
ESL Foundation

**A foundation English course for grades 7-12
students with limited literacy skills**

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Acknowledgements

The Department of Education would like to thank the following people who served on the *ESL Foundation Curriculum Working Group*:

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Acronyms

ELD	English Literacy Development: An ELD student is one who, due to limited prior schooling, has an achievement gap in literacy and numeracy skills. The student is developing the skills needed to integrate into an age-appropriate grade. Most of these students will be ESL students but some may speak English as their first language.
ESL	English as a Second Language: An ESL student is one whose mother tongue is not English. The student is learning English to live in an English environment.
L1	First Language or Primary Language
L2	Second Language or Secondary Language
LEARN	Literacy Enrichment and Academic Readiness for Newcomers: The LEARN Program is a series of six academic bridging courses for immigrant students who have had limited or no prior schooling.



Section 1: Introduction

Newfoundland and Labrador is committed to immigration and multiculturalism. Immigrant students bring an array of cultures, languages and experiences which enrich our schools and society.

Immigrant students include Government Assisted Refugees who may have had limited prior opportunity to develop literacy and academic skills. These students may be referred to as English Literacy Development (ELD) students. Many developed countries, including Australia, the US, New Zealand and the UK are facing a similar situation – beginner ESL students who fall into two distinct categories, those with a strong academic background and those, generally arriving from refugee camps, with very limited or no prior schooling (Dooley, 2009). ELD students' needs and strengths differ greatly from those of ESL adolescents who have had the benefit of a quality education; thus each group requires a discrete approach and emphasis in ESL learning.

ESL Foundation is designed for students whose mother tongue is not English and who have not reached a transitional literacy level (grade 3-4) in any language. Due to lack of formal schooling, many of these students are unfamiliar with school routines and behaviours. Moreover, while they have developed oral skills in the L1, they have not developed strong oral skills in English, yet they must learn to read in that language.

Children normally learn to read after they have acquired a relatively advanced level of oral language. Literacy instruction links the spoken and written word. With this in mind, the emphasis of *ESL Foundation* is on developing oral language skills in English before embarking on intensive reading and writing instruction.

This is a non-credit course designed for grades 7-12 and intended to be delivered in two terms. Where the school year consists of 3 terms the transition from Term 1 to Term 2 of this course should take place in mid to late January or as the students are ready.

Students who have had prior exposure to English and some basic literacy skills may have the foundational skills to begin with the second term outcomes. For others, who have had no previous schooling and do not speak any English, the course may need to be delivered over a two year period. Ongoing assessment and re-evaluation is needed to determine the best placement for a student.

ESL Foundation is not meant as a replacement for language arts. Adolescent students with very limited or no prior schooling should be simultaneously enrolled in *LEARN-1 Language Arts* and *ESL Foundation*. The ESL course will complement language arts and develop discrete L2 skills while the student is engaged in the broader language arts outcomes of *LEARN-1 Language Arts*.

Course Principles

Decisions about themes for study, classroom activities and methodology are based on the following principles:

1. In order to address diverse needs, instruction and immediate outcomes must be differentiated; activities and resources are chosen to build on the individual student's current knowledge and language abilities.
2. Language develops in a natural way, through meaningful communication.
3. Themes and activities must develop language across subject areas.

4. Reading, writing, listening, speaking, viewing and representing, as well as the discrete skills involved, such as grammar, pronunciation and vocabulary, are interconnected and will develop simultaneously in meaningful contexts.
5. Students learn when themes and activities are relevant to their lives.
6. Adolescents can benefit from direct attention to language form and this should always be in the context of meaningful communication, including interaction with text.
7. When attention is drawn to language forms students need opportunities to immediately apply the linguistic knowledge to meaningful communication.
8. All students need to experience success to feel pride in their school studies.
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 should encourage students to develop strategies for learning as well as critical and analytical thinking.

Course Components

ESL Foundation aims to develop English skills in speaking, listening, reading and writing. It develops skills and strategies for interaction with spoken English and print text as well as strategies for language learning.

The course is divided into two terms, the first half of the course focusing on the development of oral language and other literacy readiness activities. The second term will continue the development of listening and speaking with a focus on English for reading and writing.

The course takes a thematic approach; students learn language, its discrete elements, strategies and skills through the study of specific themes. In choosing themes, consideration is given to the student's developmental stage and immediate needs and interests, including the 7-12 content areas. Topics should provide a foundation for later studies in the provincially prescribed curriculum and for daily life in Canada.

Section 2: From Oral Language to Literacy

Term 1: Oral Language Development

Literacy Readiness

The development of oral language is crucial to a child's literacy development. (Kirkland and Patterson, 2005)

Children normally start learning to read after they have developed a relatively high level of oral language. Oral language development is an integral part of literacy development and builds a foundation for reading and writing skills. Students of *ESL Foundation* have had limited opportunities to develop literacy in their L1 and are faced with the challenge of learning to read in a language in which they have low proficiency. Thus, the first focus of *ESL Foundation* is to develop oral language skills. During the first term students will gain a comfort level with English vocabulary, sentence structures and phonology before embarking fully on a reading program. The oral language acquired will give a foundation for beginning reading and writing activities.

Students can develop literacy readiness skills and concepts about print while they are developing their oral language. Some students will need to build fine motor and visual discrimination skills. For example, they may benefit from practice in holding a pencil, copying print and shapes and completing patterns. Concepts about print, such as directionality, may also need attention.

As students begin to read it is important to continue to build oral skills. Research has found a correlation between L2 oral proficiency and reading achievement (Saunders and O'Brien, 2006).

Comprehensible Input

The first stage of oral language development is listening. The ESL classroom offers the student comprehensible input, a key requirement for L2 learning; the ESL teacher is cognisant of the student's language level and provides appropriate input to engage the student, providing opportunities for growth. In the ESL class students are placed according to how best their needs can be met, not according to their age. Mixed age groupings allow for interaction and development of respectful and mutually beneficial relationships that are open to age differences.

Students learn language through repeated exposure and interaction. Teachers and classroom resources model language structures. ESL courses take a thematic approach such that language structures and vocabulary are recycled. Language is made comprehensible by multiple exposures to the same language in different contexts. Language of a particular theme can be recycled through a variety of activities such as initial brainstorming, teacher talk, question and response, fiction and/or non-fiction read-aloud, summary, discussion, interactive games, activities, projects and/or tasks, etc.

During the first term of *ESL Foundation* there should be very little quiet time in class. To develop listening and thus speaking skills, exposure and interaction are essential. While students are engaged in hands-on projects the teacher should elicit talk (e.g., questions and answers about the work, instructions, descriptions of the work, interaction with the students in helping them create the product.) Continued interaction between the teacher and student provides the opportunity to receive and respond to comprehensible input.

In order for students to be engaged, input must be relevant to them; students listen attentively when the talk is comprehensible and links to their personal experiences and interests. An introduction to a topic should heighten curiosity and link to prior knowledge and experience.

The teacher is the main source of comprehensible input and modelling; however, students need to be exposed to other voices, including recorded songs, film and tv clips, guest speakers and peers.

Comprehensible Output

Teachers must model simple but correct language and provide opportunities for students to respond. As students build receptive vocabulary and gain confidence they are able to respond orally and use the language structures that have been modeled.

Much like the L1, the L2 will go through phases of development. Speech will develop gradually and will likely begin as isolated words and simple phrases. Output will become more accurate and complex through practice in meaningful situations. During the first term of *ESL Foundation* it is recommended that students be encouraged to speak to relay their ideas, needs and questions. Grammatical accuracy and pronunciation need not be addressed directly at this time. These aspects will be addressed in context, as students develop a foundation in English and the skills needed to analyse and monitor their own language use.

The goal for Term 1 is that students become comfortable and confident when communicating orally in English. Students will move from the silent period when they feel confident enough to begin speaking in a risk-free environment. During the early stages of oral language development, students should be encouraged to be risk-takers. Unless a student's speech is incomprehensible, the flow of conversation should not be interrupted. Code-switching, inter-language grammar, structures and pronunciation are part of the developmental process. Especially during the first term of *ESL Foundation*, emphasis will be on developing risk-takers and free flow of English usage rather than correctness.

Language in Context

All language should be contextual. Words in isolation, lists and flashcards do not provide the context necessary for language acquisition. These tools may be used in conjunction with pictures, realia and meaningful communication. For example, *ESL Foundation* students might label classroom items or pictures as pre-literacy skills and use oral language in the context of meaningful activities.

When brainstorming lists of words such as classroom vocabulary, teachers should include key words in the context of a simple sentence. (*Jean has a ruler, Michael has a yellow pencil.* etc.) This models sentence structure and gives meaning to vocabulary items.

Read-aloud, barrier or information gap games, Total Physical Response, question and answer activities and interviews are but a few ways oral language can be developed in a meaningful and engaging context.

Flexible Practices: Individual Strengths and Outcomes

Practices and policies around student learning are dependent on the needs of the student. Flexibility is essential when approaching tasks.

Researchers in L2 acquisition generally draw a line between pre-puberty and post-puberty development. Teenagers are on the cusp. They can benefit from a natural approach as well as some direct teaching. Literacy and language activities must appeal to the higher level thinking skills of older children and adolescents. For this reason, it is recommended to use a variety of practices with grades 7-12 students and be cognisant of the learning style of each student.

Flexible classroom practice is needed. For example, in response to whether students are "permitted" to use their L1 in class. The teacher should consider the outcomes of the activity. If the outcome is to generate ideas quickly, the use of the L1 will likely aid in meeting the outcome. However, if the outcome is for the students to develop the English needed to communicate on the topic, insisting on the use of English is necessary.

Error correction, which is aimed at helping the student advance, also requires a flexible approach. Students should be challenged to produce English accurately but this must be balanced with encouraging a free flow of language. For example, if the student who has been using English for some time continues to say, "Me go to bathroom," the teacher may echo the statement correctly and respond, remind the student or, if the student is ready, insist that the student use *I* instead of *me*. Meanwhile, another student may be producing at her maximum current ability with a one word or grammatically incorrect statement. The key is in knowing each student's current language level and when to take the next step.

The type and amount of error correction depends on

- The student's capability to understand the correction and monitor for it in the future.
- Whether error correction may discourage the student to the point of inhibiting progress.
- Whether the error is developmental or is entrenched through repetition thus becoming fossilized in the student's language.
- Whether the error misleads other students into assuming the form is correct.

Continual assessment of student output allows the teacher to determine when a student is ready to move to the next level.

Each student is an individual, with specific strengths and needs. Flexibility is needed and expectations and teaching strategies will vary from student to student. The *ESL Foundation* class will likely be made up of students at differing literacy and language levels; some may be working on Term 1 outcomes while others are ready to meet Term 2 outcomes.

Term 2: Developing Language Skills through Literacy

The second term focuses on developing the four language skills through literacy activities. Viewing and representing will be developed as they are integrated with the other language skills.

During the second term, emphasis shifts from the development of day-to-day oral communication and literacy readiness to the development of reading and writing skills. During Term 2 students are expected to participate in shared and independent reading and to develop reading strategies. Students are expected to keep a dialogue journal to communicate ideas and information in writing.

Comprehension, pronunciation, grammar and sentence structure are an integral part of student learning in Term 2 and will be developed through meaningful literacy activities.

Section 3: Curriculum Outcomes

General Curriculum Outcomes

The following are the General Curriculum Outcomes for *ESL Foundation*.

TERM 1

1. **Listening and Speaking:** Students will be expected to take part in day-to-day conversation.
2. **Literacy Readiness:** Students will be expected to develop English literacy readiness skills.

TERMS 1 and 2

3. **Listening and Speaking:** Students will be expected to communicate information effectively and respond to information accurately.
4. **Listening and Speaking:** Students will be expected to speak and listen to explore, extend, clarify and reflect on their thoughts, ideas, feelings and experiences.
5. **Listening and Speaking:** Students will be expected to speak and listen for daily functional living.
6. **Listening and Speaking:** Students will be expected to interact with sensitivity and respect, considering the situation, audience and purpose.
7. **Listening and Speaking:** Students will be expected to speak and listen to participate in an academic setting.

TERM 2

8. **Reading:** Students will be expected to read fiction and non-fiction texts with understanding.
9. **Reading and Vocabulary Strategies:** Students will be expected to demonstrate an ability to use reading comprehension and vocabulary building strategies.
10. **Writing:** Students will be expected to write to express their feelings and needs, ask questions and describe their world.
11. **Writing:** Students will be expected to write different types of texts.

Specific Curriculum Outcomes

The specific curriculum outcomes, delineated on the following pages, are not meant as a course outline or chronological course description, although some skills necessarily precede others. Units and lessons should be thematic with instructional practices designed to provide a variety of opportunities for students to achieve the outcomes. A thematic unit can touch on a range of outcomes. The specific curriculum outcomes encompass all language skills and are outlined in a two-page, four-column format.

General Curriculum Outcomes are separated into Term 1 and Term 2, to highlight the need to develop some oral English and reading readiness skills before fully focusing on reading and writing. Outcomes 1 and 2 are meant to be reached during the first term. Other outcomes are to be achieved throughout the school year.

Suggestions for Teaching, Learning and Assessment are to assist the teacher by suggesting some classroom activities. Assessment is ongoing and informs further instruction.

Performance indicators are to assist the teacher and student in determining whether course outcomes have been satisfactorily met. **The indicators are meant to be assessed in the context of authentic communication**, such as conversation, Q and A sessions, reading content texts for meaning, classroom discussion and open ended or free writing activities; the indicators are not meant as a checklist for discrete point testing.

Listening and Speaking

1. Students will be expected to take part in day-to-day conversation.

<i>Specific Curriculum Outcomes</i>	<i>Suggestions for Teaching, Learning and Assessment</i>
1.1 Ask and answer questions related to personal, school and family situation.	<ul style="list-style-type: none"> • When students are in the silent period, provide simple, comprehensible input. Talk about life, family, and daily activities, likes and dislikes. Illustrate and label rudimentary drawings to engage students and aid comprehension.
1.2 Express personal interests, likes and dislikes.	<ul style="list-style-type: none"> • Start every day with informal conversation about time, date, weather, greetings, etc.
1.3 Indicate understanding of classroom and school instructions.	<ul style="list-style-type: none"> • Regularly ask questions about the student's life, elicit retelling of events, concerns about school and questions about the community.
1.4 Indicate understanding and knowledge of behavioural expectations.	<ul style="list-style-type: none"> • Insist on English as the primary language used in class. The L1 may be used occasionally among students when the intended outcome is to generate complex ideas or relay crucial or complex information.
1.5 Initiate and sustain conversation by asking simple questions on topic.	<ul style="list-style-type: none"> • Use games and pair work to reinforce simple questions and answers.
1.6 Retell daily events that take place inside and outside school.	<ul style="list-style-type: none"> • Use Total Physical Response
1.7 Ask for assistance, information and clarification as needed.	<ul style="list-style-type: none"> • Read picture storybooks that include basic dialogue, retell and talk about the story and pictures.
1.8 Use strategies to enhance oral language development.	<ul style="list-style-type: none"> • Picture bingo, number bingo and other word games to enhance receptive vocabulary.
	<ul style="list-style-type: none"> • Use chants and songs
	<ul style="list-style-type: none"> • Be consistent with classroom instructions and provide opportunities to associate the language with actions (sit in your seats, take out your note book, etc.)
	<ul style="list-style-type: none"> • Change seating arrangements and groupings as needed to accommodate effective interaction.
	<ul style="list-style-type: none"> • Encouraged students to use speaking strategies such as substitution (search for an alternative, simple way of saying it), planning and practising speech, and taking risks in trying out new words and phrases.
	<ul style="list-style-type: none"> • Discuss the appropriateness of providing and asking for personal information.
	<ul style="list-style-type: none"> • Model and practise ways of asking for assistance and clarification.
	<ul style="list-style-type: none"> • Using a prompt, brainstorm questions or comments that could keep the conversation going.
	<ul style="list-style-type: none"> • Following preparation and practice, arrange for students to introduce themselves to students from other class. Encourage 2-3 minute conversations or interviews with different partners.

<i>Performance Indicators</i>	<i>Notes</i>
<p data-bbox="235 325 792 388"><i>By the end of Term 1 students should be able to:</i></p> <ul data-bbox="235 420 792 1522" style="list-style-type: none"> <li data-bbox="235 420 792 514">• Respond to yes/no and wh questions about family, school and personal information. [1.1] <li data-bbox="235 525 792 619">• Relay personal information (name, phone number, address, names of family members). [1.1] <li data-bbox="235 630 792 661">• Tell day, date, time. [1.1] <li data-bbox="235 693 792 724">• Talk about likes and dislikes. [1.2] <li data-bbox="235 745 792 808">• Respond appropriately to classroom instructions. [1.3] <li data-bbox="235 829 792 892">• Talk about and ask questions about school timetable. [1.3] <li data-bbox="235 913 792 945">• Follow the school timetable. [1.3] <li data-bbox="235 976 792 1039">• Follow school routines and protocol (e.g., punctual, respectful). [1.4] <li data-bbox="235 1060 792 1123">• Initiate a conversation on a day-to-day topic. [1.5] <li data-bbox="235 1144 792 1207">• Sustain a conversation for several minutes. [1.5] <li data-bbox="235 1228 792 1312">• Retell events with some details; use time and place markers (e.g., “Yesterday”, “in my country”) to aid comprehensibility. [1.6] <li data-bbox="235 1333 792 1396">• Indicate needs and ask for assistance, clarification or information. [1.7] <li data-bbox="235 1417 792 1449">• Seek opportunities to converse. [1.8] <li data-bbox="235 1470 792 1522">• Interact spontaneously, focusing on meaning. [1.8] <p data-bbox="235 1564 792 1711">NOTE: The teacher will model and encourage correct language usage. Discussion, conversation and retelling need not be grammatically correct, but should be comprehensible.</p>	<p data-bbox="808 325 1359 577">ESL students normally go through an initial period called the silent period, as they adjust to a new environment, experience and language. At this time they are building receptive language before they are ready to speak. Many learners have up to several hundred words in their receptive language before they begin speaking.</p> <p data-bbox="808 598 1359 913">Teachers should focus on building receptive vocabulary and listening comprehension at this stage. Teachers should also focus on creating a welcoming environment by using gestures, pictures and a variety of tools to aid communication. Classroom activities should be interactive, giving students an opportunity to contribute in any way they are able. Repetitive language and recycling of simple structures are needed for acquisition.</p> <p data-bbox="808 934 1359 1092">Students with limited education may need to become familiar with time on a clock, days of the weeks, months, season, scheduling, etc.; these concepts and the vocabulary need to be taught.</p>

Literacy Readiness

2. Students will be expected to develop English literacy readiness skills.

<i>Specific Curriculum Outcomes</i>	<i>Suggestions for Teaching, Learning and Assessment</i>
2.1 Indicate understanding of directionality of print and front to back of a book.	<ul style="list-style-type: none"> • Ensure that the classroom is a print rich environment (alphabet strip, days of the week, etc.)
2.2 Count the number of words in a line of print.	<ul style="list-style-type: none"> • Take a walk about the classroom and school and label objects.
2.3 Recognize and name most letters of the Roman alphabet.	<ul style="list-style-type: none"> • Build knowledge of letter names, starting with the initial letters of student's names.
2.4 Match upper and lower case letters.	<ul style="list-style-type: none"> • Expose students to print by using newspapers. Cut out letters to make words or alphabet strips.
2.5 Match sounds to salient beginning consonants (b, d, f, g, j, k, m, n, p, r, s, t, v, w, z).	<ul style="list-style-type: none"> • Students create pattern texts with the teacher as scribe.
2.6 Recognize some words in print and match them to objects or pictures in the immediate environment.	<ul style="list-style-type: none"> • Read pattern texts (rhyming verses, simple raps, pattern books created by the students) to the student as they follow along in shared reading.
2.7 Distinguish individual words in a short simple sentence (aural).	<ul style="list-style-type: none"> • Make labels for objects in the classroom (use realia such as a book, an apple, etc.). Place the label beside the object. Give students time to walk around and study the words. Collect the labels. Students then place the labels correctly.
2.8 Print their own names.	<ul style="list-style-type: none"> • Use word cards to create simple pattern sentences (I like apples/bananas/ice cream). After modelling, students use the cards to recreate the sentences.
2.9 Print all the letters of the alphabet.	<ul style="list-style-type: none"> • After a picture book read-aloud and a demonstration, students match words to the items in the illustrations. Sticky notes or word cards can be used.
2.10 Fill in a form with basic personal information (first last and middle name, address, phone number, school name).	<ul style="list-style-type: none"> • Students use computers activities to develop beginning reading skills and computer skills.
	<ul style="list-style-type: none"> • Students listen as the teacher says a word. Students write the first letter. (Use a checklist as in Appendix 2)
	<ul style="list-style-type: none"> • Gradually build up a word wall of relevant words as they come up (student names, classroom objects, etc.)
	<ul style="list-style-type: none"> • Keep a weather chart of the month, with simple graphics, days of the week and weather words.
	<p><u>Connect to student's interests and immediate needs:</u></p>
	<ul style="list-style-type: none"> • Practise filling in simple forms/cards which ask for name, address and phone number.
	<ul style="list-style-type: none"> • Ask students what words they would like to be able to read and work with these for match-ups, jumbles, sight word activities, etc.
	<ul style="list-style-type: none"> • Walk around the neighbourhood/school and learn to read signs. (STOP, EXIT, Office, etc.)

Performance Indicators

By the end of Term 1 students should be able to:

- Indicate knowledge of directionality of print. [2.1]
- Take a picture walk through a book from front to back. [2.1]
- Count the words in a line of print. [2.2]
- Point to a letter when the teacher says the letter name. [2.3]
- Match upper and lower case letters. [2.4]
- Print all letters of the alphabet in upper and lower case as the teacher calls out the letters in random order. [2.4]
- Listen and print the first consonant (the salient consonants listed) of a word. [2.5]
- Recognize classmate's names in print. [2.6]
- Place word cards with matching objects. [2.6]
- Identify some environmental print (e.g., Office, EXIT, Pull/Push). [2.6]
- Listen and tell how many words are in a simple sentence of 4-6 familiar words. [2.7]
- Print his/her full name. [2.8]
- Print all the letters of the Roman alphabet legibly in upper and lower case. [2.9]
- Print his/her name, address and phone number on a form. [2.10]

Notes**Teaching and assessment sample activities:**

Name: _____ Address: _____ City: _____ Phone number: _____

Listen and fill in the first letter:



Websites for the teacher:

- <http://www.skillsworkshop.org/other.htm>
- <http://www.kidzone.ws/kindergarten/learning-letters/index.htm>
- <http://www.atozphonics.com/phonicsprintableworksheets.html>
- <http://www.bogglesworldesl.com/>

Websites for students:

- <http://teacher.scholastic.com/clifford1/flash/confusable/index.htm>
- <http://teacher.scholastic.com/clifford1/flash/phonics/index.htm>
- <http://www.funbrain.com/vocab/index.html>
- <http://www.netrover.com/~jjrose/abc/alpha1.htm>
- <http://www.bbc.co.uk/schools/wordsandpictures/hfwords/starwords/index.shtml>

Listening and Speaking

3. Students will be expected to communicate information effectively and respond to information accurately.

<i>Specific Curriculum Outcomes</i>	<i>Suggestions for Teaching, Learning and Assessment</i>
<p>3.1 Relay information, ask questions and respond accurately to questions regarding:</p> <ul style="list-style-type: none"> • personal information • information about school and school events • information gained from content discussion (thematic studies) • descriptions of people and places 	<ul style="list-style-type: none"> • Record a short interview with each student. Play back and ask the student for self-critique. Give feedback. Try it again 2-3 months later and compare. • Play question and answer games such as <i>Find Someone Who</i>, <i>Find Someone to Go on Vacation With</i>¹ and <i>20 Questions</i>. • Students hold interview about their personal lives, families, hobbies, background, etc. • One student, or the teacher, plays the role of expert on a topic and a question and answer period is held. • Talk about and/or describe pictures. • Students give mini-presentations on personal or content themes, followed by Q and A session. • Students listen to a mini-lecture and retell main points. • Use information gap activities, such as, student A has the bus schedule, supermarket flyer, profile on a famous person, etc. and Student B has to ask for information to fill in a form or make note of the information (See Appendix 4).

¹ *Find Someone to Go on Vacation With*: Brainstorm questions to ask to determine if you want to go on vacation with a person (*What do you like to do on vacation? Do you like hiking or going to museums, etc.*). Students then move around the room talking to different people to find someone compatible for a vacation.

<i>Performance Indicators</i>	<i>Notes</i>
<p data-bbox="235 300 792 359"><i>By the end of the course students should be able to:</i></p> <ul data-bbox="235 394 792 1205" style="list-style-type: none"><li data-bbox="235 394 792 485">• Provide personal information, including name, age, address, school attending and country of origin. [3.1]<li data-bbox="235 506 792 596">• Use yes/no and wh questions in a brief conversation on a personal or school related topic. [3.1]<li data-bbox="235 617 792 644">• Report on school and school events. [3.1]<li data-bbox="235 665 792 724">• Give simple instructions and directions related to school. [3.1]<li data-bbox="235 745 792 835">• Participate in class discussions on personal, social and content studies using basic vocabulary and structures. [3.1]<li data-bbox="235 856 792 915">• Provide brief descriptions of people and places. [3.1]<li data-bbox="235 936 792 995">• Initiate and maintain discussion on a content topic covered. [3.1]<li data-bbox="235 1016 792 1106">• Report events in chronological order clearly, using time referents (then, after, etc.). [3.1]<li data-bbox="235 1127 792 1205">• Use referents correctly for clarity (correct personal pronouns and repetition of specific names, places, etc.). [3.1]	<p data-bbox="813 359 1360 638">ESL students often have difficulty with pronouns. Students should be encouraged to use these referents correctly to ensure that they are understood. When in doubt, students should repeat specific words or names for clarity rather than use a pronoun alone. (e.g., Bill and Ted take my book and the girls come to help me. They <i>The boys/Bill and Ted</i> are not my friends.)</p> <p data-bbox="813 659 1360 758">Likewise, time and place markers (e.g., <i>yesterday, Tuesday, on the bus, in the library</i>) are crucial to clarity in speaking.</p>

Listening and Speaking

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

<i>Specific Curriculum Outcomes</i>	<i>Suggestions for Teaching, Learning and Assessment</i>
<p>4.1 Relate experiences and in some detail.</p> <p>4.2 Discuss reflection on experiences.</p> <p>4.3 Discuss topical issues expressing and responding to ideas.</p>	<ul style="list-style-type: none"> • Brainstorm words for expressing emotions. • Brainstorm and model phrases for expressing ideas, opinions and feelings. • Use graphic organizers to illustrate retelling of main ideas, details, events in chronological order, etc. • Students relate an experience and give three details about it. • Student listen to a partner retell an experience and ask questions to elicit more details. • Students relate personal experiences and tell how they felt. • Students tell of an unsettling event and explain why they think it happened. • Display a poster that shows different facial expressions with emotions labelled. Encourage students to use these words. • Role play improvised scenes based on an emotion. For example, give a pair of students 3 words (angry, book, mother) students perform an improvised scene (See Appendix 3). Teacher demonstration may be required. • Students pick an emotion from a hat and complete the sentence. "I feel <u>proud</u> when..., etc. • Students pick a word from a hat and ask a partner, <i>Do you like <u>soccer</u>? Why or why not?</i> • Read and discuss stories and illustrations about emotional situations (a character is angry, lonely, sad, proud, etc.). Students discuss what they would feel and do in a similar situation. • Discuss topical issues such as smoking, absenteeism from school, drugs, etc. • Students present a situation based on their own experience and ask others how they would have reacted. • Encourage students to think about wise choices in reacting to emotional situations.

Performance Indicators

By the end of the course students should be able to:

- Relate an event experienced and give at least three details. [4.1]
- Retell events from their own lives and the impact of those events. [4.2]
- Discuss emotional situations, telling how they feel (felt) and why. [4.2]
- Explain different ways to react to an emotional situation and why some are better than others. [4.2]
- Retell the main events of a story and discuss the motivations, emotions and characteristics of the main characters. [4.2]
- Participate in conversation, expressing an opinion on a controversial or topical issue. [4.3]

Notes

Be cautious. Discussion of emotions may elicit strong memories or emotions from students who have lived through traumatic experiences.

Listening and Speaking

5. Students will be expected to speak and listen for daily functional living.

<i>Specific Curriculum Outcomes</i>	<i>Suggestions for Teaching, Learning and Assessment</i>
<p>5.1 Listen and speak for daily functional living.</p> <ul style="list-style-type: none"> • Ask questions about school and studies. • Request items (e.g., lunch order, school concert tickets, school supplies). • Request information. • Explain absences and other difficulties. 	<ul style="list-style-type: none"> • Brainstorm and model questions and responses. • Begin and/or end the class with a chance for questions. Allow questions related to school routine, studies, etc. Use teachable moments to focus on correct question formation, while answering the question or directing the student to a person who can answer it. • Role play questioning and requesting, based on assessed student needs. Students work in pairs and do an improvised role play based on a prompt. (e.g., <i>You lost your gym shoes. Tell the gym teacher.</i>)
<p>5.2 Listen and speak for functional community living.</p> <ul style="list-style-type: none"> • Talk to settlement workers, employers, etc. • Make arrangements for appointments. • Talk to a doctor/pharmacist. • Request and understand information (e.g., times, locations, directions, prices). 	<ul style="list-style-type: none"> • Students practice making requests in authentic environments (asking for information at the school library, office, etc.) • Work in pairs and ask for directions and locations within the school and the immediate neighbourhood. Move around the school and describe locations/directions in relationship to different places in the building. • Encourage students to explain absences and other issues related to school or the community. Focus on simple, accurate statements of situations and causes. Respond to the student's explanation or issue. • Create daily classroom routines to develop vocabulary and overall literacy. (e.g., printing day and date on the board, homework assignments, etc). • Introduce Canadian money. • Students work in pairs with shopping flyers to find prices for items. • Practise asking and answering about prices. Role-play customer and store employee. • Talk about Canadian salaries, minimum wage, rent, car prices, etc. • Brainstorm questions to ask community representatives including doctor, pharmacist, settlement worker, prospective employers. • Role-play inquiring about a job, a simple job interview, visit to the doctor, interaction/questioning a pharmacist, etc.

<i>Performance Indicators</i>	<i>Notes</i>
<p data-bbox="235 325 787 388"><i>By the end of the course students should be able to:</i></p> <ul data-bbox="235 420 787 1228" style="list-style-type: none"><li data-bbox="235 420 787 483">• Communicate needs to school personnel. [5.1]<li data-bbox="235 504 787 588">• Order lunch, ask for school supplies, request computer account, etc. in the school. [5.1]<li data-bbox="235 609 787 640">• Explain difficulties or absenteeism. [5.1]<li data-bbox="235 661 787 777">• Ask settlement worker, guidance counsellor, classroom teachers and other community representatives for assistance or information. [5.2]<li data-bbox="235 798 787 892">• Make appointments with doctors, dentist, etc., noting appointments on a calendar. [5.2]<li data-bbox="235 913 787 966">• Ask questions about appointments and locations. [5.2]<li data-bbox="235 987 787 1018">• Understand simple directions. [5.2]<li data-bbox="235 1039 787 1092">• Give simple directions (e.g., to locate the school office or cafeteria). [5.2]<li data-bbox="235 1113 787 1144">• Ask and give information about prices. [5.2]	

SPECIFIC CURRICULUM OUTCOMES

Listening and Speaking

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

Specific Curriculum Outcomes

- 6.1 Use polite language.
- 6.2 Demonstrate respectable behaviour.
- 6.3 Demonstrate knowledge of cultural sensitivity.

Suggestions for Teaching, Learning and Assessment

- Gradually introduce polite forms such as *Please, Thank-you, You're Welcome.*
- Gradually introduce polite request forms (e.g., *May I...)*
- Develop a tone of respect in the classroom. Let students know that politeness is expected.
- Explain and demonstrate punctuality.
- Discuss tone and volume of voice.
- Discuss taboo words and expressions: have students brainstorm words and expression that they suspect are "bad words". Teachers identify use of unacceptable words and phrases.
- Through brainstorming, make a table and have students decide whether behaviour is appropriate in Canadian society. Some discussion of when certain behaviour is appropriate may ensue.

OK SOK=Sometimes OK NOK= Never OK		
	In Canada	In my country
Whistling to get a person's attention		
Eye contact		
Hitting another person		

- Show a video or have a reading about appropriate behaviour. (Amazing Stories)
- Role-play inappropriate and appropriate behaviour.

Performance Indicators

By the end of the course students should be able to:

- Use polite terms and phrases. [6.1]
- Speak in a polite tone of voice. [6.1]
- Identify acceptable and unacceptable behaviours within the school culture. [6.1]
- Explain lateness or absenteeism. [6.2]
- Interrupt politely. [6.1, 6.2]
- Give example of similarities and differences in acceptable behaviour in his/her own culture and the Canadian norm. [6.3]
- Ask, in a timely and polite manner, for assistance, clarification or information. [6.1, 6.2 & 6.3]

Notes

Listening and Speaking

7. Students will be expected to speak and listen to participate in an academic setting.

<i>Specific Curriculum Outcomes</i>	<i>Suggestions for Teaching, Learning and Assessment</i>
<p>7.1 Take part actively in:</p> <ul style="list-style-type: none"> • brainstorming sessions • interactive read-aloud • Q and A on content area topics • discussion around content topics, opinions and ideas • pair work and group work • teacher mini-lectures 	<p>Build academic language through listening and oral interaction:</p> <ul style="list-style-type: none"> • Frequent shared writing and brainstorming sessions with students contributing to lists of words, phrases and simple sentences to activate background knowledge, predict, summarize, review, share information, etc. • Use interactive read-aloud of appropriate children's picture books to develop listening skills, vocabulary and other language arts skills. • On a word wall, display language routines and questions for academic discussion (I think..., What do you think? Why do you think that...? I agree, etc.) • Display sample questions on the word wall. • Build listening vocabulary through read-aloud of informational text. • Explore photos, tables, maps, graphs, etc. in information texts. <ul style="list-style-type: none"> • Focus attention on language forms used in information texts and practise using these forms in retelling: <ul style="list-style-type: none"> ➤ comparison of numbers and amounts (<i>There are <u>more</u> conifers <u>than</u> deciduous trees.</i>) ➤ comparative and superlative (<u>bigger than</u>, the sun is <u>the biggest</u> star) ➤ sequence words to describe a process (<u>First</u>, the trees are cut. <u>Then</u> they are put in the trucks...) • View the multicultural data, industries, climate, etc. of Canada using maps, pie charts, graphs, etc. • Students work in small groups on theme based projects. Projects can integrate genres and subject areas. e.g., read a fiction and non-fiction text about over-cutting of trees. Make a display which includes facts, pictures and opinions. Have a Q and A session. • Students listen attentively to mini-lectures and copy simple notes from the board. • Discuss relevant issues, use shared writing to make a list of ideas and opinions (e.g., Why is it important to be on time for school? Why is important to attend school? Should we smoke?)

<i>Performance Indicators</i>	<i>Notes</i>
<p data-bbox="233 300 792 359"><i>By the end of the course students should be able to:</i></p> <ul data-bbox="233 394 792 1220" style="list-style-type: none"><li data-bbox="233 394 792 453">• Contribute ideas to brainstorming sessions. [7.1]<li data-bbox="233 470 792 501">• Listen attentively. [7.1]<li data-bbox="233 518 792 577">• Contribute to interactive read-aloud, debate, academic discussion, etc. [7.1]<li data-bbox="233 594 792 716">• Ask appropriate, well formed questions during a Q & A session on an academic topic. (Wh..., Do..., Can..., How many....). [7.1]<li data-bbox="233 732 792 791">• Use accurate, recycled vocabulary in content discussions. [7.1]<li data-bbox="233 808 792 867">• Express an opinion regarding content topics and narratives. [7.1]<li data-bbox="233 884 792 942">• Take part constructively in pair work and group work. [7.1]<li data-bbox="233 959 792 1018">• Listen and copy simple notes from the board during a 5-10 minute lecture. [7.1]<li data-bbox="233 1035 792 1136">• Complete a graphic organizer with guidance while listening to a mini-lecture. [7.1]<li data-bbox="233 1152 792 1211">• Answer concrete questions based on a mini-lecture. [7.1]	Appendix 5

Reading

8. Students will be expected to read fiction and non-fiction texts with understanding.

<i>Specific Curriculum Outcomes</i>	<i>Suggestions for Teaching, Learning and Assessment</i>
<p>8.1 Read fiction with understanding.</p> <ul style="list-style-type: none"> • Identify main character and describe attributes of the character. • Identify setting. • Identify time markers (e.g., <i>Many years ago, late night, before...</i>) and simple verb tenses. • Retell plot of the story. • Understand pronoun referents in simple stories. • Give a personal response to a story. 	<ul style="list-style-type: none"> • Provide silent reading time and fiction texts of interest. • Model retelling chronologically, highlighting words that relay time sequence (e.g., <i>at the beginning, then.</i>) Use a graphic organizer. Have students apply the terms to their own retelling. • Students explore simple past tense forms common in narratives and use them in expressive writing. • Create a word wall and practise using the words for story retelling (e.g., time sequence words, past tense verb forms, common adjectives). • Brainstorm adjectives to describe characters. Students add adjectives to the word wall. • Use song lyrics that tell a story. Focus on the language and content through shared reading. • Using line drawings and speech bubbles, create a conversation between two characters. • Role play/improvise a story or a section of it. • Photocopy a short, familiar book with the words covered. Have students write (or dictate as teacher scribes) the story looking at the pictures only. • Teacher creates cards; on each is an element of the story. Students pick from a hat and say something about that element. (e.g., <i>The witch was very ugly; The house was very clean, The pictures in the book are....</i>) • Shared Writing: Students contribute their personal responses to a story. A list of compound sentences is created using <i>because</i> (<i>I like the witch because she..., I like the pictures because ...</i> • Students keep a reading journal; they must complete sentences to give opinions (<i>I like/don't like the story because...</i>). Help student develop the habit of supporting opinions. • Discuss opinions related to a character (<i>Did she do the right thing? If you saw a wolf, what would you do? etc.</i>). • Use literature circles for students to read and discuss short stories.

<i>Performance Indicators</i>	<i>Notes</i>
<p data-bbox="228 327 824 390"><i>By the end of the course students should be able to:</i></p> <ul data-bbox="228 422 824 989" style="list-style-type: none"><li data-bbox="228 422 824 453">• Read simple, active sentences. [8.1]<li data-bbox="228 474 824 537">• Read and understand basic, English vocabulary common in fiction. [8.1]<li data-bbox="228 548 824 579">• Identify main characters in a story. [8.1]<li data-bbox="228 600 824 663">• Tell some attributes of the main characters of a story. [8.1]<li data-bbox="228 674 824 705">• Identify the time and place of a story. [8.1]<li data-bbox="228 726 824 758">• Retell main events of a story. [8.1]<li data-bbox="228 779 824 810">• Tell who the pronouns refer to in a story. [8.1]<li data-bbox="228 831 824 915">• Read a narrative at a low primary level independently. The story should be of a mature or non-age specific topic. [8.1]<li data-bbox="228 936 824 989">• Give an opinion on story characters and subject. [8.1]	<p data-bbox="841 327 1422 569">Appropriate Fiction and Non-Fiction: Many stories designed for primary guided reading are appropriate for adolescents. Fables and other traditional stories are a good choice. Contemporary stories, simple biographies, auto-biographies or student created auto-biographies are also appropriate. Be cautious in choice of texts and know each student’s preferences.</p> <p data-bbox="841 600 1422 663">Student created stories can also make for good reading.</p> <p data-bbox="841 695 1422 779">Many picture books designed for elementary grades are appropriate for teens and can be used for read-aloud.</p> <p data-bbox="841 810 1422 842">Choices of fiction should consider:</p> <ul data-bbox="841 852 1422 978" style="list-style-type: none"><li data-bbox="841 852 1422 915">• Relevance of the language to the student’s language needs<li data-bbox="841 926 1422 957">• Motivational impact<li data-bbox="841 968 1422 978">• Relevance to themes being studied <p data-bbox="841 1010 1422 1094">Word Wall: A word wall can be created gradually with words added as they come up in class.</p> <p data-bbox="841 1125 1422 1251">The word wall should be divided into categories (past action words, adjectives to describe people, adjectives to describe setting, sequence words, etc.).</p> <p data-bbox="841 1283 1422 1367">Students can add to the word wall; however the words should be printed legibly. Students may use a stencil to create words.</p>

Reading

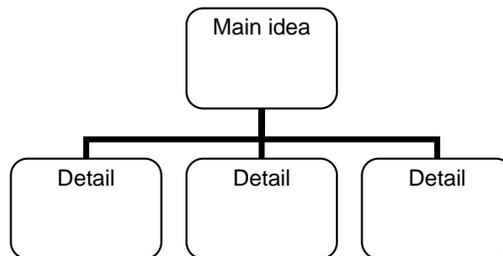
8. Students will be expected to read fiction and non-fiction texts with understanding.

Specific Curriculum Outcomes

- 8.2 Read non-fiction texts with understanding.
- Read simple active sentences.
 - Acquire basic vocabulary for reading in the content area (e.g., landforms, animals, parts of the body, weather vocabulary, plant parts and life cycle vocabulary).
 - Understand simple graphs and tables.
 - Read simple maps of the neighbourhood, Newfoundland and Labrador, Canada and the world, using a legend to identify some features.
 - Read functional documents for day-to-day living (school schedule, bus schedule, bus map, school notices, instructions on a medication, instructions on school related exercise, etc.)

Suggestions for Teaching, Learning and Assessment

- Students will learn content area vocabulary and language structures through thematic studies. Themes should coincide with those normally studied in the prescribed curriculum, but should be addressed at a very basic level.
- As content words are learned, add them to the word wall.
- Explore language forms found in non-fiction texts.
- Students use graphic organizers to outline main ideas and details.



- Based on information texts, student read independently or with a partner and give a short presentation.
- Ask students to study functional texts and try to make sense of them, before explicit teaching.
- Ensure students can read the names of most street names in the neighbourhood as well as main streets in the community. (Have a scavenger hunt, looking for street names in the neighbourhood.)
- Ensure students can name locations (street names) and find major landmarks on a map (the university, Arts and Culture Centre, malls, major supermarkets, etc.).

Performance Indicators

By the end of the course students should be able to:

- Read and retell main ideas of social studies and science informational texts at a low primary level. [8.2]
- Use some key vocabulary in retelling information. [8.2]
- Answer simple, concrete questions about information texts. [8.2]
- Interpret a graph in a primary text. [8.2]
- Interpret a map in a primary text. [8.2]
- Read a range of environmental text (e.g., common traffic signs, school schedule, school name and street names in the neighbourhood, simple signs around the school). [8.2]
- Read and complete a simple form asking for name, address and telephone number. [8.2]
- Understands what to do when completing exercises (e.g., *Choose correct answer, Underline, Circle*). [8.2]

Notes

Reading and Vocabulary Strategies

9. Students will be expected to demonstrate an ability to use reading comprehension and vocabulary building strategies.

<i>Specific Curriculum Outcomes</i>	<i>Suggestions for Teaching, Learning and Assessment</i>
<p>9.1 Use strategies to comprehend text:</p> <ul style="list-style-type: none"> • Determine appropriate reading level for independent reading. • Pre-reading: Skim title, pictures, graphics and captions. • Predict content based on skimming. • Scan a text for specific words and information. • Use context to understand meaning. • Sound out words. • Use pausing according to punctuation. • Reread for understanding, accuracy and self-correction. 	<ul style="list-style-type: none"> • Label books with numbers or letters and direct students to appropriate level for independent reading. • Teach students to gauge whether a text is too difficult for them. Students can count the first 25 words in the text and then try to read those words, putting up one finger for each word that they cannot read or cannot understand. If they are holding up more than 2 fingers (8%) the text is too difficult for independent reading. • Reading strategies are introduced, modelled and practised through guided reading and shared reading sessions. • Use interactive read-aloud to demonstrate and build understanding of the value of reading strategies. • Practise strategies whenever a new text is introduced for student reading or to be read aloud by the teacher. • Review strategies. Use shared reading to have student recall and articulate strategies. • Have a take-home reading program. Have students record books read.
<p>9.2 Use strategies to build vocabulary:</p> <ul style="list-style-type: none"> • Guess the meaning of words thorough context (re-read, look at graphics, use background knowledge). • Make a note of new words as they read and follow-up by writing a meaningful sentence with the word. Keep a personal dictionary. • Recycle vocabulary by attempting to use the new word in discussion and writing. 	<ul style="list-style-type: none"> • Listen to students re-read texts after take-home reading. • Students respond to texts through journal writing, retelling, expressing an opinion, drawing, enacting, etc. • Have silent reading and buddy reading.
<p>9.3 Read independently in class and outside class.</p>	

<i>Performance Indicators</i>	<i>Notes</i>
<p data-bbox="235 380 792 436"><i>By the end of the course students should be able to:</i></p> <ul data-bbox="235 474 792 1325" style="list-style-type: none"><li data-bbox="235 474 792 506">• Select a book for independent reading. [9.1]<li data-bbox="235 520 792 552">• Make predictions based on skimming. [9.1]<li data-bbox="235 567 792 598">• Scan for specific key words. [9.1]<li data-bbox="235 613 792 680">• Find answers to simple, concrete questions by scanning the text. [9.1]<li data-bbox="235 695 792 785">• Guess the meaning of words when the context explicitly implies the meaning. [9.1, 9.2]<li data-bbox="235 800 792 867">• Sound out salient consonants for one syllable words for decoding. [9.1]<li data-bbox="235 882 792 949">• Read aloud using appropriate pace and pausing. [9.1]<li data-bbox="235 963 792 1031">• Skim and scan for main ideas and details. [9.1]<li data-bbox="235 1045 792 1077">• Keep a list of new words. [9.2]<li data-bbox="235 1092 792 1159">• Use new words in meaningful sentences and class discussion (oral and written). [9.2]<li data-bbox="235 1173 792 1205">• Read silently in class. [9.3]<li data-bbox="235 1220 792 1251">• Complete take-home reading. [9.3]<li data-bbox="235 1266 792 1325">• Write retelling or response to independent reading. [9.3]	<p data-bbox="813 380 1351 411">See Appendix 6 for more strategies.</p> <p data-bbox="813 443 1351 558">Take-Home Reading: A take-home reading program should be set up in collaboration with the student's language arts teacher.</p> <p data-bbox="813 590 1351 835">Teachers should meet with the parents to explain the importance of the take-home reading program and how parents can support the program. A silent place needs to be provided at home for reading. Parents should ask their child about the reading and discuss the reading, in either the L1 or English. Parents can ask their child to read to them.</p>

Writing

10. Students will be expected to write to express their feelings and needs, ask questions and describe their world.

<i>Specific Curriculum Outcomes</i>	<i>Suggestions for Teaching, Learning and Assessment</i>
<p>10.1 Write accurate, simple sentences and questions related to personal feelings and experiences in a variety of genres for a variety of audiences:</p> <ul style="list-style-type: none"> • e-message/text • journal entry • diary • personal narrative • prepared questions for a paired interview <p>10.2 Use basic writing conventions.</p> <ul style="list-style-type: none"> • Form all letters legibly (printing). • Leave space between words. • Use correct punctuation (period and question mark). • Leave margins on the page. • Use correct capitalization. 	<p>Develop fluency:</p> <ul style="list-style-type: none"> • Use brainstorming, pre-writing activities, pictures and prompts to generate ideas before writing. • Pattern Writing: Provide a simple sentence. With partners, student writes sentences of a similar pattern. Brainstorm a few examples on the board first. (e.g., <i>I went to the store and bought a book. I went to the ____ and _____.</i>) • Use dialogue journals to develop fluency and confidence in writing. Provide positive feedback. Address errors outside of the journal activity. Comments and questions should encourage additional writing. • Use games and competitions such as, “Write as much as you can about <i>school</i> in 2 minutes.” Reward for number of comprehensible words regardless of errors. <p>Develop spelling:</p> <ul style="list-style-type: none"> • Build awareness of consonant sounds for invented spelling. Dictate words and have students try to spell the words. Provide positive feedback for correct beginning and ending consonants of each word/syllable. • Use individualized spelling activities on troublesome words from the student’s writing. • Focus spelling on high frequency words for writing. • Have students make larger words by combining smaller parts of words. <p>Publishing:</p> <ul style="list-style-type: none"> • Students draft and edit personal narratives for publication (bulletin board, multicultural newsletter, etc.). Teacher guidance will be needed for editing.

<i>Performance Indicators</i>	<i>Notes</i>
<p data-bbox="235 296 808 359"><i>By the end of the course students should be able to:</i></p> <ul data-bbox="235 390 808 1031" style="list-style-type: none"><li data-bbox="235 390 808 453">• Write and reply to simple e-messages. [10.1]<li data-bbox="235 464 808 527">• Write a dialogue journal entry of 25 words. [10.1]<li data-bbox="235 537 808 642">• Write about daily activities in simple, short sentences using conventional spelling or phonetic spelling. [10.1, 10.2]<li data-bbox="235 653 808 716">• Prepare simple yes/no and wh questions to interview a peer. [10.1]<li data-bbox="235 726 808 789">• Develop a brief, well organized personal narrative for publication. [10.1]<li data-bbox="235 800 808 863">• Print legibly, leaving spaces between words. [10.2]<li data-bbox="235 873 808 936">• Follow correct formatting instructions for final draft of pieces to be published. [10.2]<li data-bbox="235 947 808 1031">• Use the period and question mark correctly. [10.2]	<p data-bbox="824 296 1359 390">Both Phonics and Sight words: Students use, in varying degrees, both phonics skills and sight words to read and write.</p> <ul data-bbox="824 401 1359 1167" style="list-style-type: none"><li data-bbox="824 401 1359 464">• Provide exposure to words through reading and shared writing.<li data-bbox="824 474 1359 642">• Many common words break the phonics rules. Encourage students to build up a bank of common words they can write quickly and confidently without sounding out.<li data-bbox="824 653 1359 716">• Students need a systematic and spiralling approach to spelling.<li data-bbox="824 726 1359 831">• Students should recognize that words can be a combination of smaller words, suffixes and prefixes.<li data-bbox="824 842 1359 1062">• Emergent readers/writers need activities which build phonemic awareness – awareness of sound-letter correspondence, syllables, words families, rhymes. Phonemic awareness helps develop pronunciation as well as reading and writing skills.<li data-bbox="824 1073 1359 1167">• Some students can read and spell words through memory of the whole picture of the word.

Writing

11. Students will be expected to write different types of texts.

<i>Specific Curriculum Outcomes</i>	<i>Suggestions for Teaching, Learning and Assessment</i>
<p>11.1 Write:</p> <ul style="list-style-type: none"> • 1st person narrative • 3rd person narrative • descriptive paragraph • informational text about a topic of interest • informal invitation • description of a process or procedure • answers to open ended comprehension questions • opinion piece 	<p>Use shared writing to model all transactional writing.</p> <ul style="list-style-type: none"> • Group Story Creation: Using a sheet of lined paper, teacher begins the story, then the paper is passed around, each student adding a sentence. To engage students have several sheets circulating at once with different story starters. • Identify elements of stories (introduction/characters and setting/ conflict or problem/ resolution) • Give word prompts (e.g., <i>old woman, sad, hat</i>). Students write a story which includes those words. • Using sequencing cards or the pictures from a story book, have students write one sentence for each picture. Model writing using sequencing words (first, then, after that, next, finally) • Using a large picture/poster, brainstorm descriptive words and label the picture. After modelling 2-3 sentences, student can write descriptive sentences about the picture. • Teacher reads a non-fiction text interactively to students. Review facts by asking questions and writing key words on the board. Following the review have students write as many facts as they can, using the notes on the board. • Have student write sentences to explain a process they are familiar with (<i>changing a tire, making bread, etc.</i>) • Read about a scientific cycle (water cycle, life cycle of a plant or animal, etc.) Using shared writing, relay the stages in the cycle (<i>First the frog lays eggs. Then...</i>). • Create a graphic organizer to illustrate the cycle. Have student read, create a graphic organizer and then write about a process in sentence form. • Carry out a simple science experiment (5-10 minutes) and then use shared writing to write the steps. • Explore language forms normally found in non-fiction texts. Ensure students understand their meaning and use these forms in their own writing. • Discuss a topical issue, expressing opinions and support for the opinions. Model and provide phrases for expression of opinions. Provide key words. Have students write an opinion piece, referring to the modelled phrases and key words.

<i>Performance Indicators</i>	<i>Notes</i>
<p><i>By the end of the course the student will be able to:</i></p> <ul style="list-style-type: none"> • Write grammatically correct, simple sentences. [11.1] • Produce comprehensible spelling. [11.1] • Use conventional spelling of common words. [11.1] • Use a basic, accurate vocabulary in writing. [11.1] • Write in simple present, simple past tense and future (will), using common verbs. [11.1] • Use correct capitalization. [11.1] • Relay personal events in writing, in chronological order. [11.1] • Write a 3rd person narrative. [11.1] • Write a simple description of a person, place or object. [11.1] • Write simple sentences to relay information on a content topic. [11.1] • Write a message inviting someone to attend an event. [11.1] • Write to relay the steps in a process or procedure. [11.1] • Answer open ended questions recycling the language of the question. [11.1] • Write to express an opinion. [11.1] • Write a sequence of events using sequence words (e.g., <i>first, then, finally</i>). [11.1] 	<p>Examples of a simple science experiment report:</p> <p><u>Question:</u> <i>Which is heavier, water or oil?</i></p> <p><u>Procedure:</u> <i>First we put the water in the jar.</i> <i>Next we put the oil in the jar.</i> <i>Then we shook the jar.</i> <i>etc.</i> <i>Finally...</i></p> <p><u>Conclusion:</u> <i>Water is heavier than oil.</i></p> <p style="text-align: center;">❧</p> <p><u>Question:</u> <i>Which rock is bigger, Rock A or Rock B.</i></p> <p><u>Procedure:</u> <i>First we filled a clear bowl with water.</i> <i>Then we put Rock A in the water.</i> <i>Then we put a mark on the bowl to show how much the water rose.</i> <i>Then we took Rock A out of the water.</i> <i>Next we put Rock B in the water.</i> ... <i>Finally we looked at the two marks on the bowl.</i></p> <p><u>Conclusion:</u></p> <p style="text-align: center;">❧</p> <ul style="list-style-type: none"> • Useful website: http://www.abcteach.com/directory/childhood/reading

Section 4: In the Classroom

Thematic Approach

Vocabulary and language structures are developed through repeated exposure and interaction in meaningful contexts. *ESL Foundation* will take a thematic approach and integrate the four language skills. As students engage in different activities related to one theme, they are given the opportunity to develop the language, knowledge and skills related to the theme.

The thematic approach offers opportunities to develop skills across the curriculum. Integration of subject areas is recommended. For example, the theme *Foods in Canada*, might include a fiction read-aloud with extensions, a hands-on measuring and weighing task, a project about the life cycle of a particular crop, map work outlining where major crops are grown in Canada, as well as a health lesson using Canada's food guide. Students will build vocabulary and academic skills around the topic, incorporating listening, speaking, reading and writing.

Integration of language skills is recommended. Students can develop reading, writing, listening and speaking within the context of one lesson or connected lessons around a theme.

Students as well as teachers may select themes for study. Themes for *ESL Foundation* might include, for example:

- Me and my environment (me, family, community, etc.)
- School in Canada (schedules, K-12 system, school rules and expectations, subjects, etc.)
- Fables
- Music and Songs
- Favourite Sports and Pastimes
- Foods of Canada and the world
- Canadians and Multiculturalism
- Landscapes
- Health
- Weather
- Plant or Animal Life Cycle
- Countries of the world (students' home countries)
- Money
- Jobs

A Language-Rich Environment

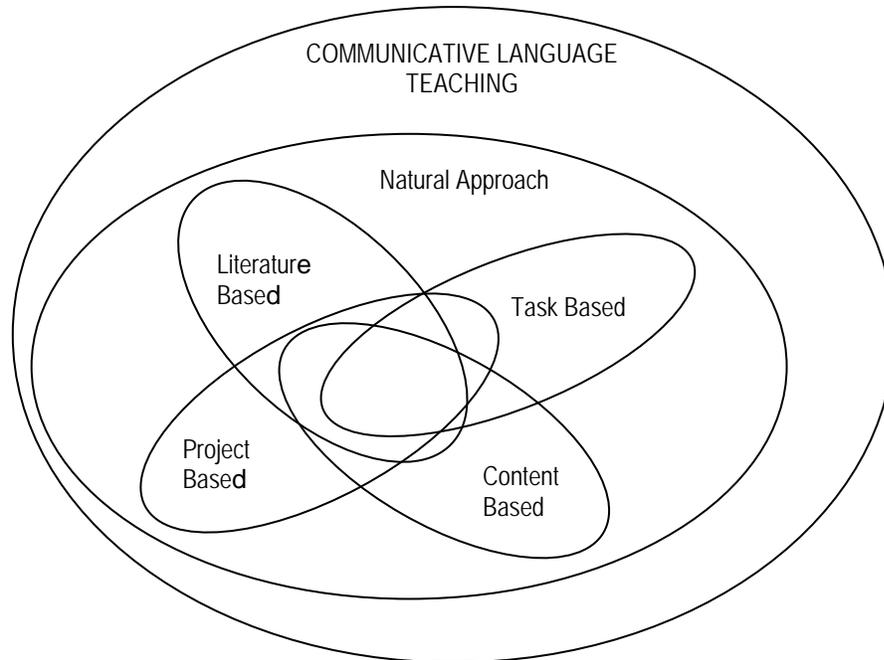
Listening and Speaking Environment

The classroom environment should encourage listening and speaking activities. Students should work in pairs or small groups to allow many opportunities for oral interaction. A listening centre and computer centre can also offer opportunities for students to listen and interact with text and graphics.

A Print-Rich Environment

Students of *ESL Foundation* need to be exposed to a print rich environment. The classroom should be rich in posters displaying days of the weeks, colours, simple statement and question forms, a word wall, student names, etc.

Although the main emphasis during Term 1 is on oral language, students need to be exposed to the written word. They need to see words around them and make attempts at reading some



words, such as their own name and the days of the week. They may also follow along as the teacher prints day and date, daily message, brainstorming notes, etc. At the beginning stages the students may memorize rather than read; this is a beginning literacy stage.

Approaches to ESL Teaching

During the 1970's linguists began to look at language not as interlocking sets of grammatical, lexical and phonological rules but as a tool for expressing meaning. This meant that meaning came to be emphasized over form and fluency over accuracy. This approach stresses that language learning should be based on the communicative needs of the students and, hence, should be student centered.

Communicative Language Teaching

In the last half century the teaching of second and foreign languages has taken a dramatic shift from focus on form to focus on communication. This is not to say that grammar, writing conventions, and sentence structure are ignored but it is to say that we now recognize that the ultimate goal of language learning is communication and that language is best learned in the context of real, meaningful communication. Form develops and requires attention in the context of meaningful communication. Grammatical errors, spelling and other miscues are corrected gradually as skills develop and students are ready to monitor for and self-correct particular forms.

An approach is a general philosophical orientation that can encompass a range of methods. While the search for the best method of ESL teaching remains elusive some methods have proven successful and are widely accepted. The interrelated communicative approaches presented in the following paragraphs are recommended.

The Natural Approach

It has been long recognized that people have a natural ability to learn language, be it a first, second or subsequent 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 where expression and understanding of meaning take precedence and form develops naturally. Language and literacy skills will develop through challenging tasks and interesting projects that engage the student in reading, writing, listening and speaking.

The task based approach has the added advantage of development of metacognitive skills through its problem solving tasks.

Content Based Instruction (CBI)

Language is best learned in the context of authentic meaningful communication; thus learning language while engaging in language activities that develop content knowledge is an ideal approach for school students. Our 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), a natural medium for language development in the ESL classroom, entails using topics of interest as the context for language learning. Through CBI students engage in teacher lead as well as student lead activities, tasks and projects. CBI prepares ELD students for the content areas by helping them build language and knowledge in those areas. A content based, thematic approach is recommended; it recycles language as students work with texts from various genres on a central theme.

Students in the mainstream are implicitly engaged in CBI and their English language skills progress through this exposure and focus. CBI in the ESL context can optimize the acquisition of both language and content. In the ESL classroom the student is exposed to content texts that are at the student's instructional level thus aiding language acquisition. ESL instruction can focus on both the content and the discrete L2 elements such as vocabulary, sentence structures and

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

discourse features of the content texts, helping students recognize how these are used in different genres and subject areas. Furthermore, ESL teachers will design tasks that develop L2 learning strategies in the context of CBI.

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)

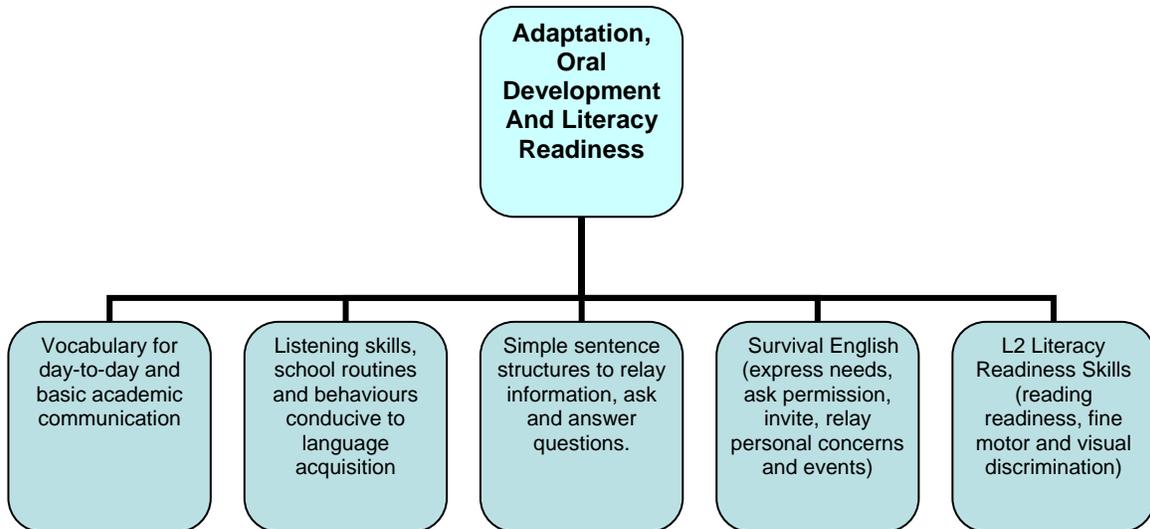
Nothing captures the attention or enriches language like a good story. In recent decades we have seen a blossoming of quality literature for children and young people and the publication of wonderfully illustrated picture books. These are an invaluable tool for ESL teachers.

All students benefit from exposure to picture books. Picture books can be used for interactive read-aloud with follow-up activities, guided reading, shared reading and independent reading for more advanced ESL students.

Students develop a myriad of skills and knowledge simultaneously through literature. Beginning learners can be exposed to simple vocabulary and sentence structures in context while more advanced learners pick up colloquialisms, advanced vocabulary and complex sentence structures. A literature based approach sees literature as a springboard for development of reading, writing, listening and speaking skills.

For adolescent students who are beginning ESL learners, repetitive pattern books can be used to build basic sentence structures and vocabulary. With support, students can create repetitive pattern texts such as raps and stories and these may become the focus of reading. For more advanced language learners books should be chosen to engage the reader in more complex language structure and vocabulary.

Through literature students develop vocabulary, reading, writing, listening, and speaking skills and strategies, cultural knowledge, content knowledge, empathy, analytical and critical thinking skills and motivation to become a reader.



Term 1 Focus

Oral Language Development is a prerequisite to reading. *ESL Foundation* students with limited or no literacy skills in another language need to build an English oral foundation and other literacy readiness skills before embarking fully on a reading program. The Centre for Canadian Language Benchmarks recommends that students develop a strong oral base, especially survival vocabulary, before proceeding to reading and writing. (*Canadian Language Benchmarks, 2000: ESL for Literacy Learners, XIII*)

Hall (1987) outlines the following conditions for development of L1 oral language:

- Children are the major constructors of language.
- Teachers act as facilitators, not transmitters, of language development.
- Language is embedded in the context of daily life
- Language is constructed in the pursuit of meaning and comprehension related to their world and to print.
- The conditions for learning language are identical to the conditions for learning about the world.
- Social interaction is foundational to language development.
- Children understand the functions of language as they use it to clarify information.
- Language is used in a child-initiated, holistic manner.

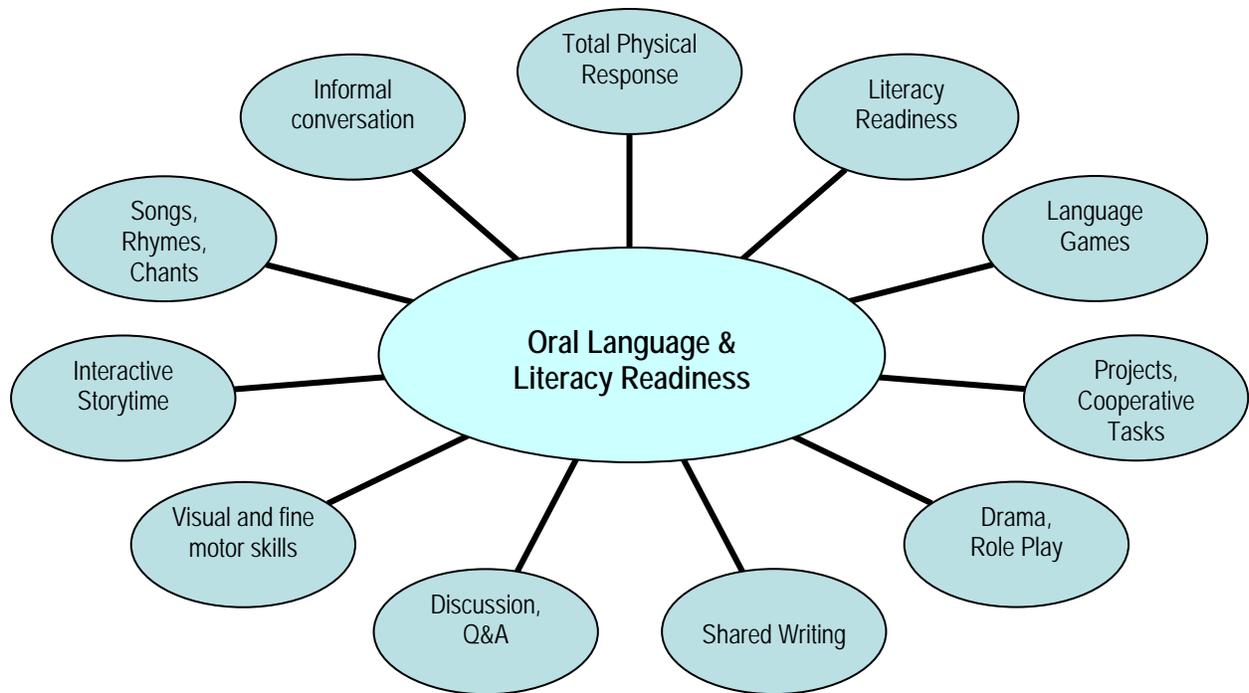
(Kirkland and Patterson, 2005)

These principles are the basis of much of the development in L2 teaching methodology over the past four decades. Communicative language methodologies are responses to the recognition that, for the most part, people learn their L2 in the same way as they learned their L1. As with L1 acquisition, L2 oral English will be developed in the context of authentic communication around topics of interest. The ESL teacher is a model and facilitator. The teacher assesses students' abilities and needs and facilitates language growth.

However, as Saunders and O'Brien (2006) point out, L2 learners are older than L1 learners and have the added benefit of having already learned one language as well as the ability to use higher thinking. "Thus, L2 acquisition does not call on exclusively implicit processes but can also entail conscious or explicit strategies." A key element of the *ESL Foundation* curriculum is the teaching and learning of strategies that can be applied immediately in a meaningful context.

Term 1 will focus on:

- Development of basic English vocabulary for listening and speaking
- Adaptation to the school environments
- Ability to express basic needs and use English to function in the school environment
- Ability to relay simple information and answer questions related to school and personal information
- Reading and writing readiness
- Using strategies to enhance oral communication



Term 1 Program Components

Term 1 will offer students exposure to comprehensible input and oral interaction. Term 1 will also focus on reading and writing readiness activities. The following activities promote beginning English skills.

Informal Conversation and Interaction

When students are in the silent period, teachers interact with the student using simple, repetitive structures, recycled vocabulary and visual support. Students will develop receptive language and gradually be ready to join conversation.

In the ESL classroom students have an opportunity to hear language that is adjusted 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 conversation and interaction. Teachers should stimulate informal conversation, regularly asking students about family, friends, school and interests.

Students should work in pairs on most activities, most often partnering students of different language backgrounds. *ESL Foundation* 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. Students hear a command or suggestion and respond to it physically. The teacher gives the command, such as "Open the door," and the student responds by opening the door. 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.*).
- Association of the language with physical response strengthens and consolidates acquisition.

With teacher modelling, TPR can be used to teach a range of vocabulary. TPR can be used for informal assessment to gauge a student's listening vocabulary.

There are many ways to incorporate TPR into the *ESL Foundation* classroom. For example, in teaching a thematic unit about reptiles and mammals the students, using an activity sheet, follow instructions such as, *Circle all the reptiles; Colour the snake brown; Draw three eggs under the crocodile; etc.*

Language Games

During Term 1, games that develop receptive skills, reinforce vocabulary or elicit simple answers are engaging. These may include Simon Says, picture bingo, I Spy, memory games, matching rhyming pairs, sequencing pictures with retelling and simple trivia games. There are also a variety of free online games for early language learners and emergent readers.

Interactive Read-Aloud

An interactive read-aloud using an illustrated story book develops a range of languages skills. To fully explore a story and strengthen comprehension and strategies, the read-aloud session should include pre-reading and interactive reading activities as well as follow-up or extension activities.

Preparation

After choosing a book, the teacher should take 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 attention.
- Consider interactive comprehension questions or prompts.
- Consider specific interactive questions or prompts to support outcomes.
- Consider after-reading activities to support outcomes.

Pre-reading

Pre-reading activities are meant to introduce the book, drawing attention to elements that will aid comprehension. Pre-reading activities are also intended to heighten interest and curiosity. Some pre-reading activities are listed below.

- Generate discussion and prediction about the cover picture.
- Take a picture walk, previewing the pictures and predicting the story content.
- Read author and illustrator names.
- Read the inside flap and author information.
- Introduce some key vocabulary if needed for comprehension. (Help the students figure out the meaning, if possible; discovery learning is preferable to direct teaching.)
- Make a short list of other new or difficult words that will be "discovered".

During Read-Aloud

Interactive read-aloud provides an opportunity to teach and demonstrate processes and strategies for reading. 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 to simply find an object in the illustration. These interactions keep students on track.

We **interact to check and extend comprehension**. We ask specific questions according to the student's ability. To involve more students we may ask an opinion question to the group and take various answers without judging "correctness". Alternately the teacher can ask a factual question and take various answers before determining which are closest to correct.

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 a student to guess the meaning of a new word in context by re-reading. We may show students how to pause at punctuation marks for fluency and comprehension. We may demonstrate how clues to meaning can be found within a text. Through the read-aloud we have a chance to teach, demonstrate and practise strategies.

We **interact to teach vocabulary and vocabulary building strategies**. The goal is to learn **some** new words, not every new word in the story. 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 also 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 word attack skills.

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 key to 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. For more advanced students we may teach and illustrate literary terms.

During an interactive read-aloud, teachers find a balance so as to engage students in a productive way while not interrupting the flow of the story. The key is to have a clear understanding of the purpose of the read-aloud and a limited number of outcomes in mind.

Here are some tips for reading to ESL students.

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

Follow-up Activities

Follow-up activities are used to reinforce or extend the skills needed to reach specific language outcomes.

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.

Follow up activities, most of which will require instruction and modelling, may include:

- Retelling
- Describing and discussing illustrations
- Expressing opinions
- Making a time line (start from scratch or put events in order)
- Creating a word web to generate words around a topic (e.g., names of animals in the story, words to describe feelings)
- Drawing a picture, label, show and tell
- Role playing a section of the story

Reading, viewing and oral language related to mathematics can be developed through use of children's literature. A story such as *The Shopping Basket* by John Birmingham or *If the World were a Village* by David Smith, can lead to fun with counting, adding, and subtracting. Extensions might include surveying classmates and creating graphs of favourite foods, languages spoken, countries of origin, etc.

Non-fiction texts can also be used for interactive read-aloud.

Role Play and Drama

Role play, drama and puppets are ideal to facilitate language development.

Role play and Total Physical Response can be used in combination. The teacher provides direction and students respond:

*You are an old person, walking through a garden of flowers.
You sniff the flowers; they are beautiful.
You see a friend.
You wave to your friend.
etc.*

Improvisational drama is fun and builds confidence. For ideas on improvisational drama games see Appendix 3.

Role plays such as *Question the Expert* or *Interview a Famous Person* give students opportunities to build listening and speaking skills as well as to reiterate knowledge and information gained through research projects and thematic content studies.

Chants, Rhymes and Songs

Chants, rhymes and songs are an ideal way to develop phonological awareness, intonation, expression, sentence structure, pronunciation and vocabulary. Students will respond best to chants and songs that are fun and/or a part of popular culture that they are familiar with. These can be a stepping stone not only to language development but confidence building as students feel included in popular culture.

Computer technology can be very helpful in developing language through songs, chants and rhymes. Websites such as www.sillybooks.net and <http://www.britishcouncil.org/kids-songs-monster-rap.htm> are worth exploring.

Students can be encouraged to bring along their favourite music, sing along and write their own songs and raps.

A *rhyming words wall* can encourage students to use rhyme as a means of improving pronunciation as well as decoding. Words can be displayed in word families (*star, car, far; play, day; May, etc.*) as well as rhyming words that have different spelling pattern (*said, bed, head; etc.*) Simple sentences that students can relate to will make the words meaningful and help students remember the words and pronunciation. Students can make up rhyming sentences using the rhyming word wall.

Shared Writing



During shared writing the students dictate and the teacher scribes on a flip chart or board. During the first term of *ESL Foundation* shared writing can take the form of the teacher printing very simple sentences, questions and lists of words around a topic as supplied by the students in brainstorming or review sessions. The teacher may add visual aids, such as simple line drawings, to aid comprehension and assist students in reading. A flip chart or computer technology is handy as the texts can be reviewed later. Pre-literate students may use memorization as a means of re-reading the texts. Memorization of text is an early stage of literacy and to be encouraged.

Field Trips

Visit a nearby museum, library or supermarket. Take a tour around the school or school grounds. Language activities need to be planned and tasks prepared: asking questions, talking to people, locating specific objects or environmental print, listening to the teacher/tour guide, etc.

Visual, Spatial and Fine Motor Skills

It has been observed that children arriving in Canada with little or no prior schooling often lack visual and fine motor skills expected of their age-group. Some children have shown poor coordination in the use of scissors and writing tools and others have difficulty completing jigsaw puzzles and matching up shapes that are designed for primary children. Visual and fine motor development should be integrated with language development.

For example:

- Students find the difference between two pictures: this activity can be done with partners talking about the pictures.
- Students can enjoy doing jigsaw puzzles, including many which are available online. Puzzles that match words to pictures or present labelled animals, colours and alphabet are helpful for visual discrimination as well as reading readiness.
- Students create art work related to themes. The teacher can insure that lots of talk goes on as students are cutting, colouring, drawing, etc. The teacher can guide students with instructions and questions. Students should explain their work.
- Students match words to pictures, following a model.
- Students complete a pattern and then tell the elements in the pattern (e.g., *circle, triangle, square, circle, triangle, square...*)
- Practise printing in the context of familiar, known vocabulary and meaningful activities, such as copying words onto cards to add to the word wall.
- Complete a pattern of letters and retell the pattern (ANDANDAND_ _ _ _ _)

There are many websites available that offer ideas and activity sheets for developing visual, spatial and fine motor skills.

Literacy Readiness Skills

Emergent readers need reading readiness activities to develop phonological awareness, concepts about print and visual discrimination of letters. Alphabet puzzles, clapping songs, rhymes, manipulating magnetic letter, storytime and a print rich environment are all a part of building reading readiness skills and should continue as the reading program progresses. Some researchers have found that phonological awareness in the L1 will transfer to the L2: thus ESL students can enjoy and benefit from activities that heighten awareness of the phonemes and syllables in English as well as in their own native language (Geva et al., 2000).

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

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

Students who have strong phonemic awareness have been found to be strong emergent readers and spellers. ESL emergent readers need to develop awareness of English phonemes.³ Rhyming activities and activities in which students have to segment words into phonemes help to develop phonemic awareness. Many students may have already developed phonemic awareness in their L1; this knowledge will transfer to the L2 and they may proceed to learn to read in English with little effort. Other students need more scaffolding. For strategies on teaching for increased phonemic awareness and assessment consult K-1 teachers.

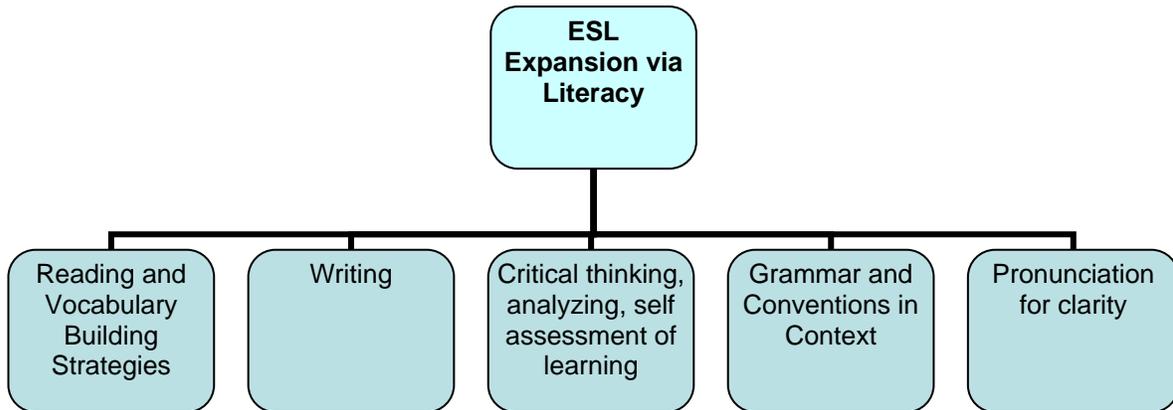
Reading readiness skills continue to develop as the student becomes a reader and a more advanced language learner. As the ESL student develops a strong aural and oral base, phonemic awareness and the ability to recognize rhyming words and phonemes will improve. Advanced concepts about print, such as the purpose of punctuation marks or words in bold, will develop with guidance over time.

Grammar and Pronunciation

During Term 1 there will be little or no explicit focus on grammar and pronunciation. Term 1 should allow students freedom to develop oral skills naturally through repeated exposure in a comfortable environment. This environment should encourage risk-taking and should reward production.

Students should be given time to develop pronunciation and basic grammar and sentence structure through the natural process of language developmental before direct instruction or "correction" takes place. Grammar, sentence structure and pronunciation will be gradually addressed during the second term of *ESL Foundation*.

³ Phonemes are the smallest distinct units of sound. For example, in the word *cat*, there are three phonemes: /c/ /a/ /t/. There are only two phonemes in *shoe*: /sh/ /oe/.



Term 2 Focus

Reading and Vocabulary Building Strategies

Students improve language skills through practice. The classroom offers explicit teaching of good learning strategies, techniques that students can deliberately use to enhance communication, understanding and language learning itself.

As *ESL Foundation* students make the transition into the world of reading they should be given strategies for both comprehension and decoding. Reading will open a world of language to the students and they need to be equipped with the strategies to build language through reading. Print becomes another form of input for language development. As students interact with text they will develop knowledge, skills and L2 competence.

Emergent reading strategies include strategies for decoding and comprehension, such as:

- Pre-reading, such as viewing illustrations
- Sounding out, particularly salient consonants
- Building a bank of sight words
- Using context clues, such as pictures
- Re-reading for understanding and error correction

Vocabulary Building strategies are crucial to L2 learning. Through shared reading, teachers can model strategies for vocabulary building. These strategies include:

- Underlining new words or printing them in the margin for later review
- Using new words in writing meaningful sentences
- Guessing meaning in context
- Using the new words in discussion
- Extensive reading

Students can also develop strategies for vocabulary growth from oral input. Some of these strategies include:

- Asking for clarification or repetition
- Talking about what they've seen and heard immediately after listening using the language of the input.
- Abundant interaction and listening opportunities
- Listening attentively

See Appendix 5 for a list of learning strategies, many of which are aimed at emergent and early readers.

Writing

Writing is an opportunity for students to put their own ideas and understandings into print. Writing is a creative medium; through writing the writer expands and clarifies her own thoughts. *ESL Foundation* students will begin with expressive writing but will also produce other genres.

Writing begins with expression of personal experiences, feelings and ideas. Students build skills through writing in a risk-free environment. Students of *ESL Foundation* are expected to be able to express themselves clearly in writing, using simple sentences.

Students are also expected to engage in other genres of writing, such as descriptive and process texts. These texts, too, can find their origin in personal experience, as students describe events, places, things and processes they have encountered.

Informational texts will evolve as students retell ideas from non-fiction and information texts. However, we should not discount the student's own wealth of information that can be drawn on and developed through writing.

Narratives may come from personal experience, imagination or may be sparked by a reading passage.

Critical and Analytical Thinking

All education should encourage critical and analytical thinking. Students need to question what they read and hear and bring their own interpretation to it. They need analytical skills to investigate, reflect and discover patterns, as well as to make predictions and decisions independently.

Students from some cultures may have been discouraged from critical and analytical thinking and rather encouraged to learn by rote and not to question texts, teachers or authority figures. Emphasis on independent thinking may be a novelty.

Grammar and Conventions in Context

During Term 2 students are expected to develop grammar appropriate to communicative needs and functions. For example, students will be expected to use past and future tense to communicate events.

Grammar can be developed effectively in the context of the student's writing. Gradually, as a student is ready, grammar and writing conventions will be attended to in meaningful contexts. Error correction should be addressed through differentiated mediation. It is through the student's writing that ESL teachers are best able to address language errors in a way that is helpful to language acquisition.

Pronunciation

Pronunciation will develop naturally over time and most students of *ESL Foundation* will have only been in Canada for a short period of time. However, specific pronunciation should be addressed if it interferes with communication. Adolescent students are able to monitor their own speech somewhat for pronunciation. At this stage, pronunciation instruction should be limited to phonemes that are necessary to make speech comprehensible.



Term 2 Program Components

During the second term the course will shift focus from listening and speaking to developing the four language skills and strategies in the context of reading and writing.

Reading: A Developmental Process

Learning to read is an incremental process, starting with short, simple texts and progressing to longer more complex texts. Texts must be carefully chosen to be at the student’s reading level and to be of interest (See Appendix 7). Some texts written for the early primary grades, particularly traditional tales and non-fiction, are suitable for *ESL Foundation* students. Teachers must ensure that content and language of texts used are appropriate for adolescents.

Texts created through the student’s own words may be at a higher level than the student would normally tackle but in this case the student has the advantage of knowing the language of the text.

Guided Reading

“Guided reading is a “gateway” into second language and literacy learning,” (Cloud, Genesee and Hamayan, 2009, p. 61). Students can build English skills through guided reading. A text chosen for guided reading should offer opportunity for growth but be at a level that the student can comfortably manage. The student should be able to comfortably read approximately 95 % of the words. In the ESL class the guided reading session can focus on building reading strategies, fluency or familiarity with new vocabulary and sentence structures.

The teacher guides the student or a small group of students as they pre-view, read-aloud and review a text. It is important that the teacher have a limited number of outcomes for the session and give the student ample opportunity to apply the new skills, strategies or language structures learned in other meaningful contexts.

Shared Reading

Shared reading provides an opportunity for students to read along in a non-threatening environment and learn from both the teacher and peers. Shared reading involves the whole class and the teacher sitting close together as they share in the exploration of student created or

levelled texts. The reading passage is presented on the flip chart, board, big book, etc. Enlarged print makes the text accessible to all students and keeps them focussed on the lesson. Enlarged print allows the teacher to point out features and demonstrate reading strategies.

Shared reading provides:

- Motivation for reading
- An opportunity for students to practise reading in a low risk environment
- An opportunity to teach concepts, skills, and strategies in the context of reading
- An opportunity for teachers to assess reading ability, pronunciation 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 concepts, skills and strategies. Decisions about what skills to focus on should be based on careful observation of students, what they are trying to figure out and what they are ready to learn. Some ways teachers use shared reading to teach strategies, skills, and concepts include

- Asking students what they notice or find interesting about the words or print.
- Demonstrating reading and vocabulary building strategies, including think aloud.
- Drawing attention to new vocabulary or finding words with similar meanings.
- Drawing attention to specific features of print, grammar points, word endings, punctuation.
- Covering up some of the words to create a cloze activity, teaching students to predict words or meaning through context.
- Using text interactively, students taking turns reading aloud and pointing to text or finding specific elements in text.
- Pronunciation mini-lessons.
- Working with sentence strips made from the text (e.g., 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 what is read and to engage students in response (e.g., discussing, illustrating, story mapping, webbing, writing).

Following shared reading and follow-up activities, students should have opportunities to read the text independently, either through small versions of the same text or by returning to the enlarged version in small groups or individually.

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).

Language Experience Approach (LEA) develops oral language skills and, at the same time, creates interesting and relevant texts for further reading.

Through the LEA students compose a text individually or collaboratively, with a scribe (normally the teacher) and then use the “published” text for further reading activities or reading practice. The teacher will scribe exactly what the student says. In this way the student is ensured that the text will be written at his/her interlanguage level. At this stage the purpose is twofold: to help the student make the connection between spoken and written language and to generate a text that the student is able to read back. The focus is on transforming speech to print.

The Language Experience Approach gives opportunity for oral input. Moreover, it is a proven method of developing reading and writing skills. In telling one's own story and ideas a student is using language that is familiar and comfortable. The acceptance of the student's voice is demonstrated by the teacher who writes the words; personal stories and ideas unfold in print before the learner. This is a potent method of personal empowerment, language building and literacy development. The student can take pride in confidently reading back this material.

The LEA takes an add-on approach rather than a deficit approach to learning. It considers what the student has to bring to the classroom and helps the student build on that knowledge and skills. Stories created by students can be edited, enhanced and distributed as a newsletter or blog or displayed on a multicultural bulletin board in the school.

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

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

Independent Reading

Students will benefit from independent or silent reading. Students should be accountable for what they read and follow up with a written task. This may be as simple as writing a sentence on what the student liked about the reading passage or a sentence telling the main idea of the reading.

Students should be encouraged to read at home. A take-home reading program may be designed in collaboration with the Language Arts teacher.

Writing: A Developmental Process

Students learn to write as they practise writing and receive feedback. In *ESL Foundation* students should have opportunities for independent and shared writing. Writing will include different forms and types of writing, based on models. They will write for both functional and academic purposes as they complete graphic organizers, fill in forms, write messages and notes and compose sentences and paragraphs. Students will produce expressive writing, transactional writing and poetic or creative writing. The writing process will be introduced and students expected to edit some pieces for errors.

Shared Writing

The teacher ensures that there are opportunities for independent writing, paired or small group collaborative writing and large group shared writing. Shared writing will continue from Term 1 and may be used to model and develop more advanced forms of writing such as a retelling of a story or creation of an information paragraph. Shared writing provides an exemplar for writing and helps students identify features of print text.

Expressive Writing: Dialogue Journals

Dialogue journals consist of a written conversation between teacher and students. The writing takes place on a regular basis, often weekly, and should take the form of authentic dialogue on a variety of topics rooted in the student's interests, concerns and questions.

The main goal of the dialogue journal is to build fluency. Students gradually develop grammar, spelling and vocabulary as they construct meaning. Students write topics of interest and reflections on their lives. This is a motivating and non-threatening genre for adolescents.

The teacher responds to each entry and poses questions to further the discussion. Journal entries are not corrected for errors but the teacher models good writing in a well formed response that recycles some of the language of the student entry. Repeated errors can inform further mini-lessons on grammar, spelling and vocabulary or other points of language and communication.

Larrotta (2009) outlines four steps in dialogue journal writing, providing a model collectively establishing guidelines, doing guided practice, and assessing dialogues journals.

For *ESL Foundation* the following suggestions should be taken into account:

1. **Providing a model:** Before writing dialogue journals, students will need modelling. The teacher may begin by creating a personal journal entry on the board or flip chart and explain the purpose and expectations. Teachers should allow students to ask questions and express their opinions on the journal writing project. The teacher may then copy the journal entry into each of the student journals as a starting point. The entry should include one or two questions for the student to stimulate dialogue.
2. **Collectively establishing guidelines:** The class should come up with guidelines and these should be printed clearly on a poster in the classroom and/or inside the front cover of each student journal. Guidelines will address minimum length of entry, if there is to be one, deadlines, possibly taboo topics or language, and rules such as each entry must include a minimum number of questions to initiate responses. Minimum entry length may be set individually so as not to intimidate but also to ensure that the student is challenged to respond fully to the teacher's entry. Questions are included but writers are free to change topics and continue writing on whatever they choose.
3. **Guided Practice:** Students will need time and guidance to create entries, particularly during the initial stages.
4. **Assessing the journal:** Teachers and students should reflect on the strengths and weaknesses of the journal writing process from time to time.

Transactional Writing

Students need to develop both expressive writing and transactional writing. Transactional writing is sometimes referred to as writing to get things done. It includes writing reports, instructions, invitations or messages, etc.

These forms of writing each have unique language features. Students should know that writing a scientific report or a note to a teacher requires different language structures and words than writing a friendly e-message or text.

In the context of a thematic unit, students could engage in several writing genres. For example, a student could write an informative report about the moon as well as write a journal entry reflecting on the learning experience or responding to the question *Would you like to travel to the moon, why or why not?* In writing the information piece, the student may write notes or complete a table of information. In addition, the student might write an invitation to a parent or special guest to view or give a presentation about the moon.

Poetic (creative) Writing

Poetic writing addresses the creative imagination and develops the sense of self. It allows ESL students to explore and experiment with language. Examples of poetic writing include stories, poems and plays. Exploration of the salient features of various literary genres and understanding the purpose of these features will strengthen the student's ability to write in these genres.

People from every culture have a sense of story. They sense that stories are 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. Often, it is written to entertain.

A holistic approach in which students listen to, read, talk about, tell and write stories is an important element of literacy development. Students should come to recognize the basic elements of a story: character, setting, problem or conflict and resolution. Students should be encouraged to write personal narratives and 3rd person narratives.

Writing to Answer Questions

Students need to develop skills for studies across the curriculum; answering open ended test questions, in-class comprehension questions, multiple-choice, and fill-in-the-blanks is necessary for school success.

Composing questions and answering questions are essential skills for students. Moreover, understanding and addressing questions accurately develops receptive skills, writing skills and reasoning skills. Students should be shown how to understand questions and respond in full sentences using key wording from the question.

Section 5: Assessment and Evaluation

Initial Assessment and Placement

ESL Foundation is designed for students whose mother tongue is not English and who have not reached a transitional literacy level (grade 3-4) in any language.

An initial ESL assessment should be completed within the first week of the student's registration. This assessment is to determine a student's level of English proficiency, including literacy, and will inform ESL placement and instruction.

For a student with major gaps in education or suspected of having gaps in academic achievement, math and literacy assessment should be initiated immediately and completed within two weeks of the student's registration. An ESL teacher may complete or assist with the literacy assessment and may assist with the math assessment. Literacy assessment should include a sample of reading and writing in the L1 if possible. Math assessment is crucial in determining curriculum for a student; math assessment can be carried out with limited language interaction and gives valuable insight into a student's prior schooling.

Grade placement of ELD students should be reserved until achievement assessment is complete. This must be explained clearly to parents and students. A final decision on grade placement will be made by school administration, after consultation with a team which includes the parents.

The ESL teacher will be involved in the following initial assessment:

1) English proficiency, carried out by an ESL or language arts teacher, where an ESL teacher is not available. The assessment, while not necessarily done through a formal assessment tool, should consider the student's ability in reading, writing, listening, and speaking. See Appendix 1 for suggested components of the initial language assessment.

2) Literacy skills in the first language and educational background. A student's L1 literacy level may be determined through any or all of the following:

- An interview with the parents and student
- A review of previous school reports
- Assessment of student skill in copying text
- Assessment of the student writing in the L1. Note the ease with which the student writes and holds a pencil, the length of the passage, the fluency of writing and, if possible, seek the opinion of a translator.
- An informed judgement based on the student's past living conditions

An assessment need not be a long, formal testing procedure. The tasks and procedures used for assessment will vary according to the age and language level of the student. A formal assessment tool is not necessary for this initial assessment. An educational needs assessment as outlined above will inform planning and delivery of an appropriate program to develop language and literacy skills.

Ongoing Assessment

A learner's confidence is integral to the learning process...and it is essential for the instructor to keep it in mind when planning and delivering the literacy program. (Canadian Language Benchmarks, 2000: ESL for Literacy Learners)

Through active learning and ongoing assessment we are able to plan for success and confidence building. As students are actively engaged in classroom activities teachers observe and note behaviours. Ongoing assessment informs instructions; teachers are aware of student needs and are able to focus on bridging gaps.

As an ESL student begins to learn in the new school environment, ongoing assessment is necessary to

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

Effective ongoing reading assessment uses forms of criterion-referenced assessment such as observation, portfolios and student self-assessment. The student's progress is monitored against individualized outcomes.

The initial assessment provides information for tentative programming; however, it is important to assess each student's progress on an ongoing basis and to make changes to a student's program as required to increase support, decrease support or change the type of support. Tools for ongoing assessment include:

- Planned observation with documentation
- Student portfolio: a collection of student work, checklists, anecdotal comments, etc.
- Audio and video taped recordings of readings, conversations or oral presentations
- Writing samples such as dialogue journal entries, writing assignments (drafts and final copies), reading log entries
- Art work
- Conference or interview notes and anecdotal records
- Checklists (by teacher, peers, or student)
- Reading records, noting student comfort with specific reading levels and strategies used
- Pictorial products (labelling, manipulating drawings, dioramas, models, graphs)
- Oral presentations
- Student's own reflection on learning

To gain multiple perspectives on students' academic development, teachers must assess in a variety of ways and peruse a variety of student created materials. When an ELD student is having difficulty with a particular skill or concept, it is important not to jump to conclusions about the cause. It is important to keep in mind that these students have not had the benefit of years of institutionalized education, the environment that enhances development of metacognition, the background knowledge and attitudes that form through formal schooling in a western country.

Evaluation Plan and Reporting

The ESL teacher may collaborate with other teachers in determining how best to evaluate and report on the progress of the ESL student. 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 ESL students should happen at the regular intervals.
- Because most parents are ESL learners themselves, anecdotal comments should be written in plain language with basic sentence structure.
- Letter or number grades should only be assigned if the grades are sufficiently high enough to be a positive incentive; otherwise only anecdotal comments should be given and a “Pass” for those who are ready to move on to ESL 1205.

Benchmarks

The benchmarks for ESL/ELD developmental benchmarks found in Appendix 13 may be helpful. *ESL Foundation* students will normally be functioning at Stage 1 and transitioning to Stage 2 upon completion of this course.

Parent-Teacher Interviews

The ESL teacher should attend the parent-teacher interviews at regular reporting times. Parents should be shown work samples from the student. When speaking with parents who have limited English, teachers should use short, simple sentences with basic common vocabulary and emphasize key points. With the consent of the parents, a translator may be available for assistance.

Parents should be informed of:

- ✓ Topics covered
- ✓ Student's participation
- ✓ Observed progress in reading, writing, listening and speaking
- ✓ Student's overall adjustment and comfort level

Identifying Students with Exceptionalities

ESL students who have exceptionalities should be identified as soon as possible so that appropriate programming can be arranged. Students should not be assessed as having learning difficulties on the basis of performance or behaviours that reflect a process of language acquisition or acculturation, or lack of opportunity to acquire the knowledge and skills expected. Nevertheless, it could be the case that a student is eligible for ESL support as well as student support services.

It is not always easy to determine the cause of abnormal development. A newcomer may be suffering culture shock, trauma or simply lacking English skills. Surface behaviours may lead teachers to make incorrect assumptions about learners. The first step is careful observation, over time, of what the ESL student can do in a variety of classroom activities and settings. Conclusions must be cautiously drawn to avoid inaccurate labelling of the causes of the behaviours observed.

Caroline Linse (2008) suggests that educators consider the following when a second language learner is displaying difficulties in learning:

- Interrupted Schooling: Perhaps the student is not ready for the concepts being taught due to lack of prior schooling and foundational skills.
- Cultural Barriers: Consider whether lack of understanding is due to lack of cultural knowledge.
- Vision Problems: Proper assessment is needed and must take into consideration the student's literacy level and valid testing.
- Hearing Problems: Assessment must also be reliable, considering the student's current language level. Be cautious in interpreting lack of comprehension or distinguishing of particular linguistic sounds.
- Learning Disability (LD): Inquiring about language development in the L1 may give insight.

While some specialists recommend assessing children in their first language, meeting that criterion may be difficult due to the limited immigrant community and resources in Newfoundland and Labrador. Moreover, after a student has been immersed in the L2 for several years and has not kept up L1 academic skills, carrying out assessment in either the first or second language may be invalid. However, Linse also suggests that normative assessment is needed.

The ESL teacher is a critical player in assessing how an ESL student is performing in relation to other children of the same age, educational background and culture. The ESL teacher, social workers or settlement workers may also have insight into how the student is performing in relation to siblings and an overview of the past history.

If the ESL teacher is concerned that a student is experiencing difficulty indicative of an exceptionality, the ESL teacher should bring these concerns to student's teachers and parents to discuss pre-referral. To learn about the current policies and procedures for pre-referral, see the school administration.

It is recommended to keep a record of interactions and behaviours, as well as interventions and the student's response to the intervention. Keeping such a record will be useful for assessment and is especially helpful should the student be considered for other support services. Such a record may include:

- Anecdotal notes on interactions and behaviours
- Reading assessment results (copies of reading records, sight word recognition)
- Sample of student's writing
- Summary of instruction
- Summary of interventions tried and student's response and progress

Progress can only be considered in conjunction with interventions. For example, if a student has not had literacy instruction based on an appropriate needs assessment and ample opportunity to develop skills, one cannot expect progress in that area.

Decisions regarding programming for any student considered for Student Support Services are made by the student's program planning team. In the case that the student is an ESL student, the ESL teacher should be a member of that team.

<i>Observable Behaviour</i>	<i>Possible explanation in a language learning context</i>	<i>Possible explanation in a Special Education context</i>
Adds or deletes words; uses known words to replace other words	May not yet know the word; may not have internalized the words or requires more rehearsal of words	Has memory/oral language processing difficulties
Is easily distracted	Doesn't understand; is overloaded with new information; requires more visual/concrete support	Has an auditory processing problem, ADHD, or ADD
Has trouble following directions	Doesn't know the vocabulary in the instructions	Has sequencing or memory problems
Can complete arithmetic calculations but not solve word problems	Doesn't know vocabulary of the word problem; isn't familiar with the currency; has no prior experience with the content	Has processing or abstract reasoning problems; a memory problem; sequencing issue; may not be able to generalize from previous examples
Avoids writing	Lacks confidence or is not comfortable with having multiple drafts of work before the final version	Has fine motor difficulties and limited expressive language
Can't retell a story in sequence or summarize a plot	Is unfamiliar with too much of the vocabulary of the story	Has organization or processing problems

Hamayan, Marler, Sanchez-Lopez and Damico, 2007, p. 40.

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Appendix 1: ESL Initial Assessment for English Language Programming

Some suggested components of the initial ESL assessment:

- Speaking: check for vocabulary, sentence structure, appropriateness of responses to questions, verb tenses
 - ✓ Counting, naming objects, colours
 - ✓ Personal interview
 - ✓ Picture talk
- Listening (e.g., understand instructions, wh questions, a short story, description)
- Vocabulary check with progression (colours, numbers, animals, etc.)
- Book awareness (knows front and back cover, left to right, etc.)
- Letter recognition
- Word recognition (sight words)
- Initial consonant sounds
- Writing sample in the L1 as well as in English
- Reading sample, determine approximate level, decoding and comprehension
- Dictation

Pictures, paper, pencil, crayons, manipulatives and levelled reading passages may be helpful.

Appendix 2: Teacher Check List: Phonemic Awareness

Checklist for early-literacy, phonemic awareness (**listening skills**)

Student Name: _____

	Date:	Date:	Date:
Count the words in a short familiar sentence (4-6 words)			
Count the syllables in a word			
Identify Consonant sounds: Say or print initial and final (I, F) consonant sounds on hearing a one syllable word:	I	F	I
b			
d			
f			
g			
h			
j			
k			
l			
m			
n			
p			
r			
s			
t			
v			
w			
y			
z			
ch			
sh			
th			
Can pick two rhyming words of 3 one syllable words. ⁴			
Can provide a rhyming word for a one syllable word.			
Identify initial blends: Say or print the first 2 letters on hearing the word:			
bl			
br			
fl			
sl			
sk			
sp			
st			
Others			

⁴ The student should be able to identify rhyming words but may not be able to distinguish English vowel sounds. In assessing, provide two rhyming words and one word with different consonants and vowels (e.g., *cat, hat, seek*). Words with only a vowel change (e.g., *head, bed, made*) may be confusing.

Appendix 3: 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 Work out a solution and/or 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 4: Barrier Games and Information Sharing

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 with each student. 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.

Go Fish: Play *Go Fish*, to practise asking for a particular card (*Do you have a ten?* etc.).

Appendix 5: Language Routines for Group Work

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

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

Phrases that may be helpful for group discussion:

Encouraging quiet people

What do you think, Maria?

It's Mai's turn to speak.



Positive feedback/ express agreement

Yes, that's a good idea.

Yes, that's true.

I agree!

Exactly!

You're absolutely right.

Disagreeing

That could be true but I think ...

But don't you think that ...

I disagree. I think ...

On the other hand, ...

Alright, but don't you think ...

To stop someone who is dominating the group

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

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

To express your opinion and give a reason

I think ... because ...

In my opinion ... because ...

I believe ... because ...

Clarifying

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

Can you give us an example?

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

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

Why do you say that?

Students also need consistent guidelines for group work such as:

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

Appendix 6: Learning Strategies

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

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

Appendix 7: Reading Levels Chart

Grade Levels	Guided Reading Levels: Fountas/ Pinnell	Reading Recovery Levels	PM Readers	DRA Levels	Reading Continuum Steps
K to 1	A	1	1 (Magenta)	A/1	Step 4
K to 1	B	2	2 (Magenta)	2	
K to 1	C	3, 4	3-4 (Red)	3	
1	D	5, 6	5-6 (Red-Yellow)	4	Step 5
1	E	7, 8	7-8 (Yellow)	6.7.8	
1	F	9, 10	9-10 (Blue)	10	
1	G	11, 12	11-12 (Blue-Green)	12	Step 5 B
1	H	13,14	13-14 (Green)	14	
1	I	15, 16, 17	15-16 (Orange)	16	
1 - 2	J	18, 19, 20	17-18 (Turquoise)	18	Step 6
2	K		19-20 (Purple)	20	Step 7
2	L		21 (Gold)	24	Step 8
2 - 3	M		22 (Gold)	28	
3	N		23 (Silver)	30	Step 9
3	O		24 (Silver)	34	Step 10
3	P		25 (Emerald)	38	
4	Q		26 (Emerald)		Step 11
4	R		27 (Ruby)	40	Step 12
4	S		28 (Ruby)		
5	T		29 (Sapphire)	44	Step 13
5	U		30 (Sapphire)		
5	V				Step 14

Note: The PM Readers Series often has a flower pattern on the back cover; reading level can be determined by colour.

The grade levels are an approximation only for ESL students. Limited vocabulary, lack of background information, cultural references, etc. will influence reading comprehension.

Texts increase in level as sentence length increases, sentence complexity increases and word length increases. Print size and familiarity with vocabulary can also influence readability. Microsoft Word (Tools: Spelling and Grammar) provides Flesch-Kincaid reading level.

Appendix 8: Checklist for Reading Development

Name: _____

- Rarely or Never

+ Sometimes, Often

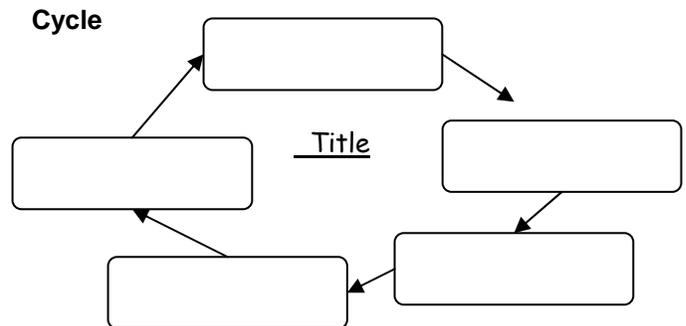
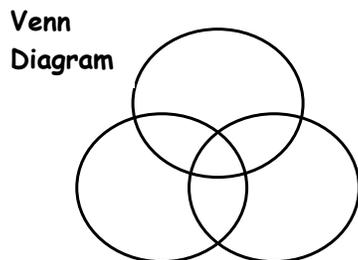
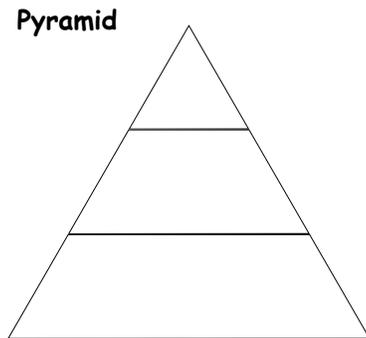
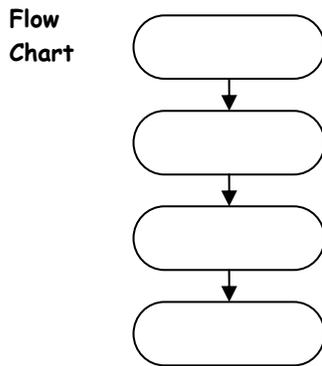
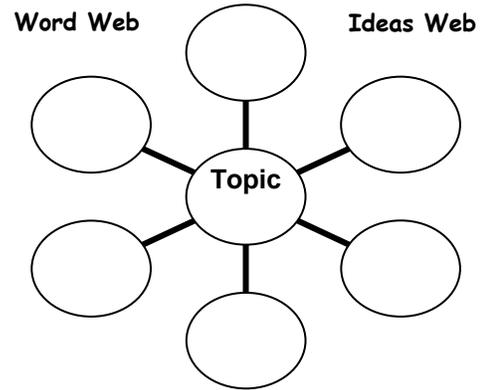
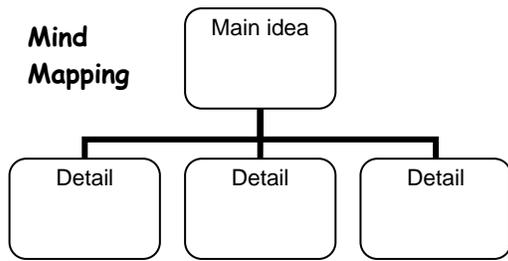
++ Usually or Always

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

Notes: _____

Appendix 9: Samples of Graphic Organizers

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



Appendix 10: Picture Books

These picture books are recommended for use with adolescent ESL Literacy students. Some are pattern books that can help build reading skills, simple sentence structures and vocabulary.

-  *Biggest, Strongest, Fastest* by Steve Jenkins
-  *Caps for Sale* by Esphyr Slobodkina
-  *Four Feet Two Sandals* by Karen Lynn Williams
-  *Millions of Cats* by Wanda Gag
-  *Salt in His Shoes: Michael Jordan in Pursuit of a Dream* by Deloris M. Jordan and Roslyn M. Jordan
-  *Stone Soup* (several versions are published)
-  *The Blind Men and the Elephant* by Karen Backstein
-  *The Clever Monkey: A Folktale from West Africa* by Rob Cleveland
-  *The Empty Pot* by Demi
-  *The Enormous Potato* by Audrey Davis
-  *The Giving Tree* by Shel Silverstein
-  *The House that Jack Built* (several versions are published)
-  *The Librarian of Basra* by Jeanette Winter
-  *The Magic Fish* by Freya Littledale
-  *The Old Woman and the Rice Thief* by Betsy Bang
-  *The Princess and The Pea* by Rachael Isadora
-  *The Three Wishes* by M. Jean Craig
-  *Wangari's Trees of Peace* by Jeanette Winter
-  *We All Went on Safari* by Laurie Krebs

The Scholastic *Easy to Read Folktales* series is recommended.

Many folktales and other children's stories can be found on video online (You Tube).

Appendix 11: Checklist of Performance Indicators

Student name: _____

School Year: _____

	✓	Assessment date (s)	Comment
TERM 1			
1. Listening and Speaking: Students will be expected to take part in day-to-day conversation.			
✓ Respond to yes/no and wh questions about family, school and personal information. [1.1]			
✓ Relay personal information (name, phone number, address, names of family members). [1.1]			
✓ Tell day, date, time. [1.1]			
✓ Talk about likes and dislikes. [1.2]			
✓ Respond appropriately to classroom instructions. [1.3]			
✓ Talk about and ask questions about school timetable. [1.3]			
✓ Follow the school timetable. [1.3]			
✓ Follow school routines and protocol (e.g., punctual, respectful). [1.4]			
✓ Initiate a conversation on a day-to-day topic. [1.5]			
✓ Sustain a conversation for several minutes. [1.5]			
✓ Retell events with some details; use time and place markers (e.g., "Yesterday", "in my country") to aid comprehensibility. [1.6]			
✓ Indicate needs and ask for assistance, clarification or information. [1.7]			

✓ Seek opportunities to converse. [1.8]			
✓ Interact spontaneously, focusing on meaning. [1.8]			
2. Literacy Readiness: Students will be expected to develop English literacy readiness skills.			
✓ Indicate knowledge of directionality of print. [2.1]			
✓ Take a picture walk through a book from front to back. [2.1]			
✓ Count the words in a line of print. [2.2]			
✓ Point to a letter when the teacher says the letter name. [2.3]			
✓ Match upper and lower case letters. [2.4]			
✓ Print all letters of the alphabet in upper and lower case as the teacher calls out the letters in random order. [2.4]			
✓ Listen and print the first consonant (the salient consonants listed) of a word. [2.5]			
✓ Recognize classmate's names in print. [2.6]			
✓ Place word cards with matching objects. [2.6]			
✓ Identify some environmental print (e.g., Office, EXIT, Pull/Push). [2.6]			
✓ Listen and tell how many words are in a simple sentence of 4-6 familiar words. [2.7]			
✓ Print his/her full name. [2.8]			

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✓ Print all the letters of the Roman alphabet legibly in upper and lower case. [2.9]			
✓ Print his/her name, address and phone number on a form. [2.10]			
TERMS 1 and 2			
3. Listening and Speaking: Students will be expected to communicate information effectively and respond to information accurately.			
✓ Provide personal information such as name, age, address, school attending and country of origin. [3.1]			
✓ Use yes/no and wh questions in a brief conversation on a personal or school related topic. [3.1]			
✓ Report on school and school events. [3.1]			
✓ Give simple instructions and directions related to school. [3.1]			
✓ Participate in class discussions on personal, social and content studies using basic vocabulary and structures. [3.1]			
✓ Provide brief descriptions of people and places. [3.1]			
✓ Initiate and maintain discussion on a content topic covered. [3.1]			
✓ Report events in chronological order clearly, using time referents (then, after, etc.). [3.1]			
✓ Use referents correctly for clarity (correct personal pronouns and repetition of specific names, places, etc.). [3.1]			
4. Listening and Speaking: Students will be expected to speak and listen to explore, extend, clarify and reflect on their thoughts, ideas, feelings and experiences.			

✓ Relate an event experienced and give at least three details. [4.1]			
✓ Retell events from their own lives and the impact of those events. [4.2]			
✓ Discuss emotional situations, telling how they feel (felt) and why. [4.2]			
✓ Explain different ways to react to an emotional situation and why some are better than others. [4.2]			
✓ Retell the main events of a story and discuss the motivations, emotions and characteristics of the main characters. [4.2]			
✓ Participate in conversation, expressing and opinion on a controversial or topical issue. [4.3]			
5. Listening and Speaking: Students will be expected to speak and listen for daily functional living.			
✓ Communicate needs to school personnel. [5.1]			
✓ Order lunch, ask for school supplies, request computer account, etc. in the school. [5.1]			
✓ Explain difficulties or absenteeism. [5.1]			
✓ Ask settlement worker, guidance counsellor, classroom teachers and other community representatives for assistance or information. [5.2]			
✓ Make appointments with doctors, dentist, etc., noting appointments on a calendar. [5.2]			
✓ Ask questions about appointments and locations. [5.2]			
✓ Understand simple directions. [5.2]			

✓ Give simple directions (e.g., to locate the school office or cafeteria). [5.2]			
✓ Ask and give information about prices. [5.2]			
6. Listening and Speaking: Students will be expected to interact with sensitivity and respect, considering the situation, audience and purpose.			
✓ Use polite terms and phrases. [6.1]			
✓ Speak in a polite tone of voice. [6.1]			
✓ Identify acceptable and unacceptable behaviours within the school culture. [6.1]			
✓ Explain lateness or absenteeism. [6.2]			
✓ Interrupt politely. [6.1, 6.2]			
✓ Give example of similarities and differences in acceptable behaviour in his/her own culture and the Canadian norm. [6.3]			
✓ Ask, in a timely and polite manner, for assistance, clarification or information. [6.1, 6.2 & 6.3]			
7. Listening and Speaking: Students will be expected to speak and listen to participate in an academic setting.			
✓ Contribute ideas to brainstorming sessions. [7.1]			
✓ Listen attentively. [7.1]			
✓ Contribute to interactive read-aloud, debate, academic discussion, etc. [7.1]			

✓ Ask appropriate, well formed questions during a Q & A session on an academic topic. (Wh..., Do..., Can..., How many....). [7.1]			
✓ Use accurate, recycled vocabulary in content discussions. [7.1]			
✓ Express an opinion regarding content topics and narratives. [7.1]			
✓ Take part constructively in pair work and group work. [7.1]			
✓ Listen and copy simple notes from the board during a 5-10 minute lecture. [7.1]			
✓ Complete a graphic organizer with guidance while listening to a mini-lecture. [7.1]			
✓ Answer concrete questions based on a mini-lecture. [7.1]			
TERM 2			
8. Reading: Students will be expected to read fiction and non-fiction texts with understanding.			
✓ Read simple, active sentences. [8.1]			
✓ Read and understand basic, English vocabulary common in fiction. [8.1]			
✓ Identify main characters in a story. [8.1]			
✓ Tell some attributes of the main characters of a story. [8.1]			
✓ Identify the time and place of a story. [8.1]			
✓ Retell main events of a story. [8.1]			

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✓ Tell who the pronouns refer to in a story. [8.1]			
✓ Read a narrative at a low primary level independently. The story should be of a mature or non-age specific topic. [8.1]			
✓ Give an opinion on story characters and subject. [8.1]			
✓ Read and retell main ideas of social studies and science informational texts at a low primary level. [8.2]			
✓ Use some key vocabulary in retelling information. [8.2]			
✓ Answer simple, concrete questions about information texts. [8.2]			
✓ Interpret a graph in a primary text. [8.2]			
✓ Interpret a map in a primary text. [8.2]			
✓ Read a range of environmental text (e.g., common traffic signs, school schedule, school name and street names in the neighbourhood, simple signs around the school). [8.2]			
✓ Read and complete a simple form asking for name, address and telephone number. [8.2]			
✓ Understands what to do when completing exercises (e.g., <i>Choose correct answer, Underline, Circle</i>). [8.2]			
9. Reading and Vocabulary Strategies: Students will be expected to demonstrate an ability to use reading comprehension and vocabulary building strategies.			
✓ Select a book for independent reading. [9.1]			
✓ Make predictions based on skimming. [9.1]			

✓ Scan for specific key words. [9.1]			
✓ Find answers to simple, concrete questions by scanning the text. [9.1]			
✓ Guess the meaning of words when the context explicitly implies the meaning. [9.1, 9.2]			
✓ Sound out salient consonants for one syllable words for decoding. [9.1]			
✓ Read aloud using appropriate pace and pausing. [9.1]			
✓ Skim and scan for main ideas and details. [9.1]			
✓ Keep a list of new words. [9.2]			
✓ Use new words in meaningful sentences and class discussion (oral and written). [9.2]			
✓ Read silently in class. [9.3]			
✓ Complete take-home reading. [9.3]			
✓ Write retelling or response to independent reading. [9.3]			
10. Writing: Students will be expected write to express their feelings and needs, ask questions and describe their world.			
✓ Write and reply to simple e-messages. [10.1]			
✓ Write a dialogue journal entry of 25 words. [10.1]			

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✓ Write about daily activities in simple, short sentences using conventional spelling or phonetic spelling. [10.1, 10.2]			
✓ Prepare simple yes/no and wh questions to interview a peer. [10.1]			
✓ Develop a brief, well organized personal narrative for publication. [10.1]			
✓ Print legibly, leaving spaces between words. [10.2]			
✓ Follow correct formatting instructions for final draft of pieces to be published. [10.2]			
✓ Use the period and question mark correctly. [10.2]			
11. Writing: Students will be expected to write different types of texts.			
✓ Write grammatically correct, simple sentences. [11.1]			
✓ Produce comprehensible spelling. [11.1]			
✓ Use conventional spelling of common words. [11.1]			
✓ Use a basic, accurate vocabulary in writing. [11.1]			
✓ Write in simple present, simple past tense and future (will), using common verbs. [11.1]			
✓ Use correct capitalization. [11.1]			
✓ Relay personal events in writing, in chronological order. [11.1]			

✓ Write a 3 rd person narrative. [11.1]			
✓ Write a simple description of a person, place or object. [11.1]			
✓ Write simple sentences to relay information on a content topic. [11.1]			
✓ Write a message inviting someone to attend an event. [11.1]			
✓ Write to relay the steps in a process or procedure. [11.1]			
✓ Answer open ended questions recycling the language of the question. [11.1]			
✓ Write to express an opinion. [11.1]			
✓ Write a sequence of events using sequence words (e.g., <i>first</i> , <i>then</i> , <i>finally</i>). [11.1]			

Appendix 12: Websites

www.readinga-z.com	Membership Fees for Full Access Print out hundreds of levelled books – with activities.
http://www.raz-kids.com/	Membership Fees for Full Access Reading and listening to levelled stories online.
http://www.nlpl.ca/eresources/	Tumblebooks: A variety of books read aloud as students follow along with the text. Access through NL Public Libraries, Resources
http://sunnyvale.ca.gov/Departments/Library/ebooks.htm	Sunnyvale Public Library A number of resources for kids, including tumbleweed books read aloud online.
http://www.colorincolorado.org/	Multilanguage resources for parents, teacher professional development materials, useful links
www.enchantedlearning.com/Home.html	Membership Fees for Full Access A multitude of reading materials, activities, worksheets for across the curriculum literacy.
www.sillybooks.net	Read along with stories, songs and poems.
http://www.funbrain.com/vocab/index.html	Build vocabulary and reading by matching the word and the picture.
www.starfall.com	Phonics and emergent reading.
www.manythings.org	A variety of activities for ESL Students.
http://a4esl.org	A range of grammar and vocab activities from Easy to Difficult, many with instant feedback.
http://www.iknowthat.com/com	Online activities for students, reading, grammar, listening and games.
http://iteslj.org/	A free online journal for ESL teachers.
www.educationworld.com	A wealth of information, lesson plans, free online materials for games and activities. Some early childhood things very good for K-6 ESL and ELD kids.
www.esl.about.com	A reference site for ESL teachers.
www.readingmatrix.com	Has links to websites for ESL teachers and students, including interactive exercises for students.
www.literacycentre.net	Choose a language to play and learn letters, numbers, colors, shapes and more. It's fun and easy. Good for readiness skills.
www.esl-kids.com	All kind of activities including a very useful worksheet generator and lots of ideas for language games.

www.bogglesworldesl.com	All kinds of links to games, puzzles and worksheets for ESL and emergent readers.
www.storylineonline.net	Beautiful children's stories read aloud by members of the Screen Actors' Guild. Activities included.
www.kidport.com	Activities for different subject areas, including ESL. Some nice simple vocab activities for beginners.
www.readwritethink.org	A teacher's resource with literacy lesson plans and resources from the International Reading Association.
http://depts.gallaudet.edu/englishworks/	English Works! All kinds of reading, grammar, vocabulary, strategies, resources and exercises.
http://www.everythingesl.net/in-services/elementary_sites_ells_71638.php	This very comprehensive site gives links to over 50 great websites for K-6 ESL students and ELD students.

Appendix 13: Benchmarks for ESL Development

ESL/ELD Benchmarks for ESL Foundation grades 7-12

	Listening	Speaking
<p>Stage 1: Beginner</p> <p>Understands basic spoken English</p> <p>Speaks for basic communication</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Responds to simple yes/no and wh questions <input type="checkbox"/> Responds appropriately to familiar conversational topics _family _school _basic information <input type="checkbox"/> Responds to familiar vocabulary <input type="checkbox"/> Responds to basic classroom instructions with visual support <input type="checkbox"/> Requests clarification 	<ul style="list-style-type: none"> <input type="checkbox"/> Uses functional vocabulary: _familiar names & objects _ present tense verbs _ numbers 1-10 _school items _family terms <input type="checkbox"/> Uses short patterned sentences and questions <input type="checkbox"/> Communicates _basic wants/needs _basic personal information <input type="checkbox"/> Answers with one words or short phrase <input type="checkbox"/> Begins to use: _subject-predicate _negatives _pronouns _adjectives <input type="checkbox"/> Retells main events of a story <input type="checkbox"/> Shares personal experiences <input type="checkbox"/> Participates in classroom choral reading, brainstorming, simple question and answer.
<p>Stage 2: Developing</p> <p>Understands key information with supports</p> <p>Speaks with spontaneity in daily conversation and in class</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Participates comfortably in day-to-day conversation <input type="checkbox"/> Responds to: _day-to-day vocabulary _direct questions _frequently used commands _simple stories <input type="checkbox"/> Responds accurately given wait time <input type="checkbox"/> Requests clarification <input type="checkbox"/> Follows simple oral instructions <input type="checkbox"/> Is attentive to modified teacher talk and demonstrates understanding <input type="checkbox"/> Understands key vocabulary related to themes covered <input type="checkbox"/> Understands main ideas in visually supported presentations 	<ul style="list-style-type: none"> <input type="checkbox"/> Initiates and maintains daily conversation <input type="checkbox"/> Participates in classroom discussion <input type="checkbox"/> Retells stories with some detail <input type="checkbox"/> Presents a prepared story or poem <input type="checkbox"/> Participates with some fluency <input type="checkbox"/> Recounts familiar events & key information <input type="checkbox"/> Speaks with sufficient clarity and pronunciation for comprehension <input type="checkbox"/> Uses known vocabulary & gestures to compensate for unfamiliar vocabulary <input type="checkbox"/> Expresses: _feelings _preferences <input type="checkbox"/> Uses: _variety of vocabulary _wh questions _ yes/no questions _simple past and future tenses _ complete simple sentences and some compound (<i>but, and, because</i>) <input type="checkbox"/> Uses common: _adj. _adv. _ prepositions <input type="checkbox"/> Gives straight forward instructions and directions <input type="checkbox"/> Uses some slang or colloquial expressions
<p>Stage 3: Expanding: Understands social English, needs supports for grade-level academic listening; Participates comfortably socially and in class, may have minor difficulties /misunderstandings</p>		
<p>Stage 4: Consolidating: Understands spoken English in most contexts at grade level; Speaks fluently, almost native like in vocabulary and sentence structure</p>		

Adapted from *Supporting English Language Learners: A practical guide for Ontario educators, Grades 1 to 8*, Ministry of Education, Ontario, 2008.

ESL/ELD Benchmarks for ESL Foundation grades 7-12

	Reading	Writing
<p>Stage 1: Beginner</p> <p>Reads and comprehends simple English</p> <p>Beginning to write simple sentences</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Recognizes the alphabet _print _script <input type="checkbox"/> Recognizes some common sight words, concrete words and theme words <input type="checkbox"/> Uses strategies for decoding: _initial consonants _ picture clues _predictability <input type="checkbox"/> Begins to use reading strategies for comprehension: _prior knowledge _re-reading for understanding <input type="checkbox"/> Beginning to read vocabulary from different subject areas <input type="checkbox"/> Beginning to read simple sentences with familiar vocabulary. <input type="checkbox"/> Beginning to read short passages at a low primary level with age-appropriate topic and vocabulary. <input type="checkbox"/> Reads some environmental print (STOP sign, open hours of a business, etc.) 	<ul style="list-style-type: none"> <input type="checkbox"/> Produces the alphabet in legible form using left-to-right progression, writing on the line <input type="checkbox"/> Copies written information accurately <input type="checkbox"/> Prints personal information (e.g., name, address, phone number) <input type="checkbox"/> Begins to use common writing conventions: _punctuation _spelling _capitalization <input type="checkbox"/> Begins to use: _subject-predicate order _adjectives _common prepositions <input type="checkbox"/> Writes short, coherent patterned sentences on personally relevant topics <input type="checkbox"/> Begins to write comprehensible simple sentences and questions in present tense. <input type="checkbox"/> Begins to print lists and personal notes/messages.
<p>Stage 2: Developing</p> <p>Reads for specific purpose, comprehends familiar topics</p> <p>Writes in a variety of contexts using simple sentences</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Uses decoding strategies: _syllabication <input type="checkbox"/> Uses reading strategies for comprehension: __skimming _context clues _re-reading _identifying key info <input type="checkbox"/> Uses vocabulary strategies to understand new words _ word analysis _ context clues <input type="checkbox"/> Reads most relevant environmental print <input type="checkbox"/> Demonstrates literal comprehension of simple passages <input type="checkbox"/> Uses some correct phrasing and rhythm when reading aloud <input type="checkbox"/> Follows brief written instructions <input type="checkbox"/> Identifies fiction and non-fiction <input type="checkbox"/> Identifies author's purpose <input type="checkbox"/> Is beginning to read with a critical view 	<ul style="list-style-type: none"> <input type="checkbox"/> Writes connected discourse: _retelling _journal writing <input type="checkbox"/> Writes in different genres (story, report, invitation) <input type="checkbox"/> Writes with some accuracy: _common tenses _capitalization _punctuation _spelling <input type="checkbox"/> Writes appropriate responses to wh questions <input type="checkbox"/> Attempts to organize ideas before writing <input type="checkbox"/> Uses the writing process with guidance <input type="checkbox"/> Edits some of his/her own errors (capitalisation, punctuation, word endings) <input type="checkbox"/> Takes notes on text or video <input type="checkbox"/> Uses computer for word processing
<p>Stage 3: Expanding: Completes classroom reading and writing tasks adequately with support</p>		
<p>Stage 4: Consolidating: Demonstrates control of grade-appropriate reading tasks; Writes for a variety of purposes using appropriate conventions</p>		