence structures and the impact of particular structures, syntax, punctuation, word order and usage can lead to improvement in individual writing style. The purpose of editing is not necessarily to create a perfectly "correct" piece of writing but rather to help student's make gradual progress in the use of conventions.

Students should review line by line, often reading aloud, to make sure that each word and punctuation mark contributes to the effectiveness of the piece. Students proofread for spelling

and grammatical errors. Students must learn to use reference tools effectively for editing, and to confer with teachers or peers.

Developing writers need strategies for proofreading and editing. For example, they may

- Read the writing aloud to check punctuation and grammar.
- Conference with partners, exchanging pieces for proofreading.
- Use proofreading checklists.
- Write different spellings of the word to determine what looks right.
- Check sources and reference tools for spelling and grammar.

Post-Writing: Publishing

Publishing gives extra purpose and meaning to the act of writing by allowing students to share their work with audiences. Publishing means *making public*. Forms of publication include:

- Reading for an audience.
- Posting on the bulletin board or online site.
- Recording for the listening centre.
- Preparing a script for readers' theatre.
- Audio recording with suitable sound effects and music.
- Publishing class/school newspapers or anthologies.

Publishing need not take up an inordinate amount of time. Most of the time allocated for writing should be given to having the students write. Students may select just a few pieces for publication or presentation. All students, however, should have an opportunity to publish. An important aspect of publishing is to make students feel good about their writing.

Error Correction

Feedback on writing should address the 6+1 traits of writing, including conventions. It is through the writing process that students have the best opportunity to hone their grammar, punctuation and spelling skills. With guidance, students gradually show increased control of and accuracy in use of conventions.

Mistakes that the student is capable of self-correcting may be indicated and the student given an opportunity to edit. The number of errors corrected should be limited. Explicit explanations and reinforcement should be restricted to meaningful writing tasks and appropriate to the student's stage of language acquisition. Students need many opportunities to apply the conventions learned and to assess their progress. Through the writing process, students learn to identify errors and edit their writing, using various strategies and resources.

Errors are generally corrected if the error interferes with communication and the student is able to benefit from the correction.

Representing

In addition to writing, students need to explore other ways of representing that allow them to clarify and reflect on their thoughts, feelings, experiences and learning. Representing refers to the range of activities in which students create meaning and the many forms and processes they can use to represent that meaning. Different modes of representing appeal to different learners.

Representing processes can include
- Music, dance and movement

- Visual representation (drawings and paintings, murals, photography in photo essays or narratives, posters, cartoons, pamphlets and brochures)
- Drama (skits, plays, mimes, improvisational drama, choral reading and role-playing)
- Media production (videos, films, storyboards, radio interviews, documentaries)
- Technological applications (virtual, collaborative, social networking and online spaces)

In the ESL classroom, non-verbal forms of representing should be linked to language outcomes.

Section 7: Assessment and Evaluation

Types of Assessment

Formative Assessment, *assessment for learning*, determines what a student can do, the student's strengths and needs, interests and preferences. The teacher carries out formative assessment to provide feedback to students, plan instruction and teaching strategies and to select resources for a student.

Self-assessment, *assessment as learning*, is also a formative assessment. It is an important step toward self-confidence and students taking responsibility for learning. Students think about, monitor and apply strategies to strengthen their own learning. Peer assessment and feedback can also help students progress.

Summative assessment, *assessment of learning*, gives a snapshot of achievement in response to instruction. Ongoing assessment for learning reduces the need for summative assessment. Through ongoing assessment teachers are informed of progress and achievement as it happens.

Ongoing Assessment

Assessment is ongoing. As students are actively engaged in classroom activities teachers observe, listen and question. Through active learning and ongoing assessment teachers are able to plan for success.

The initial ESL assessment provides information for tentative programming; it is important to assess each student's progress on an ongoing basis. As an ESL student begins to learn in the new school environment, ongoing assessment becomes necessary to

- Identify gaps in the student's second language or dialect.
- Give the student feedback and concrete evidence of success.
- Plan instruction to ensure successful learning experiences.
- Evaluate student achievement of short-term outcomes.

To gain multiple perspectives on a student's development, teachers need to assess in a variety of ways and consider a variety of student created materials. Tools for assessment include:

- Planned observation with documentation
- Guided reading
- Miscue analysis
- Student portfolio: a collection of student written work, student or teacher checklists, anecdotal comments, etc.
- Students Journal
- Audio and video taped recordings of readings or oral presentations
- Conference or interview notes and anecdotal records
- Pictorial products (labelling, diagrams, graphs, charts, etc.)
- Student's own reflection on learning

Evaluation and Reporting

Evaluation is used to inform teachers, students and parents of progress made in relationship to curriculum outcomes. Evaluation informs further programming decisions.

School reporting procedures - report cards, progress reports, parent-teacher interviews and grading practices need to be carefully explained to students and parents.

Flexibility is needed and the best interests of the student must be considered; an approach which will encourage the student and help build confidence and comfort in the new environment is essential.

ESL Reporting

- Reporting for the ESL students should happen at the regular intervals.
- Anecdotal comments should be written in plain language with basic sentence structure.

Parent-Teacher Interviews

Schools have regular reporting periods during which time parent-teacher interviews are held. This is an opportunity for the parent to visit the school and meet school personnel. The ESL teacher, and all teachers working directly with the ESL student, should hold parent-teacher interviews. Parents should be shown work samples from the student. When talking to parents with limited English, teachers should use short, simple sentences with basic vocabulary and should emphasize key points. With the consent of the parents, a translator may be in attendance.

Benchmarks for ESL Developmental Stages

The tables on the following pages are adapted from Supporting English Language Learners: A practical guide for Ontario educators, Grades 1 to 8, Ministry of Education, Ontario, 2008. The Alberta ESL Benchmarks for grades 10-12 were consulted during the adaptation process.

The points detailed are not meant as a list of outcomes but give some key benchmarks that are an indication of the skills level at each stage. For convenience, the indicators are set out as a checklist and may be referred to at reporting times. Each delineation within an indicator begins with an underscore to facilitate its use as a checklist.

ESL teachers and classroom teachers may collaborate in determining if benchmarks have been reached through demonstration in the mainstream classroom.

Language Assessment Criteria: Grades 10-12   English Second Language

	Listening	Speaking
Stage 1: Beginner Understands basic spoken English Speaks for basic communication	❑ Responds to simple yes/no and *wh* literal questions ❑ Responds appropriately to familiar conversational topics _family _school _basic information ❑ Responds to familiar vocabulary ❑ Responds to basic classroom instructions with visual support, gestures, demonstrations	❑ Uses functional vocabulary: _familiar names & objects _ present tense verbs _ numbers 1-10 _school items _family terms ❑ Uses short patterned sentences and questions ❑ Communicates _basic wants/needs _basic personal information ❑ Uses short phrases, routine phrases, greetings ❑ Begins to use: _subject-predicate _negatives _pronouns _basic adjectives
Stage 2: Developing Understands key information with supports Speaks with spontaneity in daily conversation and in class	❑ Participates in day-to-day conversation ❑ Responds to: _day-to-day vocabulary _direct questions _frequently used commands _simple stories ❑ Responds accurately to academic related questions, given wait time ❑ Requests clarification when necessary ❑ Follows simple oral instructions ❑ Is attentive to modified teacher talk and demonstrates understanding ❑ Understands key vocabulary and concepts related to themes covered ❑ Understands main ideas in visually supported presentations	❑ Initiates and maintains daily conversation ❑ Recounts familiar events & key information ❑ Speaks with sufficient clarity for comprehension ❑ Uses known vocabulary & gestures to compensate for unfamiliar vocabulary ❑ Expresses: _feelings _preferences ❑ Begins to use: _variety of vocabulary _*wh* questions _ simple past and future tenses _ complete simple sentences _ some compound (*but, and, because*) _negatives correctly formed ❑ Uses common: _adj. _adv. _ prepositions ❑ Begins to use academic vocabulary ❑ Gives simple instructions and directions ❑ Uses some slang or colloquial expressions
Stage 3: Expanding Understands social English, needs supports for grade-level academic listening Participates comfortably socially and in class, may have minor difficulties /misunderstandings	❑ Responds appropriately to: _questions _directions _extended discourse ❑ Responds appropriately in sustained discussions in class ❑ Identifies: _main ideas and _many supporting details of content area presentations ❑ Sustains attention in the regular classroom environment ❑ Demonstrates understanding of much grade-level academic and subject specific vocabulary ❑ Responds to complex questions (e.g., If…,) and statements. ❑ Responds to slang and some play on words.	❑ Uses clear pronunciation and enunciation ❑ Asks and answers a range of questions without hesitation ❑ Participates in classroom discussions ❑ Summarizes key ideas from written text ❑ Self-corrects some errors ❑ Usually uses: _simple present, _present continuous _simple past, _past continuous, _ future tenses ❑ Clearly retells, with transitional phrases: _personal experience _narratives _basic factual information ❑ Begins to use: _adverb and adjective phrases _conditional sentences ❑ Uses a variety of speaking strategies (e.g., re-wording, gestures, chronological or other organized recounting, substitute vocabulary, clear referents)
Stage 4: Consolidating Understands spoken English in most contexts at grade level Speaks fluently, almost native like in vocabulary and sentence structure	❑ Participates in social discussions on a wide range of topics. ❑ Responds to complex sentences ❑ Follows a series of instructions ❑ Rarely takes wait time to respond ❑ Understands academic content and class discussion ❑ Responds to unseen speakers (PA system, telephone) ❑ Uses listening strategies: _uses context to understand, _asks for explanation or repetition _listens attentively _takes notes of key points and many details from a short lecture or presentation at grade level. ❑ Responds to humour, irony, innuendo. ❑ Responds to idioms, colloquialisms	❑ Uses most language structures appropriate to grade level (e.g., complex sentences, conditionals, relative clauses) ❑ Uses a range of age-appropriate _social and _academic vocabulary ❑ Expresses and supports an opinion ❑ Participates in regular class discussion confidently and appropriately ❑ Uses: _simple past _present_ future, _present continuous, _past continuous correctly. ❑ Makes academic presentations fluently ❑ Uses English effectively for a variety of purposes (e.g., persuade, describe, instruct, summarize, argue, narrate, question, explain) ❑ Uses speaking strategies: _self-corrects _uses appropriate, specific vocabulary _states main idea clearly _attempts to use new words learned _seeks opportunities to converse

Language Assessment Criteria: Grades 10-12   English Second Language

	Reading [4]	Writing
Stage 1: Beginner Reads and comprehends simple English Beginning to write simple sentences	❑ Recognizes the alphabet _print _script ❑ Uses decoding strategies:_ initial consonants _ picture clues _predictability ❑ Recognizes some common sight words, concrete words and theme words ❑ Begins to use reading strategies for comprehension: _prior knowledge _re-reading for understanding ❑ Begins to use vocabulary from different subject areas ❑ Differentiates fiction from information text	❑ Produces the alphabet in legible form using left-to-right progression, writing on the line ❑ Copies written information accurately ❑ Begins to use common writing conventions: _punctuation _spelling _capitalization ❑ Begins to use: _subject-predicate order _ _adjectives _common prepositions ❑ Writes short, coherent patterned sentences on personally relevant topics ❑ Begins to write simple sentences in present tense, simple questions and basic grammar (plurals, some prepositions)
Stage 2: Developing Reads for specific purpose, comprehends familiar topics Writes in a variety of contexts using simple sentences	❑ Decodes accurately/ sounds out ❑ Uses reading comprehension strategies: _skimming _context clues _re-reading _identifying key info ❑ Uses vocabulary strategies to understand new words _word analysis _context clues ❑ Comprehends passages of simple, compound and some complex sentences (below grade level). ❑ Uses some correct phrasing, rhythm and pronunciation when reading aloud ❑ Identifies author's purpose. ❑ Articulates strategies to continue building reading/vocabulary proficiency.	❑ Writes with some accuracy: _ simple tenses _capitalization _punctuation_ spelling ❑ Writes comprehensible simple sentences ❑ Writes simple and some compound sentences (and, but, because) ❑ Writes responses to *wh* questions ❑ Writes connected discourse: _retelling _journal writing, _reporting ❑ Uses the writing process with guidance ❑ Edits some of his/her own errors ❑ Uses paragraphing
Stage 3: Expanding Completes classroom reading and writing tasks adequately with support	❑ Uses reading strategies: _sequencing _skimming _scanning _identifying main ideas _identifying cause and effect ❑ Uses vocabulary building strategies ❑ Retells a story, main ideas and some details, at or close to grade level ❑ Reads non-fiction close to grade level ❑ Reads and interprets grade level text with visual support ❑ Comprehends complex sentences with subordinate, relative and conditional clauses	❑ Organizes and sequences ideas ❑ Writes using appropriate _simple and _continuous verb tenses, _subject-verb agreement, _ passive voice ❑ Uses variety in: _vocabulary _sentence structure _forms of writing ❑ Writes some complex sentences ❑ Revises written work with support ❑ Uses paragraphing appropriately _with transitional phrases/words. ❑ Completes most grade level writing tasks adequately (with errors, limited detail)
Stage 4: Consolidating Demonstrates control of grade-appropriate reading tasks Writes for a variety of purposes using appropriate conventions	❑ Uses grade-appropriate reading skills effectively: _inferences _predicts _"figures out" vocabulary _skimming and scanning ❑ Understands unfamiliar text at grade level. ❑ Has a reading vocabulary close to/at grade level ❑ Understands most complex sentences at grade level ❑ Uses prior knowledge and strategies to understand cultural and social references ❑ Comprehends implied meaning in fiction at or close to grade level ❑ Chooses reading materials similar in scope and difficulty to peers	❑ Writes with a clear focus and organization ❑ Uses a variety of vocabulary ❑ Expresses voice in writing ❑ Writes for a variety of purposes at or very close to grade level expectation ❑ Writes grade-level text on a variety of topics with few errors in conventions ❑ Writes complex sentences without hesitation (conditionals, relative clauses) ❑ Uses the writing process effectively ❑ Uses writing strategies: _ attempts to use new words and accurate vocabulary _uses reference materials to aid writing _responds to teacher feedback

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[4] ESL students who are literate in their L1 will have acquired many of the reading skills and strategies in the L1. ELD students will need more instruction and time to catch-up.

Appendix 1: Language Reference Chart for *ESL 1205*

By mid-year these grammatical structures and conventions should be evident in written work, not necessarily in spoken English. The structures and conventions should be applied without prompting in free writing tasks in a first draft or after self-editing for a second draft.

These structures should develop gradually through reading, listening, exploration and application to meaningful communication. Individual and small group instruction, one-to-one conferencing, and error correction through the writing process are recommended. Drill and practice exercises that are not personally meaningful are discouraged.

I. Grammatical Structures

Nouns	- count: singular and plural of regular and high-frequency irregular nouns (e.g., *table/tables*, *child/children*) - non-count (e.g., *water*, *money*, *bread*, *coffee*, *sugar*) - possessive form of proper nouns (e.g., *Pablo's hat*) - articles *a*, *an*, *the*
Numbers	- cardinal - ordinal (e.g., *first*, *fifth*, *twentieth*)
Pronouns	- subject: *I*, *you*, *he*, *she*, *it*, *we*, *they* - object: *me*, *you*, *him*, *her*, *it*, *us*, *them* - demonstrative: *this/these*, *that/those* - impersonal expressions: *It* + *be* (e.g., *It's noisy in the classroom*.)
Verbs	*be* (e.g., *I am a student*.) *there is/are* *have* (e.g., *I have a sister*.) *can:* for ability and permission (e.g., *I can dance. I can go to the dance*.) - simple present (e.g., *I live in Canada*.) - simple past regular verbs (e.g., *They talked to me*.) - simple past high-frequency irregular verbs (e.g., *He came late*.) - simple future (e.g., *We will meet in the library*.) - present progressive (e.g., *She is sitting*.) - contractions with *be*, *do* (e.g., *She's sitting. We don't like that music*.) - imperative forms (e.g., *Come in*. *Sit down*.) *let's* (e.g., *Let's ask the teacher*.)
Adjectives	- possessive: *my, your, his, her, its, our, their* - high-frequency (e.g., *red, big, rainy, young, Canadian, round*) - comparative/superlative (e.g., *taller/tallest*; *happier/happiest*) *some*, *any*, *every*, *all*
Adverbs	- used to modify adjectives (e.g., *very* tall, *really* late) - some adverbs of frequency and time (e.g., *today*, *always*, *never*, *sometimes*, *then*) *too*

Transition words and phrases	• conjunctions: *and*, *but*, *or*, *because*
Question forms	• *yes/no* (e.g., ***Are you a student? Yes***, *I am*/*No*, *I'm not*. ***Do you live in Canada? Yes***, *I do*/*No*, *I don't*. ***Did they talk to you? Yes***, *they did*/*No*, *they didn't*. ***Will you join our group? Yes***, *I will*/*No*, *I won't*.) • information questions: *what*, *where*, *when*, *who*, *why*, *how*
Negation	• *be* in simple present (e.g., ***He is not here***/***He isn't here.***) • *do* (e.g., ***We don't like that***. ***It doesn't work***. ***We didn't watch the game***.) • *will* (e.g., ***They won't eat these cookies***.)
Prepositions	• of location (e.g., *in*, *on*, *at*, *under*, *beside*, *on the right/left*) • of direction (e.g., *to*, *from*) • of time (e.g., *at*, *before*, *after*, *on*, *in*)
Sentences	• simple sentence: subject + verb + object or prepositional phrase (e.g., ***She reads books. She reads in the classroom***.)

II. Conventions of Print

Punctuation	• final punctuation: period, question mark, exclamation mark.
Capitalization	• first word in a sentence (initial capitalization) • proper nouns (e.g., names of people and places)

By the end of the course, these grammatical structures and conventions should be evident in written work, not necessarily in spoken English. The structures and conventions should be applied without prompting in free writing tasks in a first draft or after self-editing for a second draft.

I. Grammatical Structures

Nouns	• count nouns: singular and plural of low-frequency irregular forms (e.g., ***shelf/shelves***, ***mouse/mice***, ***knife/knives***) • compound nouns (e.g., ***living room***, ***city street***, ***golf club***, ***pop singer***) • possessive forms of singular and plural nouns (e.g., ***the girl's book***, • ***the girls' book***) • articles *a*, *an*, *the*, or no article • gerunds for activities and pastimes (e.g., ***skating***, ***swimming***, ***fishing***)
Pronouns	• possessive: ***mine***, ***yours***, ***his***, ***hers***, ***its***, ***ours***, ***theirs*** • reflexive: ***myself***, ***yourself***, ***himself***, ***herself***, ***ourselves***, ***yourselves***, ***themselves***

Verbs	- past progressive (e.g., ***She was waiting for the bus.***) - future with ***going to*** (e.g., ***They're going to be late.***) - simple past of low-frequency irregular verbs (e.g., ***sink/sank***, ***swim/swam***, ***hold/held***) - modals: ***have to***, ***must***, ***can*** (e.g., ***I have to go now***. ***I must stop because I'm tired***. ***I can send e-mails to my friends***.) ***there was/were*** ***would like*** + noun phrase (e.g., ***We would like more time***.) - infinitive forms after ***want***, ***start***, ***like, need*** (e.g., ***She wants to work***.)
Adjectives	- noun + two adjectives (e.g., ***shiny***, ***fast cars***) - comparative/superlative forms + ***more/most*** (e.g., ***more beautiful/most intelligent***) - irregular forms + comparative/superlative (e.g., ***better/(the) best***; ***worse/(the) worst***) ***a little***, ***a lot of***, ***some, much, many***
Adverbs	of manner (e.g., verb + adverb: ***We sat quietly***.)
Transition words and phrases	- conjunctions: ***so***, ***since***, ***because***, ***because of*** (e.g.***,*** ***He was sick, so he went home***. ***Because he was sick, he went home***. ***Because of his cold***, ***he went home***.) ***like/unlike***, ***similar to/different from*** ***first, second(ly)***, ***in the beginning***, ***as well***, ***next***, ***finally***
Question forms	- inverted word order: verb + subject (e.g., ***Was he studying?***) with ***do***, ***can*** (e.g., ***Do you have it? Can I call you?***) "***wh***" questions present and past tense with was/were/did (e.g., ***Where was it? When did she go?***)
Negation	***be*** in simple past (e.g., ***They were not interested. They weren't interested***.) - negative imperative (e.g., ***Don't sit there***.)
Prepositions	with simple/ literal phrasal verbs (e.g., ***take off***, ***put on***, ***put away, listen to, turn on/off***, ***get up***, ***wait for***, ***look for***, ***look at***, ***talk about***)
Sentences	- compound sentence with ***and***, ***but***, ***or***, ***because*** (e.g., ***I took the bus but I was still late***. ***He came late because the bus broke down***.) 1st conditional sentences to talk about future possibilities (e.g***., If my Mom gets a job, we will stay here***.) - direct speech (e.g., ***"I live on this street," said Milad***.) - indirect speech: no tense change (e.g., ***He said he lives on this street***.)

II Conventions of Print

Punctuation	- apostrophe: contractions and possessive forms (e.g., ***He's buying a hat***. ***The boy's hat is red***.) - comma: for items in a list; for direct speech; for vocative case (***Aisha, are you coming?***) - quotation marks for direct speech

Adapted from *English as a Second Language and Literacy Development*, The Ontario Curriculum, Grades 9-12, 2007.

Reading Comprehension

Text readability for a student is impacted by many factors, including complexity of sentence structure, length of sentence, length of word, familiarity of topic and vocabulary, occurrences of cognates, similar expressions or similar structures in the L1 and student use of reading strategies. Lexile or grade level is only part of the determining factor in selecting texts for a student and in describing an ESL student's reading ability.

Upon completion of *ESL 1205* students should be able to read with understanding simple, compound and some complex sentences. Students should be comfortable with texts written at a grade 3-4 level (Lexile level 550+). Texts should be appropriate to the student's age and interests, and composed of standard language structures and common vocabulary and expressions.

Teachers can determine text reading level in these ways:

- Do an internet search for *text readability* or *text reading level.*
  Use online sites such as:
  http://www.online-utility.org/english/readability_test_and_improve.jsp
- Enter text and use the readability feature in word processing programs. (Find it under Tools, Spelling and Grammar in Microsoft Word. The Flesch-Kincaid grade level will be given in the readability statistic after the spelling and grammar check are complete.)

Appendix 2: Language for Group Work

Each time group work is expected students need very clear written and spoken instructions, assigned roles and, where possible, examples or demonstration of the task at hand.

Students need training and 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, . . .

To stop someone who is dominating the group
You have a point but I think we should let Mai speak.
Yes, Hung, but what do you think, Mai?

To express your opinion and give a reason
I think . . .because . . .
In my opinion, . . . because . .
I believe that . . . 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 need to follow consistent guidelines for group work, such as:
1. Appoint a group leader and set rules about the tasks of the leader.
2. Take turns speaking.
3. Monitor tone and volume of voice.

Appendix 3: Peer Evaluation (Presentation)

Person Presenting: _____

Please rate each of the following criteria on a scale of 1 to 5:

	Very weak	Needs Improvement	OK	Good	Very Good
1. The presenter spoke clearly.	1	2	3	4	5
2. The presenter spoke at a good volume.	1	2	3	4	5
3. The presenter spoke at a good pace.	1	2	3	4	5
4. The presenter faced the audience.	1	2	3	4	5
5. The presenter appeared relaxed.	1	2	3	4	5
6. The presenter stood up straight.	1	2	3	4	5
7. The presenter used effective hand gestures.	1	2	3	4	5
8. The presenter made eye contact with the audience.	1	2	3	4	5
9. The introduction caught my attention.	1	2	3	4	5
10. The presenter provided some good examples.	1	2	3	4	5
11. The conclusion wrapped up the speech.	1	2	3	4	5
12. I found this topic interesting.	1	2	3	4	5

Comment:

_____

_____

_____

Adapted from: *Oral presentations: Peer Evaluation*, ESLpartyland, Retrieved Online December 29, 2009 at http://www.eslpartyland.com/teachers/listening/eval.htm

Appendix 4: Barrier Games

The barrier games or information gap games are used to reinforce vocabulary and language structures studied.

For most games, students sit across from each other at a table with a book between them so that they cannot see each other's papers. They compare papers afterwards.

1. **Shapes and placement vocabulary:** Each student has a sheet of paper and a few crayons. Student A gives instructions and follows them herself as B also follows the instructions. e.g., *Draw a small red circle in the middle. Draw a blue triangle below the circle.*

2. **Numbers:** Each student gets a sheet of paper which has different shapes on it (large circle, small circle, large triangle, etc). Student A gives instructions and follows them herself at the same time. e.g., *Put number 6 in the large circle. Put number 2 in the small triangle, etc.*

3. **Map:** Each student has a simple map of the neighbourhood. Student A gives directions and student B draws a line, beginning at the school. e.g., *Leave the school and go south on Bonaventure Ave. Turn right at Merrymeeting Road, etc*.

4. **Schedule information gap:** Each student has a one month calendar (for the same month) with 5-10 different events noted. Student A asks student B questions to fill in the missing information. e.g., *"Do you have anything on November 23rd?" "What time is it?"Where is it?"*

5. **How much?:** Student A has a list of items. Student B has a flyer with the prices. Student A asks student B for the price. The item lists can be created by students.

6. **Remember the objects**: A student puts 10 small objects that he can name into a bag. Students may collect some small objects at home. In preparation the teacher may review the names of the objects. The student finds a partner. Student A displays his 10 objects and ensures that his partner knows the word for each object. Then Student A puts the objects back in the bag. He then asks student B to name the 10 objects. (Pictures of objects, cut from magazines, can also be used.)

7. **I Spy**: Student A says "*I spy something in this room*." Student B asks yes/no questions until she discovers what Student A spies.

8. **How did it happen?** Student A picks a situation card, for example:

> **A school window is broken.**
> Two girls were sitting in the classroom.
> They saw someone looking in through a window.
> One girl got very scared and threw a big book at the window.

Student A reads only the first line to student B. Student B must ask Yes/No questions to figure out all the details of how it happened.

Students can enjoy making up situation cards.

Appendix 5: Improvisational Drama

Improvisational drama is a great way to develop language, build confidence, explore ideas and have fun.

Students can learn to develop plots with this simple pattern:
1 Establish characters and setting.
2 Establish a problem or conflict.
3 Develop the story, search for solutions.
4 Resolution.

THREE WORDS
- Pair work. Set two chairs on the "stage".
- Pick a word out of each of three hats (e.g., emotions, people, objects). One student is assigned to be the scene starter. A pair of students gets 30 seconds, sitting silently, to think about what they will do. Then, on the "Go", the scene starter begins and a 1-2 minute scene evolves.

Example: happy, teacher, table
Scene Starter: Now children sit in your seats. We have math to do…

SELECT A PROBLEM
- Small groups. Set 4-5 chairs on the "stage".
- Pick a problem out of the hat. (e.g., You are a family and you are going on holiday but you are arguing over where to go; You are all in a small boat and you see sharks approaching the boat; You are a group of friends and you want to convince one friend to stop smoking, etc.)
- The group gets 1 minute to plan before beginning the scene.

ACT OUT A STORY
- Group work: Set several chairs on the "stage".
- One student reads a story (e.g., *The Three Little Pigs*) and the others act it out as it is read. The reader begins and as a character is mentioned a student runs in and begins the actions.

ONE WORD ONLY
- Pair work: Set 2 chairs on the "stage".
- Each pair comes up with one word that will be the only word they use in their scene.
- A pair picks a problem from the "problem hat" (*e.g., You are a parent and a child and the child wants to go to a big party but the parent doesn't want to allow it; Student A is new in the school and Student B would like to get to meet student A but is very shy; Student A is a doctor and Student B has to have an operation and is very, very afraid.*).
- The pair gets 1 minute to prepare. Then, on the "Go", the scene begins. During the scene they do not use any real conversation - only the one word. (*e.g., Student A: banana, banana, banana? Student B: banana, banana, banana…)*
- This activity is great for practising intonation and body language.

WHAT IS THE GIFT?
- Pair work
- Student A gives student B a gift wrapped in a box (mime).
- Student A knows what the gift is; Student B has to figure it out by listening to Student A and asking questions. The scene continues until Student B figures out what the gift is.

Student A: Oh Maria, I have this beautiful gift for you. I think you'll love it!…
(Student B opens the box.)…
Student B: Oh Thanks, it is great.
Student A: I know you lost your old one at school.
… etc.

Appendix 6: Samples of Graphic Organizers

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

Mind Mapping

Main idea

Detail   Detail   Detail

Word Web   **Ideas Web**

Topic

Flow Chart

Pyramid

Venn

Cycle
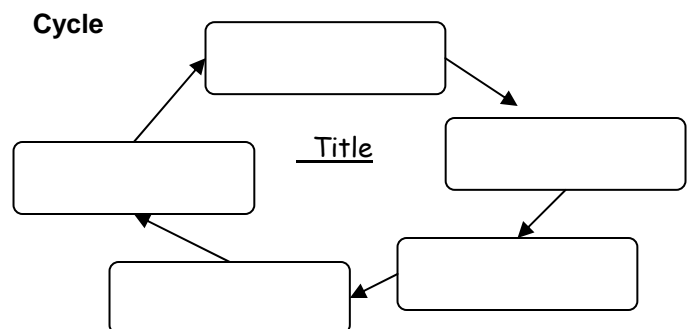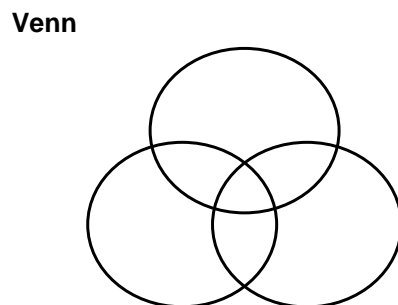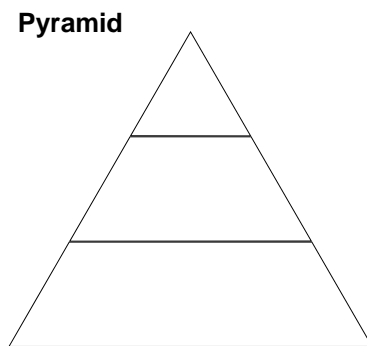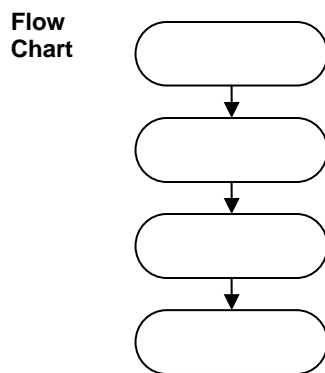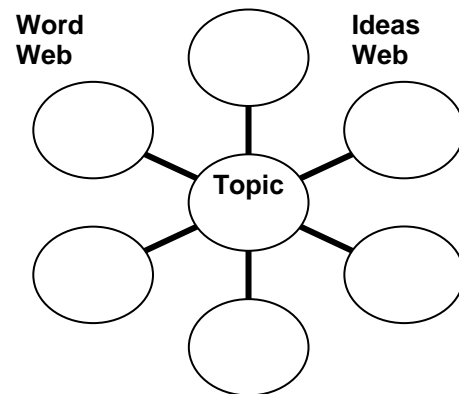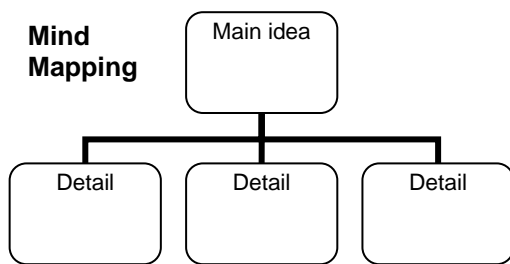
Title

Appendix 7: Strategies for Reading and Writing

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 graphics to predict meaning	✓	✓		✓	
Sounding out to read unfamiliar words	✓				
Breaking words into parts to understand meaning	✓	✓		✓	
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		✓		✓	
Skimming a text for specific information		✓			✓
Connecting texts to other texts read, personal experience and the world.		✓			
Visualizing (Read or listen and picture it in your head.)		✓			✓
Read-Think-Read: Stop at the end of a sentence or paragraph and summarize or paraphrase it mentally or aloud		✓		✓	✓
Taking brief notes of key points of a text		✓	✓	✓	✓
Creating graphic organizers of texts while or after reading		✓	✓	✓	✓
Summary writing		✓	✓	✓	✓
Viewing a text critically (e.g., questioning author or character statements, actions, motives; forming opinions about text)		✓			
Predicting test questions		✓			✓
Creating questions on a text and asking a partner		✓	✓		✓

Many of the strategies can be used at all levels of language and literacy learning.	decoding	reading comp.	writing	vocab building	study skills
Think aloud to analyse text at the sentence level for vocabulary understanding and comprehension	✓	✓		✓	
Creating an outline or graphic organizer before writing			✓		
Writing a first draft fluently for ideas – then editing for form			✓		
Sounding out words for spelling	✓		✓		
Using tools for spelling during the editing stage			✓		
Deductive grammar analysis: study forms in context and deduce the grammar rule		✓	✓	✓	
Deductive word analysis: study words in context and deduce the role of prefixes and suffixes		✓	✓	✓	
Underlining new words, printing them and reviewing them in context				✓	
Writing personally relevant sentences with new words and grammar points			✓	✓	
Making connections between vocabulary words – linking to cognates in the L1 or to other English words		✓		✓	
Using glossary, index and table of contents		✓		✓	✓
Clearly understanding the purpose of and carefully planning tasks			✓		✓
Keeping a diary, journal or reading response journal		✓	✓	✓	
Using games to build new vocabulary and language structures		✓	✓	✓	
Organizational Skills • Organizing learning materials • Prioritizing tasks • Weeding out unnecessary materials • Keeping an agenda • Meeting deadlines (e.g., returning take-home books)					✓

Appendix 8: Checklist for Reading Development

Name:_____
- Rarely or Never   + Sometimes, Often   ++ Usually or Always

Demonstrate and practise the strategies. Then assess for the application of strategies.	Date: Reading Level:	Date: Reading Level:	Date: Reading Level:	Date: Reading Level:
DECODING				
➢ Uses sight words to read				
➢ Uses sounding out to decode new words				
➢ Re-reads and self-corrects if a word doesn't make sense (based on the student's knowledge of English and the world)				
➢ Uses context clues to read difficult words:				
• substitutes a word that makes sense in the sentence				
• looks at pictures and graphics for a clue				
➢ Breaks words into chunks for decoding				
COMPREHENSION				
➢ Skims title, pictures and graphics before reading				
➢ Makes predictions about the text based on skimming				
➢ Knows when reading doesn't make sense and re-reads				
➢ Retells main ideas				
➢ Reads aloud with expression and intonation				
➢ Pauses at punctuation when reading aloud				
➢ Reads silently for extended periods of time				
➢ Make inferences about events, feeling, etc. (reads between the line)				
➢ Seeks clarification when he/she doesn't understand				
➢ Relates what is read to personal experience or prior knowledge				
➢ Locates main idea in a paragraph for content study				
➢ Finds detailed information in response to questions				
➢ Retells most details				
➢ Uses underlining and/or note-taking/graphic organizers as strategies for content study				
➢ Feels proud about or enjoys reading				

Notes: _____
_____
_____
_____

Appendix 9: Listening and Note-taking

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

__ *There are 3 (or 4, 5,)*
__ *The difference…*
__ *First,   then…*
__ *final stage/final step*

When you listen or read, you can organize notes according to the information. For example:

Compare/Contrast

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

(Or Venn Diagram)

Steps in a process or cycle:

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

Cause and Effect

Air heated → air rises
Air cools → air drops

General Information: Important facts:

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

2. Mi'kmaq

3. Innu

4. Inuit

5. Métis
-
-

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

Appendix 10: Picture Books for Adolescents

The list of authors for children and young adults is endless and growing. It is important that ESL teachers keep themselves abreast of publications. Classroom teachers and school librarians can be a great source of information. An annotated bibliography of children's books is also available on the Department of Education, English Language Arts website.
[http://www.ed.gov.nl.ca/edu/k12/curriculum/documents/english/index.html#bibliok3]

The following is a recommended list to get started with ESL beginners:

- *Alexander Who Used to be Rich Last Sunday* by Judith Viorst
- *Bone Button Borscht* by A. Davis
- *Bringing the Rain to Kapiti Plain* by Verna Aardema
- *Caps for Sale* by Esphyr Slobodkina
- *Clocks and More Clocks* by Pat Hutchins
- *Grandfather's Journey* by Allan Say
- *The Giving Tree* by Shel Silverstein
- *The Great Enormous Turnip* by Alexei Tolstoy and Helen Oxenbury
- *The Shopping Basket* by John Burningham
- *The World that Jack Built* by Ruth Brown
- *Where the Sidewalk Ends* by Shel Silverstein (a collection of poems)

The following are recommended for mid to high beginners:

- *A Brave Soldier* by Nicolas Debon
- *A Song for Ba* by Paul Yee
- *All the Way to Lhasa* by B.H. Berger
- *Anna's Goat* by Janice Kulyk Keefer
- *Borrowed Black* by Ellen Bryan Obed
- *Chicken Sunday* by Polacco Patricia
- *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
- *Henry's Freedom* Box by Ellen Levine
- *Heroes of Isle Aux Morts* by Alice Walsh
- *Hide and Seek Fog* by Alvin Tresselt
- *Home of the Brave* by Allan Say
- *Into the Volcano* by Don Wood
- *Jeremiah Learns to Read* by Jo Ellen Bogart
- *Mufaro's Beautiful Daughters* by John Steptoe
- *My Name Was Hussein* by Hristo Kyuchukov
- *My Rows and Piles of Coins* by Tololwa M. Mollel
- *One Green Apple* by Eve Bunting
- *One Hen* by Katie Smith Milway
- *Peppe the Lamplighter* by Elisa Bartone
- *Pink and Say* by Patricia Pollacco
- *River My Friend* by William Bell and Ken Campbell
- *Stone Soup* by Jon J. Muth
- *The Best Eid Ever* by Asama Mobin Uddin
- *The Birdman* by Veronika M. Charles
- *The Butterfly,* by Patricia Polacco
- *The Christmas Candle* by Richard Paul Evans
- *The Fish Princess* by Irene N. Watts

- *The Fortune-Tellers* by Lloyd Alexander
- *The Great Kapok Tree* by Lynn Cherry
- *The Hockey Sweater* by Roch Carrier
- *The Hockey Tree* by D. Ward
- *The Lotus Seed* by Sherry Garland
- *The Paint Box by Maxine Trottier* and Stella East
- *The Rainbow Bridge* by Audrey Wood
- *The Roses in My Carpets* by R. Khan
- *The Stranger* by Chris Van Allsburg
- *The Sweetest Fig* by Chris van Allsburg
- *The Tiger and the Persimmon* by Janie Jaehyn Park
- *The Three Questions* by Jon J Muth
- *The Trial of the Stone* by Richard Keens-Douglas
- *The Walking Stick* by Maxine Trottier
- *The Wretched Stone* by Chris Van Allsburg
- *Trouble* by Jane Kurtz
- *We Are All Born Free: The Universal Declaration of Human Rights in Pictures by Amnesty International*
- *Winter of the Black Weasel* by Tom Dawe

Appendix 11: Story Elements

The following may guide discussion of the elements of story structure:

Title

- Does the title hint at what the story is about and arouse the reader's interest and curiosity?

Structure and Plot

Does the beginning
- Introduce the main character?
- Tell when and where the story takes place? (setting)
- Present a problem or challenge for the main character?
- Set the mood?
- Give a hint of what is to come? (foreshadowing)
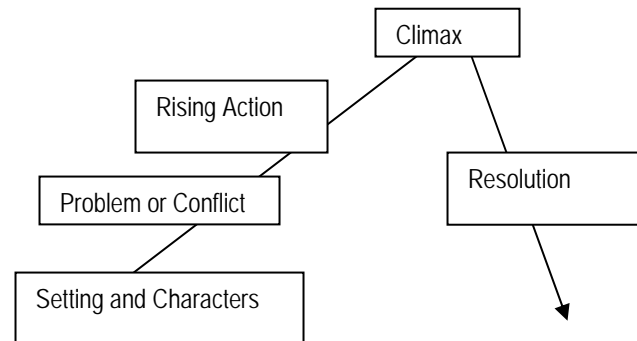
Does the middle
- Show difficulties for the main character?
- Heighten conflict as the characters face difficulties that keep them from solving their problems or reaching their goals?
- Add suspense (rising action) by keeping the readers wondering and guessing about how the situation will be resolved?
- Allow the suspense to build to an exciting moment or climax?

Does the end
- Reconcile all that has happened in the story, as readers learn whether or not the character's struggles are successful?

Characters

- Who is in the story?
- How do characters look? (appearance)
- What do the characters do? (action)
- What do the characters say? (dialogue)
- What do the characters think?
- Do the characters behave consistently?

Conflict

What kind of conflict does the problem present to the main character?
- Conflict with another character
- Conflict with nature
- Conflict with society
- Conflict within the character

Setting

- Where does the story take place? (location)
- What is the time setting? Day or night? Past, present, or future?

- Are weather conditions important?
- What mood or atmosphere does the setting suggest?
- Why is this a good setting for the story?

Point of View

- Who is telling the story?
- Is the narrator or story teller a character in the story?
- Is the narrator a main character? a less important character? a person who is not in the story, but is observing what is happening?
- Is the story written in the 1st person or 3rd person?

Theme

- Are all the episodes connected to one another?
- Do the episodes develop a theme (a belief or notion about the world that is underlying the story, such as the lesson in a parable)?
- Is the underlining message of the story clearly stated, or is it suggested by the characters, action and what is said?

Appendix 12: Performance Indicators Checklist
ESL 1205

Name: _____

Academic Year: _____

	✓	Assessment Date (s)	Comment
GCO 1. Students will be expected to speak and listen to explore, expand, clarify and reflect on their thoughts, ideas, feelings and experiences.			
• initiates and sustains conversation on a personal topic for several minutes.			
• uses basic vocabulary, structures and pronunciation necessary to be clearly understood in conversation and discussion.			
• talks about feelings and emotions.			
• expresses and supports opinions, likes and dislikes.			
• expresses needs clearly.			
• expresses opinions clearly on a variety of personal and academic topics.			
• asks questions to initiate and extend conversation.			
• relates past events chronologically.			
• tells future plans.			
• extends an invitation.			
• retells main ideas of a short presentation or simple video/audio clip on personal experience, opinions and feelings.			
• asks appropriate questions in response to conversation, discussion and presentations.			
• makes appropriate comments in response to conversation and discussion regarding thoughts, ideas, feelings and experiences.			
• understands *wh* and *yes/no* questions regarding thoughts, ideas, feelings and personal experiences.			

	✓	Assessment Date (s)	Comment
• produces comprehensible *wh* and *yes/no* questions regarding thoughts, ideas, feelings and personal experiences.			
GCO 2. Students will be expected to communicate information and ideas effectively and clearly, and to respond personally and critically.			
• takes part in day-to day conversation.			
• takes part in class discussion.			
• presents academic information accurately.			
• explains causes and effects.			
• retells events and stories in chronological order.			
• expresses and supports opinions clearly.			
• speaks with comprehensible pronunciation.			
• uses appropriate vocabulary and sentence structure for purpose (See Appendix 1).			
• asks questions relevant to topic.			
• relates main ideas and factual details after listening.			
• responds and makes personal connections to a topic.			
• expresses opinions about the topic presented.			
• expresses consequences of actions, cause and effect.			
• responds critically, e.g., comments on effectiveness of oral presentation.			
• expresses alternatives.			
• uses comprehensible, basic sentence structure and vocabulary (See Appendix 1).			

	✓	Assessment Date (s)	Comment
GCO 3. Students will be expected to interact with sensitivity and respect, considering the situation, audience and purpose.			
• speaks to both authority figures and peers using appropriate level of formality.			
• clearly indicates purpose when speaking to others, through words, body language and intonation.			
• asks and answers simple questions appropriately, seeking clarification when necessary.			
• understands the speaker's purpose, paying attention to language, tone and body language.			
GCO 4. Students will be expected to select, read and view with understanding a range of literature, information, media and visual arts.			
• distinguishes between fiction and non-fiction.			
• identifies features of various text types.			
• reads fiction with standard language structures and topics of interest at a high beginner ESL level.			
• reads information texts at a high beginner ESL level.			
• identifies main idea and supporting details.			
• understands simple questions and instructions related to texts and academic tasks.			
• makes connections between texts and personal experience.			
• supports answers and opinions with details from the text.			
GCO 5. Students will be expected to interpret, select and combine information using a variety of strategies, resources and technologies.			
• incorporates information from at least two secondary sources.			
• takes notes effectively from print.			

	✓	Assessment Date (s)	Comment
• takes notes effectively from an oral interview.			
• demonstrates understanding of the sources and ability to select information relevant to the topic.			
• presents a final product (poster, report, display, presentation, etc.) that is clearly organized.			
• presents a final product that answers the initial research question(s).			
GCO 6. Students will be expected to respond personally to a range of texts.			
• gives a short oral presentation on personal response to a print text or visual.			
• responds to print text indicating understanding of the text, including main ideas and messages.			
• responds to print text incorporating the language and vocabulary of the text appropriately.			
• identifies and clearly presents likes and dislikes and how they relate to personal experience and/or knowledge.			
• uses a range of vocabulary and language structures in response to text (See Appendix 1).			
GCO 7. Students will be expected to respond critically to a range of texts, applying their understanding of language, form and genre.			
• identifies the purpose of texts of several genres.			
• engages in critical discussion of fiction and non-fiction texts, e.g., Is the main point clear? How does the author make the main point clear? Are the graphics helpful?			
• identifies words, phrases and images that indicate bias, stereotyping and other assumptions in text.			
• identifies the purpose of several features of text and comments critically on their effectiveness in supporting the purpose of the text, e.g., Does the first sentence of a story grab the reader? Does the picture make you want to buy the product?			

	✓	Assessment Date (s)	Comment
• writes or presents a critical response orally, clearly stating an opinion (thesis statement) and supporting it with evidence from the text.			
GCO 8. Students will be expected to use writing and other forms of representation to explore, clarify and reflect on their thoughts, feelings, experiences and learning; and to use their imagination.			
• retells personal events in writing.			
• writes to express concerns.			
• expresses an opinion in writing and supports the opinion.			
• uses language to problem solve.			
• reflects on learning through writing.			
• writes a short passage (100+ words) on a personal/expressive topic.			
• writes comprehensible passages, if not grammatically correct.			
• uses strategies to formulate writing ideas.			
• sounds out words for phonetically accurate spelling.			
GCO 9. Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences.			
• collaborates with peers, giving constructive feedback.			
• writes effective description.			
• presents information clearly in sequential order.			
• presents arguments logically.			
• writes passages to compare and contrast.			
• writes a 1st person narrative, fictional or nonfictional.			

	✓	Assessment Date (s)	Comment
• writes a 3rd person narrative, fictional or nonfictional.			
• demonstrates an understanding of formal–vs–informal language in texts.			
• demonstrates an awareness of audience and ways to appeal to a particular audience.			
• demonstrates an awareness of purpose and ways to achieve the purpose.			
• uses effective language structures (See Appendix 1).			
• uses effective vocabulary.			
GCO 10. Students will be expected to use a range of strategies to develop effective writing and media products and to enhance their clarity, precision and effectiveness.			
• writes texts of 200+ words.			
• uses simple and compound sentences.			
• after revision, produces comprehensible text.			
• after revisions, produces coherent texts.			
• after revision, produces comprehensible, coherent texts.			
• uses basic vocabulary accurately as well as some more evocative vocabulary, e.g., big/enormous, nice/terrific.			
• self-edits for errors in grammar, spelling and punctuation (See Appendix 1).			
• uses correct spelling of common words.			
• recognizes and names parts of speech and verb tenses to enable discussion around editing.			

Appendix 13: Helpful Websites

http://www.storylineonline.net/	Hear members of the Screen Actors Guild read picture books aloud.
www.sillybooks.net	Hear stories, chants and songs as you follow along with the words and pictures.
http://www.nfb.ca/	National Film Board has many shorts and animations that are appropriate for ESL beginner to intermediate students.
www.youtube.com	Youtube offers a wide range of videos, including, many picture books read aloud. Also find short explanatory videos related to school subjects.
http://teachingkidsnews.com/	A news site for school kids. Stories are up to date news items.
http://www.englishmaven.org/Pages/Reading%20Comprehension.htm	Simple reading comprehension activities and links to a variety of language exercises.
www.better-english.com/grammar.htm	Grammar, reading and vocabulary exercises
http://web2.uvcs.uvic.ca/courses/elc/studyzone/200/	Grammar, reading and vocabulary exercises
http://text-to-speech.imtranslator.net/	Students can cut and paste text and hear it read aloud.
http://www.rong-chang.com/kids.htm	Links to a variety of activities for ESL students.
http://www.manythings.org/	A variety of activities for ESL students, including reading, vocabulary and grammar exercises.
http://www.ted.com	A wide range of education videos, including an educational site with videos and accompanying questions and activities.
http://www.enchantedlearning.com/Dictionary.html	A picture dictionary
http://www.wordsmyth.net/	A dictionary with three levels of difficulty
http://nws.merriam-webster.com/opendictionary/	A dictionary with audio
www.ldoceonline.com/	Longman Dictionary of Contemporary English ESL learners.
http://www.wordreference.com/	Word Reference translates words to and from a number of languages.
http://www.google.com/intl/en_uk/toolbar/ie/index.html	Google toolbar's translation feature allows translation of words or pages into a number of other languages.

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