Literacy Enrichment and Academic Readiness for Newcomers (LEARN)

CURRICULUM GUIDE
LEARN-2: Language Arts 701270

Newfoundland
Labrador

Education

2010

Literacy is the ability to identify, understand, interpret, create, communicate and compute, using printed and written materials associated with varying contexts. Literacy involves a continuum of learning to enable an individual to achieve his or her goals, to develop his or her knowledge and potential and to participate fully in the wider society. (UNESCO, 2003)

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Acknowledgements

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 a variety of 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

Introduction

In recent years we have seen the arrival of Government Assisted Refugees in Canada. Often these students have little or no prior schooling or have attended schools that do not prepare them for the challenges of schooling in Canada. This course is part of the Literacy Enrichment and Academic Readiness for Newcomers (LEARN) Program; it is a bridging course to further studies in language arts at the upper intermediate or senior high school.

LEARN-2 Language Arts 701270 is a 110 hour course. It is a 2 credit alternate course at the high school. If offered at an intermediate school, it is a non-credit course.

The course is appropriate for a student who has at least a transitional reading and writing level (grade 3-4) and a high beginner level of English. It is an academic enabling course and therefore will not be offered to a student who has the literacy skill level to succeed in a mainstream age-appropriate language arts course.

LEARN-2 Language Arts 701270 serves as the foundational literacy course to meet the unique learning and literacy needs of immigrant students who have a history of significant skill gaps in their education. Over the duration of this course students learn systematic strategies that assist in their literacy development. These skills are taught as portable, adaptable and transferable strategies that may be used in a wide variety of situations: in school, on the job, in social settings and in daily-living situations.

The LEARN Program Components

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

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

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

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

- LEARN-2 Language Arts 701270: a 110 hour academic enabling course that builds skills and strategies for further high school studies in literature and language arts.
- LEARN-2 Mathematics: a non-credit course that covers intermediate outcomes and prepares students for high school mathematics.
- LEARN-2 Social Studies 701172: a 110 hour academic enabling course for further high school social studies. This course focuses on development of literacy skills and strategies within the context of Canadian social studies.
- LEARN-2 Science 701177: a 110 hour academic enabling course for further high school studies in science. This course focuses on the development of science literacy, skills and strategies within the context of earth science, life science and physical science.

Sheltered Instruction

ESL students and students with low literacy levels benefit from being taught in a sheltered environment with a teacher who considers the unique numeracy, literacy and language needs of these students as well as the content area needs. The aim of sheltered instruction (SI) is to help students develop literacy and content skills simultaneously. Sheltered instruction draws largely on good teaching practices and includes specific techniques and strategies to meet the needs of newcomers. It offers a non-threatening learning environment and provides various ways for students to demonstrate knowledge.

Research suggests that students learn a second language best when they are presented with meaningful and relevant comprehensible input. Children learn a first language (L1) through being immersed in that language, regardless of direct instruction. The same is true of young children immersed in a second language. Adolescents and adults can also acquire a language through exposure; however, to reach a high level of academic competency, they need specific techniques, tasks and materials that scaffold language skills and guide language development in an incremental way.

Sheltered instruction combines what we know about natural language acquisition with what we know about developing academic language, skills and knowledge necessary for school success. In SI classes, teachers place equal value on developing both the content area knowledge and the language skills. This follows naturally from approaches to simultaneous language and content development which integrate skills in thematic units. The thematic approach works well with ESL and literacy students as language is recycled and strengthened through different genres and applications.
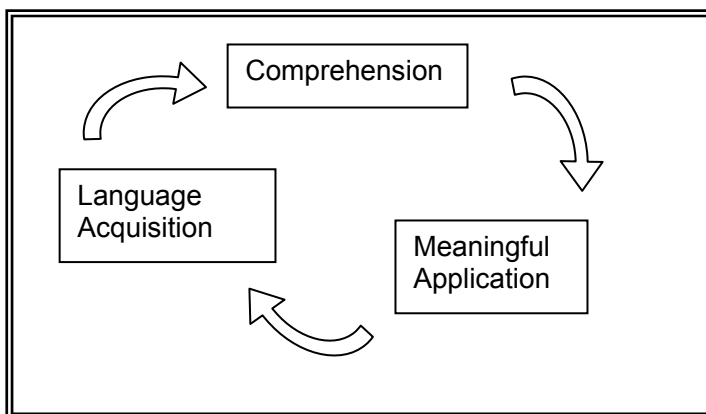
SI teachers use techniques and resources that make content comprehensible; this is the key to both understanding of the content and development of language.

Many of the techniques used in SI content courses are the same as would be used in any high-quality mainstream classroom: presenting information in a variety of forms, encouraging students to explore and discover, acknowledging different learning styles, strengths and needs, pre-teaching, teaching, follow-up activities for application, review and assessment. Like all students, ESL and literacy students need opportunities to reiterate and strengthen comprehension through discussion and writing activities.

Sheltered classes differ from mainstream classes in the emphasis on language and explicit techniques used to develop language in sheltered classes. Language development techniques can be divided into two related categories: 1) techniques to ensure that input is comprehensible and 2) techniques to ensure that students are developing the four interrelated language skills, reading, writing, listening and speaking.

Making content comprehensible entails that the teacher prepare lessons keeping in mind that the students have a relatively low level of English language and/or English literacy. SI relies less on long, information packed lectures and more on short, plain language explanations coupled with numerous opportunities for students to read and view texts to discover content and language

themselves. Mini-lectures help develop listening skills and present content; however, students also need to develop reading, viewing, speaking, writing and representing skills; thus, they need opportunities to use these in class to access and apply content knowledge. SI avoids the use of dense textbooks and provides texts and materials which present content through simple sentence structures, shorter texts, graphic organizers and visuals.

Sheltered instruction focuses on language needs for classroom and academic success. This means teaching not only the subject specific vocabulary, but also teaching language needed to function in the subject area classroom and to understand academic texts; for example, ESL and literacy students need to learn appropriate language for questioning, confirming and disagreeing. They need language for reporting, describing, writing about processes, following instructions, comparing and contrasting, etc. While much of this is explicitly taught in ESL courses, teachers of sheltered instruction must ensure that students are able to use these language skills in context.

Teacher Collaboration

Any educational program for newcomers requires the collaboration of ESL teachers, LEARN teachers, content teachers and any other professionals working with the students. As colleagues draw on each other's strengths and work together in meeting goals and objectives, the students benefit from consistency of approach and reinforcement of skills and strategies learned.

Strategies for Working with ESL Students

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

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

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

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

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

The following strategies are suggested:

Classroom Routines

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

Making language and content comprehensible and accessible

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

Peer Support

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

Self-Help and Autonomous Learning

- Encourage student self-assessment; for example, editing written work, correcting errors and highlighting suspected errors.
- Correct errors in grammar and spelling sparingly. Circle errors that you think the student can self-correct and check to ensure that the self-corrections are done.
- Encourage the student to use strategies for language learning, such as noting new words in a text and guessing meaning before checking a dictionary.[1]
- Encourage students to take ownership of their studies; for example, when they have finished an assigned task they should review their work, continue to the next task or read silently. Ensure that appropriate reading materials and activities are available.
- Set up a computer centre with appropriate software or websites bookmarked.
- Set up a listening centre with books and audio recordings.
- Provide simple resources that the student can read independently and that address topics studied in the content areas.

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[1] Seek more tips on language learning strategies from an ESL teacher.

Essential Graduation Learnings

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

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

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

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

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

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

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

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

Outcomes

General Curriculum Outcomes

The general curriculum outcomes are the foundation for all curriculum guides. They identify what students are expected to know and be able to do upon completion of study in the course. Although the statements of learning outcomes are organized under the headings *Speaking and Listening*, *Reading and Viewing* and *Writing and Other Ways of Representing*, it is important to recognize that all these language processes are interrelated and can be developed most effectively as interdependent processes.

The general curriculum outcomes for LEARN-2 Language Arts 701270 are:

Speaking and Listening

Students will be expected to

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

Reading and Viewing

Students will be expected to

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

Writing and Other Ways of Representing

Students will be expected to

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

Technology

Students will be expected to

11. Develop basic skills for use of a computer.

Specific Curriculum Outcomes

The following pages delineate the specific curriculum outcomes for LEARN-2 Language Arts 701270. The specific outcomes, listed in the first column, are not sequential. Moreover, any lesson or activity may address outcomes from the interrelated areas, *Speaking and Listening*, *Reading and Viewing* and *Writing and Other Ways of Representing*.

Teaching, learning and assessment are interdependent and are addressed in the second column.

The third column provides suggestions for assessment of a more formal nature.

The fourth column provides helpful information or notes for clarification purposes.

Speaking and Listening

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

Specific Outcomes	*Suggestions for Teaching, Learning and Assessment*
1.1 Extend and reflect on their thoughts, ideas and questions and compare their ideas to those of their peers.	Use brainstorming frequently to gather students' ideas and to collectively seek suggested solutions to problems. Encourage conversations between pairs and among larger groups to share and compare experiences and ideas about texts read, viewed and produced. Use different text formats to suit audience and purpose.
1.2 Ask and respond to questions to clarify steps, processes and concepts.	Use both small-group and whole-class discussion as a means of understanding information, relating personal experiences and making meaning of poems, stories, dramatizations, films and other media.
1.3 Support personal preferences, opinions and beliefs with relevant details and rationale, where applicable in debate or academic discussion.	Have students undertake interviews and surveys to find answers or gather opinions on topics that matter to them. Provide opportunities for students to give illustrated media talks, using graphics, charts and other visuals to enhance their talks.
1.4 Listen attentively and critically to other's ideas and points of view.	Have students give persuasive talks in which they attempt to convince their classmates to read a particular book, purchase a specific product, or undertake a specific activity. Invite guest speakers to address the class on various topics, making certain that students play an active role in preparing to hear the speaker and in following up on the presentation.

Suggestions for Formal Assessment	*Vignettes/Notes*
Record a conversation with each student at the beginning of the year and record again at the end of the term. In the conversation try to elicit: • Answers to *Wh* questions • Open ended responses • Explanations • Retelling of past events • Telling of future plans • Expression of feelings or opinions Look for advancements in: • Length of responses • Clarity of responses • Sophistication of vocabulary • Fluency (decrease in number of hesitations) • Pronunciation • Grammar and sentence structure– (for example moving from present tense to past or future as required, use of correct prepositions and word endings, move from simple to more compound or complex sentence, longer sentences) • Variety of vocabulary and expressions • Intonation • Tone (politeness, feelings, etc.)	**ESL Students and Speaking** Like learning a first language, learning a second language is a developmental process. Children and adolescent ESL students immersed in an English environment, will learn to speak English in much the same way that they learned their first language, through exposure to comprehensible input, through meaningful interaction with people who speak the language and as they need it. Gradually their spoken language will conform to "standard English". Repetition and multiple exposure to themes and language constructs are important for mastery. Visual constructs and texts can aid in comprehension and oral development. With ESL students in particular, resist the temptation to "correct" their speech; focus on meaning. Ingrained or repeated errors can be addressed individually and privately.

Speaking and Listening

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

Specific Outcomes	*Suggestions for Teaching, Learning and Assessment*
2.1 Contribute to and respond constructively in small and whole group discussions (e.g., showing an awareness of strategies to use for involving peers; demonstrating an understanding of their roles and responsibilities as speakers and listeners).	Design both small-group and whole-group discussion to ensure that each student has opportunities to contribute information and share experiences and ideas. Work with individuals and small groups to develop appropriate speaking and listening etiquette in a variety of contexts. Demonstrate non-verbal features, such as facial expressions and gestures that enhance or detract from oral presentations. Students make presentations, including Q and A sessions.
2.2 Use word choice, emphasis and expression to produce desired affects (e.g., tone, intonation and expression in story telling).	Practise giving/following instructions by • Choosing an area of expertise to share with the class. • Having a student read out a science experiment or other instructions while classmates follow instructions. • Playing language games with instructions, such as *Write your name at the bottom of the sheet. Write the colour words, blue, red and green, in a list. Draw a circle,* etc.)
2.3 Give and follow detailed instructions and respond to a variety of questions and directions (e.g., follow classroom instruction with two or more steps).	• Giving regular classroom instructions orally, then writing them on the board if need be. As a response to texts, have students role-play characters who are interviewed by their classmates. This will promote oral skills while enhancing students' understanding of the writing texts.
2.4 Engage in, discuss and respond critically to a variety of representations (e.g., painting, poster, charts, speeches, poems, stories, presentations).	Provide models for: • Storytelling • Dramatizing stories or scenes • Book talks • Oral reading • Choral reading • Speeches or announcements
2.5 Relay personal information confidently and explain situations related to personal health and safety with clarity and in detail.	Help student distinguish between personal (emotional, personal choice) responses and critical (constructive, reasoned criticism) response. Encourage student to listen attentively and critically, questioning validity and appropriateness. ***Think, Pair, Share****: A teacher or student poses a question for critical thinking, an opinion question for example. The question is written on the board. Students get a timed period (3 minutes) to write individual notes on their response to the question. Next, students are paired to discuss answers and write a list of well formed responses to share with another pair or the class.*

Suggestions for Formal Assessment	*Vignettes/Notes*
Teacher Assessment Take jot notes of class presentations. Use a checklist and share it with the students both before and after the presentation: e.g., ___Speaks slowly ___Speaks loudly enough ___Makes eye contact ___Uses a variety of different words. (good, great, wonderful, big, huge, enormous, etc.) ___Presents the information clearly so everyone can understand. Etc. **Peer Assessment** Ask students to use a checklist or rating sheet to evaluate presentations by peers (See Appendix 1). **Self-and Peer Evaluation** Hold conferences with groups, whereby students discuss their own performance and those of their classmates. This is a time when students can also talk about what they find difficult about oral communication.	Some students come from cultures where formal schooling is not a top priority. Others are absent due to having to help with child-care, household duties or part-time jobs. The best way to ensure students attend class as much as they possibly can is to make your classroom a place that students want to be. Most students enjoy active learning and opportunities to interact with peers. All students are highly motivated by positive feedback and successful learning experiences.

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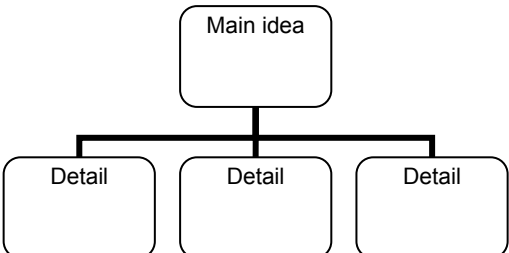
3. Students will be expected to interact with sensitivity and respect, considering the situation, audience and purpose.

Specific Outcomes	*Suggestions for Teaching, Learning and Assessment*
3.1 Demonstrate sensitivity to the particular speaking and listening situation (e.g., informal versus formal speaking situations).	Listening courtesies need to be discussed and practised. Discussion of the following is useful: • In what ways do both the speaker and the audience need to be courteous? • What distractions sometimes make listening difficult in the classroom? • When have you felt that someone said something to hurt you or insult you? • Why is it important to listen closely to the teacher? Your friend? Parents? • What do you consider basic habits for good listening? • What connection, if any, do you see between listening ability and being a good friend, a good leader, a good student?
3.2 Detect examples of prejudice, stereotyping or bias in oral language, recognizing the possible negative effects on individuals, cultural groups and other subcultures in the community.	
3.3 Use oral language which displays respect and appreciation of audience, purpose and situation.	Role-play appropriate and inappropriate audience behaviour and discuss how each behaviour affects both the speaker and the overall presentation. Have students watch/listen to clips from TV shows, movies, readings, guest speakers, etc. with a focus on detecting evidence of bias or prejudice in presentation, indication of respect or disrespect. Examine with students models of language appropriate to different situations and audiences. For example, have students note the different kind of language appropriate to a sales talk as opposed to that appropriate for a thank-you to a guest speaker. Have students introduce and thank special guest speakers and other visitors to the classroom or the school. Have students examine certain television talk shows and note the extent to which both hosts and participants show sensitivity and respect for each other and their audience. Provide opportunities for students to listen to themselves on tape so that they learn from self-assessment of their performance. Offer videotape opportunities as time permits. Have students use the tapes to formulate personal goals for improving their speaking and listening. See Appendix 2 for language routines for group work.

Suggestions for Formal Assessment	*Vignettes/Notes*
Use checklists and narrative anecdotes to record student performance. Through conferencing, collect data on attitudes and language use; provide feedback on the strengths and areas that need work. Record progress in oral communication, specifically the pragmatics, in various situations (student to teacher, student to classmate, informal and formal situations, etc.)	The students in the LEARN-2 program come from cultures around the world. It is important for the teacher to understand and appreciate that some gestures and tones of voice that may be considered disrespectful in one culture are quite acceptable in another. For example, in some cultures a person may be considered rude or aggressive if making eye contact with a superior. This has caused trouble when young people from these cultures are involved with people in authority, such as police or school principals where the lack of eye contact may be interpreted as a sign of guilt. It is crucial for students to understand how their tone of voice, gestures and behaviour may be interpreted by other cultures, especially the mainstream culture; cross-cultural awareness and sensitivity must play into this training. **Next Step** Use the next-step concept. The teacher and other students can provide feedback and recommend the one thing (the next step) that the student most needs to improve. The next-step concept works well for all students. The most reticent student sees that all students in the class are on an identical footing. They are all working on their next steps.

Reading and Viewing

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

Specific Outcomes	*Suggestions for Teaching, Learning and Assessment*
4.1 Read fiction and non-fiction to a high elementary level, with texts specifically chosen to be free of unfamiliar slang, colloquialisms and cultural bias.	**Read, read, read!** Guided reading, independent reading, reading to complete a task, reading whatever interests the reader, silent reading, take-home reading, etc. Have a supply of materials available, including easy access to appropriate websites. Students print out articles or stories they find interesting and make a bank of materials available to other students for silent or take-home reading.
4.2 Select, independently, from a variety of sources, texts that are appropriate to the student's range of interests and learning needs.	Borrow books from a public library on a rotating basic. Collect brochures about current topics (health, tourism, local arts magazines and information, etc.) and introduce this community literature to the students.
4.3 Read a wide variety of literature for a variety of purposes, including recreation and information.	Arrange a field trip to a public library and help the student find reading materials for their reading level and interest. Encourage student to become members of the public library.
4.4 Use the organizational features of texts, (e.g., table of contents, index, bold print, illustrations, headings, etc.).	Demonstrate and practise reading strategies in context: (Previewing titles, graphics, predicting, reading first sentence of each paragraph, skimming, scanning, rereading, interpreting based on background knowledge and experience, etc.)
4.5 Use and integrate a variety of word attack skills (e.g., phonics and context clues; structural analysis to identify roots, prefixes and suffixes; text structures).	Discuss word attack skills. Practice the skills, ask students to reflect on which strategies they find easiest, most helpful, etc. Have students explain and demonstrate various reading strategies and work attack skills to each other.
4.6 Use a variety of strategies to construct meaning (e.g., pre-viewing, rereading, using a dictionary).	*Main Idea Mapping: Each student or pair reads a different section of a chapter of text and makes a mind map. The mind maps are displayed to share the information:*
4.7 Reflect on and discuss their own processes and strategies in reading and viewing.	

Suggestions for Formal Assessment	Vignettes/Notes
Keep a running record to follow progress in reading level. Record results over time (See Appendix 3). When selecting books or passages for the reading assessment avoid materials with a lot of slang or culturally specific content and language. The PM benchmarks kit, which is used by ESL teachers, has proven to be one of the better ones for ESL students. See Appendix 4 for learning strategies. See Appendix 5 for specific reading strategies. See Appendix 6 for a sample reading log.	In some cultures reading simply means decoding and/or memorizing. ESL teachers have found that the first step to developing reading comprehension in some immigrant students is to demonstrate to them what reading comprehension is and to demonstrate its importance. Emphasis gradually shifts from decoding to understanding meaning.

Reading and Viewing

4. Students will be expected to select, read and view with understanding a range of literature, information, media and visual texts (CONT'D)

Specific Outcomes	*Suggestions for Teaching, Learning and Assessment*
4.8 Read and construct a timeline.	Demonstrate a timeline when reading a short biography.
4.9 Read literature (short stories and/or novel) to identify and demonstrate an understanding of these literacy terms: • character • plot, setting • conflict • theme • irony • simile • tone/mood • symbolism • foreshadowing • imagery • point of view.	Use strategies, such as highlighting signal words and phrases, scribbling notes in margins, using abbreviations, summarizing, outlining, mind mapping, Venn diagrams and other graphic organizers to aid and extend reading comprehension(See Appendix 7). Gradually introduce literary terms as the opportunity arises with selected literature. Help students use the terms in discussion and demonstrate how these literary devises make the story more enjoyable, readable and interesting (See Appendix 9). Take students for a tour around the school and/or neighbourhood, drawing their attention to signs. Visit a grocery store and read the signs to see how the aisles are organized. Take photos of signs in the neighbourhood and have a scavenger hunt.
4.10 Read and respond appropriately to environmental text, such as notices in the school, neighbourhood, etc.	Students take photos of signs in the neighbourhood and make a poster, collage, etc. Point out posters, signs and other environmental text in the school and have students read the words they can. Encourage them to discuss or guess at the main point of the text.
4.11 Read and respond to practical authentic texts that adolescent students meet in everyday life, such as an online local map, bus schedule, simple job application, phone directory, instruction on a medicine package, driver's licence brochures, immigration booklets, etc.	Choose texts that are appropriate to the student's reading level, age and immediate need, keeping in mind that many ESL immigrant children act as readers and interpreters for their parents. Collect authentic text, including invoices and receipts, if possible. Students scan the texts for any words they can understand (date, their own address on a bill, particular food in a shopping flyer, name of the store, etc.) Students examine and ask and answer questions about the text in pairs. Students fill in a job application.

Suggestions for Formal Assessment	Vignettes/Notes

Reading and Viewing

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

Specific Outcomes	*Suggestions for Teaching, Learning and Assessment*
5.1 Answer, with increasing independence, their own questions and those of others by selecting relevant information from a variety of texts and sources. 5.2 Access and manipulate information from a variety of texts for a range of purposes. 5.3 Use classification systems and basic reference materials to facilitate research. 5.4 Use a range of reference texts and a database or an electronic search as an aid in the research and selection process. 5.5 Reflect on and describe their research process. 5.6 Use a range of day to day texts and sources to find practical information (i.e. phone book, city map, Internet sites, buy and sell ads, etc.).	Guide and actively engage students in all aspects of research: • Investigating the unit or subject • Selecting a topic for individual or group work • Listing what they already know about the topic • Locating and evaluating the resources • Collecting, recording and interacting with the information • Organizing and transcribing the information • Presenting information • Reflecting on both the process and the product Start with simple research work, such as "How do we find the bus schedule for route 1? the hours for Sobey's?" Questions can be generated from student needs. The same process of inquiry can then be applied to more academic research projects. Students should be taught how to pose questions, take notes and, working from their notes, write their ideas and information in their own words. Stress that the activity is about understanding, learning and then telling others, not about copying texts. Within the context of meaningful language and research activities, provide students with direct instruction in electronic resources, how to find sources, how to copy images, print selected information, etc. Students also need direct instruction on examining, selecting wisely and explaining diagrams, tables, etc. Language itself is a valuable research tool. Use students' language abilities to seek out and refine interesting questions and to plan, predict, investigate, analyse and speculate. This gives students a way to frame and address the issues that they encounter in academic subjects as well as in everyday life. Group discussion and the application of spoken language to problem solving is especially pervasive and effective. Provide appropriate instruction and modeling in the use of reference resources: dictionaries, thesauri, encyclopaedias, Internet, etc. Have students describe what they are doing and why they are doing it at various stages of the research project.

Suggestions for Formal Assessment	*Vignettes/Notes*
In evaluating student research work, it is important to assess all stages of the process, to inform further teaching. Observe students selecting sources, collecting data, note-taking, planning, drafting, etc. Examine students' reflective journal entries that focus on the research and writing process. Assess the student's final draft for: • Indication of understanding through expression in their own words • Organization • Content, clarity and accuracy • Appropriateness of sources • Good use of selected sources • Extensiveness of research	

Reading and Viewing

6. Students will be expected to respond personally to a range of texts, applying their understanding of language, form and genre.

Specific Outcomes	*Suggestions for Teaching, Learning and Assessment*
6.1 Develop a personal response to a range of texts by making connections among and within texts.	Make a habit of asking students their opinions about texts and asking them to state why they feel that way. Do activities or exercises to demonstrate the difference between fact and opinion.
6.2 Reflect on and support their interpretations of a variety of texts.	Use a Venn diagram to compare/contrast a fiction and non-fiction text on the same topic. Ask students to consider the text, giving them an appropriate checklist, depending on the genre: for example, for an information text:
6.3 Develop, share and expand their personal reactions and opinions about a text, using professionally published texts as well as student created texts.	—The text is not too difficult to read. —The pictures and diagrams help me understand. —The titles and bold words help me understand. —This text was organized well–topic sentence for each paragraph is clear. —The title of this reading gives the main idea. —This text was interesting and I learned something new.
6.4 Compare texts, expressing an opinion and the pros and cons or what they dislike or like about each text.	When reading a fictional narrative students might consider items, such as the following on a checklist: __ The characters in the story were interesting and I wanted to find out what would happen to them. __ The story was not too difficult to read.
6.5 Support opinions with evidence and reason.	Use open ended questions to illicit feelings and opinions for writing or group discussion, for example: • I liked this reading because _____ • The most important thing I learned was _____ • How does the story make you feel and why? • Which character(s) do you think did the best things? • Which characters made mistakes? • Write a review of this story (book, chapter, etc.).(Students will need a framework for the review.)

Suggestions for Formal Assessment	*Vignettes/Notes*
Through literature circles, response journals and other written products, assess students' understandings of aspects of language, form and genre. (See Appendix 8 for some suggested illustrated books that are appropriate for literature circles for adolescent ESL students. Many more titles are available.) Use story diagrams, plot lines, or story maps to assess students' understandings of story structure. Use charts or checklists in assessing students' understandings of common features of various genres (e.g., poetry, stories, information texts, such as newspaper articles and textbooks). Assess students' understanding of a text or the similarities and differences between texts using a variety of response formats. Assess students written responses to aspects of a particular text (i.e., work samples found in their portfolios).	Story maps: Title and Author Characters Setting Problem Solution Main characters Setting Problem of the story A story event A story event How the problem is solved The ending
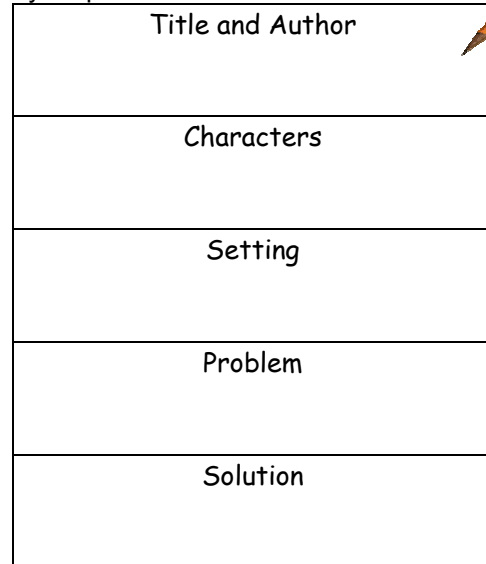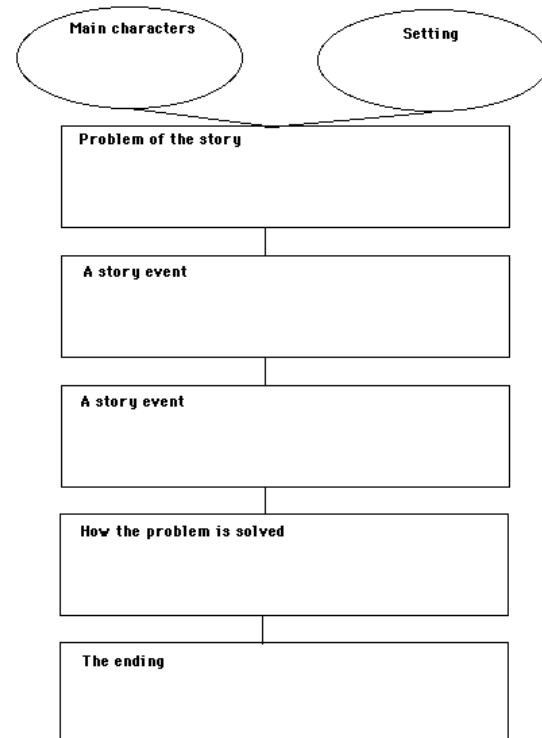
Reading and Viewing

7. Students will be expected to respond critically to a range of texts, applying their understanding of language, literary devices, form and genres.

Specific Outcomes	*Suggestions for Teaching, Learning and Assessment*
7.1 Use the conventions and characteristics of different types of print texts to help them understand what they read and view. 7.2 Respond critically to text: • Demonstrate awareness that all texts have a purpose. • Recognize the techniques that a writer uses to fulfill the purpose, manipulate or persuade. • Identify and discuss instances of bias, prejudice, stereotyping and propaganda.	Have students examine and discuss the purpose of and impact of various features of a text, for example: • Bold words in a science or social studies textbook • Opening sentence • First sentence in each paragraph • Pictures (How do they make us feel? What do we learn?) • Diagrams • Title • Words and phrases that show point of view or attitude in a story, news or historical piece To move students from personal to more critical analysis have student respond twice to a piece of writing: "My first impression" and, after a second reading and "What is the author really doing and saying here, with the text and/or the pictures?" On the second reading consider the tone, the message and how the author convinces or persuades us of the message. After reading a story or studying an example of discrimination, stereotyping, etc, open discussion for students to voice their own experience, possibly with a group or individual writing follow-up. Encourage students to always read and view critically, being on the watch for gender or cultural stereotypes, false assumptions, cultural judgements presented as fact rather than opinion, etc.

Suggestions for Formal Assessment

This activity can be taught, practised and then used for assessment:

- Ask students to compare two texts and say why one is better than the other, in their opinions. For example, choose two stories but with very different styles of illustrations, writing and subject matter. Ask student to consider 1) who the intended audience is 2) what the writer's purpose was in each case and 3) how well the text meets the purpose.

Does the student apply what he/she has learned in daily life? Is she/he sensitive to stereotypes, discriminatory remarks?

Vignettes/Notes

Use a Venn diagram to brainstorm on how two stories are similar and how they are different.

Story Title   Story Title
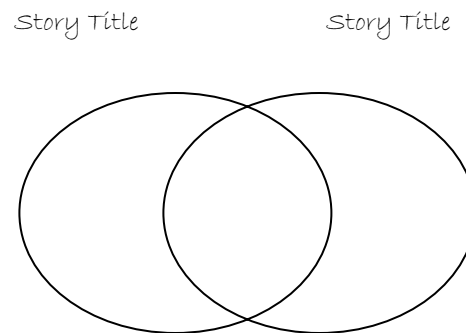
Writing and Other Ways of Representing

8. Student will be expected to use writing and other forms of representation to explore, clarify and reflect on their thoughts, feelings, experiences and learning and to use their imaginations.

Specific Outcomes	*Suggestions for Teaching, Learning and Assessment*
8.1 Use and refine writing and other ways of representing to: • locate, interpret and manipulate information in response to questions • develop a repertoire of topics of personal and community interest • record, develop, reflect on and respond to ideas, attitudes and opinions • compare their own thoughts and beliefs with those of others • describe feelings, attitudes reactions and values, • record, reflect on, share and respond to experiences • formulate, monitor and evaluate goals for learning • practice and extend strategies for monitoring learning	Have students discuss prior experiences so as to heighten their understanding of the topic being addressed. Brainstorm for ideas and for what they want to know. Have students • Use lists, charts and webs to generate, develop and organize ideas. • Use surveys and questionnaires. • Use the reporter's questions: who? what? when? where? why? how? • Use personal journals to explore and express their ideas and opinions. • Compare ideas with others in small groups, ask questions and seek feedback. • Use learning/response logs to explain what they have learned and to reflect on their learning. • Role-play, pantomime, dramatize to help generate ideas. • Illustrate, draw and use graphics to clarify or support ideas expressed in writing. Have students keep a response journal to express their ideas about stories and novels they are reading. For the student who has difficulty coming up with ideas, pose open ended questions, such as *How do you think the main character felt? What do you see as the biggest problem facing the character; have you ever been in a similar situation?* etc.
8.2 Refine and select appropriate note making strategies from a growing repertoire.	Use a developmental model for learning (demonstration, participation, practise and sharing) and carefully go through the process in various contexts and genres for taking notes from texts, interviews, news articles, oral presentations and videos.
8.3 Make deliberate language choices, appropriate to purpose, audience and form, to enhance meaning and to achieve interesting effects in imaginative writing.	Engage students in meaningful writing tasks with a genuine need, audience and purpose. A newsletter that is distributed to the school is an ideal way to build skills in various genres (interview, fiction, expressing opinions, human interest stories, surveying and reporting, etc.) Have students experiment with figurative language (e.g., simile, personification) and colourful adjectives and verbs as a means of creating vivid images for their readers.
8.4 Use writing to get things done, i.e. a message to explain an absence, ask for permission, request information, etc.	Encourage students to strengthen voice in their writing by including personal analysis, prediction, recommendations, etc. in informative pieces.

Suggestions for Formal Assessment	*Vignettes/Notes*
Each student should have a cumulative folder or binder and all writing assignments should be kept there until the end of the school year. Parents can view the student's work from time to time at parent-teacher interviews or some assignments can be photocopied and the original sent home. Assess the student's writing periodically for growth in: • Content • Organization • Voice (a sense of who the writer is, e.g., a rebel, a humanitarian, a comic, etc. or the writer's attitude toward the topic addressed) • Imagination • Tone (feeling, emotion, atmosphere) • Grammar and sentence structure • Vocabulary expansion • Spelling improvement	

Writing and Other Ways of Representing

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

Specific Outcomes	*Suggestions for Teaching, Learning and Assessment*
9.1 Create texts, collaboratively and independently, in different modes (expressive, transactional and poetic) and in an increasing variety of forms.	See "A Balanced Writing Program" on page 53 of this document for information on expressive, transactional and poetic writing. Guide students in working collaboratively. They will need to • Discuss the project constructively getting contributions from all group members. • Plan the project (outline, sources, layout, etc.). • Decide how to divide the tasks at hand.
9.2 Apply specific features, structures and patterns of a wide variety of forms to create texts.	• Know how to respond to a partner's written work. (Checklists based on the 6 traits of writing and editing checklists for conventions are helpful).
9.3 Determine, from a variety, the form, style and content suitable to the specific audience and purpose.	Demonstrate how to give constructive positive and negative response to other's work. Use mini-lessons to teach students about the kinds of questions, comments and feedback that are helpful to other students and how to use the ideas of others to improve their own drafts.
9.4 Invite responses to early drafts of their writing productions.	
9.5 Use audience reaction to help shape subsequent drafts.	Introduce students to various forms of written and media texts through reading aloud, shared reading and independent reading and through discussing the purposes and audiences.
9.6 Reflect on and evaluate their drafts from a reader's/viewer's/ listener's point of view.	Model and demonstrate the various forms of written texts through shared writing. For expository writing, use writing frames as a scaffolding activity leading to independent writing (See Appendix 13). Model and encourage the use of a combination of writing media, such as book jackets, self-published books, brochures to advertise products and services or to inform about issues and events, cartoons and posters to entertain and to give information. Through questions and comments on writing, create increased awareness about the intended audience and purpose. Have students discuss what features of writing must be considered when addressing different audience. Have students write on the same topic for several different audiences, noting differences in vocabulary, sentence structure, context/facts, levels of formality, neatness, etc.

Suggestions for Formal Assessment	Vignettes/Notes
The following checklist may be helpful in assessing student written product, in self and peer assessment and for teacher-student conferencing: **Written Product** **Ideas: Does the student** _ Include sufficient content to cover the topic? _ Include some original ideas, analysis, interpretation, or opinion? **Organization: Is the piece:** _ Organized in a readable and logical fashion? _ Divided appropriately into paragraphs, with a topic sentence for each paragraph? _ Have a good opening? _ Have a clear conclusion, final point to leave with the readers? **Voice: Is the writer's** _ Attitude/feeling on the topic clear? **Word Choice: Is the vocabulary** _ Appropriate _ Varied _ Strong, creating a clear image _ Accurate _ Supportive of the voice **Sentence Fluency: Does the writing** _ Flow smoothly _ Link from one idea/sentence to the next _ Consist of well formed sentences **Conventions: Does the writing have:** _ Correct punctuation _ Capital letters where needed _ Conventional spelling Comments/Needs improvement: _____ _____ _____ _____ _____	**Sample** Grade 6 CRT Student Writing: Demand Writing (one draft only after some class discussion and brainstorming) **Prompt** Write a letter to your parents persuading them to allow you something you really want. Write about why it is important to you and why you should be granted your wish. *Dear Mom and Dad,* * I need a new computer. First of all, the computer wouldn't just be for me. Everyone else could use it too. For example, Mom, you could use the computer for work. As a result of getting a new computer, I could do better in school because I could research on the internet and I could type up my assignments, without it freezing up or shutting off. Another reason for getting a new computer would be that there are lots of educational games that my little brother can play. Therefore, he could learn more and have fun at the same time. Also, while he's occupied you can do whatever you want to do, without any interruptions. Finally, Dad, you could check out the news and the weather way faster than you could on TV. So when you don't get home till late, you could do this and still have time to play with us. In my opinion, a new computer wouldn't just be for me, it would be good for the whole family. So please get me a new computer!* *Love,* *Ashley* *4 – Strong* *-Paragraphing would have helped* *+ Opening and ending have a purpose* *+Natural and fluent with effective transitions and phrasing* *+ Strong conviction*

Writing and Other Ways of Representing

10. Students will be expected to use a range of strategies to develop effective writing and other ways of representing and to enhance their clarity, precision and effectiveness.

Specific Outcomes	*Suggestions for Teaching, Learning and Assessment*
10.1 Select from the range of processes and presentation strategies those that best help them to develop effective texts.	Provide ongoing mini-lessons and demonstrate various prewriting, drafting, revising, editing and presenting strategies and give opportunities for students to write and use the strategies in meaningful writing situations. (See pp. 57 for a discussion of writing as a process.)
10.2 Use the conventions of written language in final products - spell most words correctly - demonstrate appropriate use of punctuation, capitalization and paragraphing - show a control of syntax - use references tools for editing (e.g., source texts, dictionaries, electronic spell checks, thesauri, other writers).	Deliver lessons to develop the skills for working in all phases of the research process: semantic mapping-webbing, outlining for content, note-making, interviewing, formulating questions, publishing, preparing visual support, oral presentation skills. Students can analyze examples and exemplars but can also benefit from modeling.

Reinforce writing processes by using proper terms, such as *first draft*, *revision*, *editing* and *final draft* when talking about writing.

Provide students with resources that are easy to locate in the classroom, such as word lists, dictionaries, checklists for proofreading and editing and displayed samples of various genres of writing, writing and prewriting tools, such as tables of notes, Venn diagrams, brainstormed lists of ideas, organizational charts with language frames (e.g., First, second, Then ….. , Finally….) |
| 10.3 Demonstrate facility with communications technology in the creation, manipulation and publication of texts (e.g., Home page, class newspaper) . | Provide students with time to think about their writing experiences and to reflect on what they learned as they write in various formats. |
| 10.4 Show a commitment to drafting and redrafting texts. | Through questions and comments in writing conferences, reinforce for students what the focus of each stage should be.

Use computers for the writing process by having students compose on screen, revise text, insert and delete items, rearrange the order of words, sentences and paragraphs, correct errors, check spelling and alter the format. Use groups of students to edit the text cooperatively, make tentative revisions and detailed explorations. |
| 10.5 Select, organize and combine relevant information from several sources to construct and communicate meaning. | Invite a local author in to talk about the writing-publishing process. |

Suggestions for Formal Assessment	Vignettes/Notes
The following checklist may be helpful in assessing student writing process and for teacher-student conferencing: **Writing Process** **Prewriting: Does the student** _ Have a purpose and audience? _ Have a range of prewriting strategies? _ Choose topics for personal writing? _ Establish a focus for a writing topic? **1st Draft Writing: Does the student** _ Understand the function of a first draft? _ Write freely without undue concern for spelling? _ Reflect thoughtful planning? **Revising: Does the student** _ Understand the need for revision? _ Make content changes? (details) _ Select style and vocabulary appropriate to audience? _ Consider the organization? **Editing and Proofreading: Does the student** _ Understand the purpose of editing? _ Ask for help from peers and the teacher? _ Help others? _ Assume responsibility for his/her own work? _ Use a variety of strategies to correct spelling errors? **Post-Writing: Does the student** _ Work toward improvement and show an interest in having the writing published? _ Submit the writing for final edition? _ Choose an appropriate format for publication? Comments/Needs Improvement: ____ _____ _____ _____ _____	(grade 6 CRT student writing: Final Draft (after class brainstorming, 1st draft, peer editing and revisions) **Prompt:** Topic: Think of a time in your life when you think you have not been treated unfairly or you have been misunderstood. Write about this, including lots of details. Think: What happened? Who treated me unfairly? Who misunderstood me? How did I feel? How did I react? How was it resolved? *Part, Party, Party* *It all happened at the valentine's party. Dalton kept kicking me in the back. I was so furious, I got off my chair and I punched him in the stomach. I mean I wasn't going to let him kick me in the back anymore. Mrs cater came and pulled me off of him. Mrs Caters face was blood red. She sent me outside so she would talk to me all the stuff about the fight. Dalton didn't get in much trouble. He laughed at me I felt like hitting him twice has hard. Mrs cater ignored what I said and was blaming me for something I never even did. I didn't care anymore so I took the blame. I was as angry as bull just waking up from a deep sleep. Lucky the teacher took me off of him because I would have made him wine. He was the one who started it I was only standing up for myself. I had to sit next to Dalton in the library and I had to stay there for half an hour. I didn't care about the valentines party now because all they played was classroom idol. When it was time to go hom me and daulton were friends again. He said he was sorry for blaming it all on me. It didn't last for ever though the next day me and daulton were fighting again. You know the best thing though I blamed all the stuff on him this time. We were at the gym when it happened. He said I was bull hog and wasn't giving other people a chance. This time I started it but daulton got all the blame.* Content – 4 (Strong) Organization – 3 (Adequate) Sentence fluency – 3 (Adequate) Voice – 5 (Outstanding) Word Choice – 4 (Strong) Conventions – 3 (Adequate)

Technology

11. Students will be expected to develop basic skills for use of a computer.

Specific Outcomes	*Suggestions for Teaching, Learning and Assessment*
11.1 Use a mouse comfortably.	A student who has never used a computer will need time to become comfortable with using the mouse. This can be done in the context of a simple educational game, such as online jigsaw puzzles. (e.g., http://nationalzoo.si.edu/Audiences/kids/)
11.2 Open and use the basics of the following software: an internet browser, a word processing program, several favourite sites.	
11.3 Send and receive email. (reply as well as new email).	Computer skills are not an end in themselves; students should develop computer skills in the context of doing research, using an online dictionary, writing an email for an authentic purpose, playing educational games, producing texts, etc.
11.4 Use a search engine to find information on a topic. Peruse 5-10 sites and chose the most appropriate to read.	
11.5 Select and print sections of a page of text.	
11.6 Know how to plug in and use a headset or earphones.	

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Suggestions for Formal Assessment	Vignettes/Notes

Program Design

Students develop language skills at varying rates and in different ways. It is important for teachers to use a variety of approaches, expose students to a range of literary experiences and interactions and, through differentiated instruction, ensure that each student is working at his/her assessed instructional level; students need to be sufficiently engaged and challenged by the texts, activities and exercises in which they are involved.

Learner Strategies

Students need to think about how best to learn and to develop the techniques and behaviours conducive to learning. Students who know how to learn effectively and use metacognitive skills to monitor and improve their learning strategies become autonomous, lifelong learners.

Students can learn that reading and writing tasks can become more manageable and effective through learned skills and strategies. For example, learning to identify a specific problem and determine solutions ("*I don't understand the words the author is using. I can try several strategies here.")*, rather than merely shrugging ("*I'm not a good reader.")* is an important step toward improvement.

Strategies for effective learning may be needed in the following areas:

- Speaking, listening, reading and writing strategies
- Vocabulary building strategies
- Content learning strategies
- Organization of materials
- Implementation of the writing process
- Using time wisely
- Identifying the purpose for each task
- Identifying when a task is beyond the student's own ability and asking for help or clarification
- Self-identifying weaknesses and finding effective ways to improve
- Working effectively independently
- Helping others study effectively
- Ways to continue learning and apply learning outside the classroom
- Participating actively and effectively in a group
- Tackling "school" tasks, such as true/false questions, multiple choice and cloze exercises
- Answering various types of test questions efficiently
- Reflecting on learning, evaluating and making decisions on how to move forward

To help student reflect on their own learning, students may be engaged in surveys, such as the one found in Appendix 10.

Students also need to know how to take advantage of learning opportunities outside the class. These strategies include

- Reading print around them, such as street signs, shopping flyers, labels on food items, etc.
- Listening or reading closely and using background knowledge to make sense of meaning, even if every word was not fully understood.
- Reading at home routinely.
- Knowing and using the language needed to ask for clarification.
- Listening to music and reading the lyrics.
- Knowing and using language to initiate and sustain conversation.
- Keeping a diary, journal or scrapbook.

Many students are coming from countries where the learning style differs from what is expected in Canada and may prevent the student from success in the Canadian school system and society. Some students may have prior educational experiences which encourage teacher dependence rather than independent learning, or rote memorization over comprehension. The teacher should identify the student's style and preconceived notions about learning and help the student develop approaches and attitudes that will lead to effective and successful learning in the Canadian context.

To heighten awareness of learning styles and strategies the teacher may, for example

- Initiate brainstorming on ideas that students already have on some aspect of learning and help them refine these ideas, if need be.
- Ask students to draw up a schedule to include study time and other outside activities.
- Have students take on the role of the teacher in explaining and demonstrating strategies.

It is important to have discussion with caregivers on time management, homework expectations and the need to set up a quiet time and place at home for study.

The teacher should model good organization through consistency and routines. The teacher may

- Print the day, month year on the board daily.
- Keep homework routine predictable and print homework assignment clearly and simply on the board every day for students to copy into an agenda.
- Give positive feedback on all homework as immediately as possible.
- Set time limits on tasks in class.
- Allow students time and a quiet place to work on specific, well defined tasks.
- Teach students how to work in a group and be consistent in enforcing the "rules".
- Keep the classroom and your own work area neat and organized.
- Encourage a systematic, predictable approach to things.

Using Language Purposefully

To use language purposefully students need to be involved in meaningful tasks which require using language as a means to an end. It is important that students see the purpose of what they are doing and that skills are applied to interesting, enjoyable and relevant tasks.

The following language purposes require a continuous focus in LEARN-2 Language Arts.

• To think and learn
Students need frequent opportunities to talk and write as learners and thinkers. Journal writing and small-group discussion are especially productive in this regard. By engaging in these types of activities and by discussing their reflections with others, students develop a sense of their own resourcefulness and of the possibilities that language makes available to them.

• To communicate effectively for a range of audiences and a variety of purposes
Students create many different kinds of texts to convey information to others, ranging from diagrams, verbal directions and simple reports to multimedia research projects. By learning to use many different media—traditional and non-traditional, print and non-print—to collect and convey information, students become aware of the range of possibilities for communicating. By building on the presentation skills that students use routinely in everyday life, teachers can strengthen students' abilities to perform more complex and challenging tasks.

• To gain, manage and evaluate information
Students use a variety of texts to get information, investigate and research a wide range of topics, questions, issues and problems. By building on their previous experiences and by using many different kinds of texts and resources to collect and communicate information, students become aware of the range of possibilities for collection and distribution of ideas and information. Students need opportunities to use language to pose significant questions, to become informed, to obtain and communicate information and to think critically and creatively.

• To explore, respond to and appreciate the power of language and literature and other texts and the contexts in which they are used
Students learn to use and appreciate the power and artistry of language through a variety and balance of texts, including literary and non-literary. The acts of responding to, interpreting and creating literary texts involve interactions of emotion and intellect.

The challenge facing teachers is to draw on students' real needs for and interests in language and to use these as platforms for motivating further learning and strengthening competencies.

Classroom Organization

There are a number of options for organizational approaches, such as whole-class, pair or small-group and independent learning. The structure used at any time will depend on the outcomes being addressed.

Whole Class

Whole-class learning activities include

- Brainstorming to generate and share ideas
- Questioning and discussion
- Demonstrations and presentations
- Modeling
- Class writing
- Mini-lectures
- Mini-lessons
- Overviews and outlines for content review, prewriting and text analysis
- Planning, reflecting on and evaluating learning
- Read aloud with pre and post reading discussion
- Review of class rules, homework expectation, school messages

Mini-lectures build listening and note taking skills that will be needed for later studies.

Pair and Group Work

Pair work and small group activities are most effective after students have had instruction on how to work cooperatively and effectively with a partner or group. Cooperative learning involves

- Assignment of specific tasks, clear purpose and expectations for output.
- Ensuring group members understand the task at hand.
- Assigning a group leader/chairperson and clear roles for members of the group.
- Developing rules for group and pair work, including rules for turn taking.
- Teaching language routines for effective group work (See Appendix 2).
- Ensuring students understand the purpose and responsibility of group or pair work.

As groups take on various learning tasks, students will develop and consolidate the skills, abilities and attitudes involved in group processes. Group processes require students to

- Listen attentively and seriously consider others' ideas.
- Participate, collaborate, co-operate and negotiate.
- Consider different ways of going about a task.
- Discuss, brainstorm, react and respond.
- Build on their own ideas and extend the ideas of others.
- Share their own expertise and employ the expertise of others.
- Establish group goals.
- Identify and manage tasks.
- Identify and solve problems.
- Make decisions.
- Pace projects and establish and meet deadlines.
- Respect varying leadership and learning styles.
- Be sensitive to non-verbal communication—their own and others'.
- Assess their own contributions and use feedback from the group to improve their performance.

Small-group learning experiences demonstrate to students how their patterns of learning, experience and expertise are different from and similar to those of others. As students become more aware of their individual strengths as learners, they will become better equipped to deal with the demands placed on them by independent learning tasks.

Independent Activity

Independent activity can take two forms:

1. Working quietly at assigned activities and exercises, problem solving independently and completing tasks with little or no teacher or peer support.
2. Making individual and personal choices about what to study and how to study it and going about the learning experience with some guidance.

Learning is both personal and social. We recognize the diverse interests, learning styles, prior knowledge and experiences students bring to the classroom. The curriculum encourages choice and negotiation. Independent learning is one of many strategies teachers can use to help students become lifelong learners. Within the confines of the study of language, literature and other texts, students will make personal choices in selecting topics, issues and areas to explore that suit their specific needs and interests. Classroom time must be given to allow students to conduct their research, confer with their peers and with the teacher, prepare reports and presentations, present the results and evaluate their progress and achievement in independent learning. Such learning experiences will help students to reflect on their own learning strategies and will promote their progress toward becoming autonomous learners.

Students can carry on independently with tasks. The development of independent learners facilitates individualised instruction and support; teaching students routines and to take responsibility for their own learning benefits all the students in the class and gives the teacher an opportunity for individual or small group support, observation and assessment.

The Classroom Experience

While there are various ways to organize the presentation and exploration of topics in a literacy program, a thematic approach is recommended for LEARN students. The recycling of language around a theme is beneficial is developing vocabulary and language structures in a somewhat systematic and manageable way. Moreover, through investigation of a theme students gain confidence in "knowing" about that theme and the language required to deal with it.

Thematic Units

Thematic teaching and learning has a number of benefits; it offers the opportunity for many styles of learning in a meaningful context and the development of strategies and skills to various genres across the content areas. A theme may develop around

- A science or social studies topic, such as countries we come from, the sea, places in our community, the solar system, plant growth, lifecycles, our province, etc.
- A literature genre, such as folk tales, legends, myths, etc.
- Any topic of interest such as jobs in our community, multiculturalism, religions of the world, famous people, teenagers in Canada, etc.

A thematic unit may bring together different genres of materials and a variety of activities developing skills and strategies for across the curriculum studies as well as practical life skills.

Planning a Theme

When planning a theme teachers

1. Outline the outcomes they wish students to achieve, including processes, skills, strategies, attitudes and concepts.
2. Consider appropriate resources for achieving those outcomes, as well as for meeting individual student needs. This includes print, technological and community resources.
3. Develop learning activities.
4. Consider assessment strategies.
5. Consider how the theme and the activities and exercises around the theme will integrate various concepts, skills, strategies and processes across the curriculum.
6. Consider how the theme will prepare the student for integration into the mainstream and/or with life skills that are relevant to the student's reality.

A thematic unit is an integrated unit and requires that the theme be meaningful, relevant to the curriculum and to students' lives, as well as authentic in the interrelationship of the language processes. Interdisciplinary connections across the different subject areas can be planned where applicable.

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

- What do I know about this topic?
- What do I want to know?
- How do I find out?

Students may use a graphic organizer at the planning stage:

Topic:		
Background Knowledge: What I know.	Inquiry: What I want to find out.	Sources: How to find out.

The following are suggested:
- Find out what students already know about the topic and separate known information from what they want to find out.
- Students may add to each category (in the table above) as they begin their investigation.
- Gather resources—quality literature and resources from home, school and community—to be used for observation, exploration, research, reading and writing. Materials for different reading levels should be made available.
- If applicable, arrange speakers, send out letters of inquiry and arrange field trips.
- Organize the classroom and set up learning centres.
- Be sure students understand why the topic is being studied.
- Teach skills needed (finding sources, note-making, interviewing report writing, etc.).
- Provide or arrange for time for students to search out and read appropriate resources.
- Include individual, partner, small-group and whole-class activities.
- Provide guidance and mini-lessons as needed.
- Build on the teachable moments—the questions and discoveries that occur as a result of immersion in an engaging topic.
- Maintain a climate of inquiry: investigating, collecting information, problem solving, revising, rethinking.

Content

The following elements are essential to the development of the students' literacy competencies and to their achievement of curriculum outcomes:

Knowledge of a Broad Range of Texts: Students need to experience a broad range of texts—spoken, visual and written. They need to experience a variety of fiction and non-fiction/information texts as well as mass media texts and multimedia presentations. Students also need to produce many of their own texts in a variety of formats for a variety of purposes. It is important for teachers and students to record the range of texts read, viewed, heard and produced. An ongoing record of the variety of texts students have studied, read, viewed, or produced should be kept and made available to teachers and parents.

Knowledge about Language Strategies: Students need to build a repertoire of strategies for analysing, interpreting and creating texts. It is essential that students take ownership of their learning and are conscious of the techniques and strategies they should apply.

Rather than learning a single way of approaching a language task, students need to acquire a range of strategies and know how to choose, apply and reflect on those strategies that best fit the language task or situation at hand. If students are conscious of the strategies they use, they are better able to recognize when a familiar strategy is not working and they are more prepared to adapt or abandon a strategy in favour of more effective alternatives.

The following processes and strategies are a sample of those that can be modelled and reinforced.

- Speaking strategies, such as adjusting tone of voice to suit a particular situation, asking for clarification or asking a person to speak more slowly, please.
- Listening strategies, such as quickly noting relevant information while not losing the flow.
- Reading strategies, such as scanning information texts for specific information, previewing the text for main ideas and consciously reflecting on what one already knows about the topic.
- Strategies for reading comprehension, such as mapping (See Appendix 7).
- Strategies for understanding difficult texts, such as rereading and reading aloud.
- Viewing strategies, such as making predictions about plot in a film or tv program based on setting, or detecting instances of stereotyping based on the features of characters.
- Research strategies, such as pre-viewing and narrowing down sources
- Writing strategies, such as deleting or adding words to clarify meaning and rearranging sections of text to improve the presentation of ideas.
- Strategies for spelling, such as sounding out and using knowledge of word parts.
- Strategies to assist small-group discussion, such as effective leadership, turn taking, asking questions to help clarify others' viewpoints and volunteering relevant information and ideas.
- Strategies for writing and improving fluency of writing, such as being a risk taker with spelling on the first draft.

Knowledge about Features and Purposes of Texts: Students need opportunities to examine features and purposes of different texts. They will also need to know how to use this information as they create, read and view texts.

Students need to understand that

- Different texts are produced for different purposes (to plan, inform, explain, entertain, express attitude/emotion, compare and contrast, persuade, describe, experience imaginatively, and/or formulate hypotheses).
- Purpose (and audience) often determines the form.
- Knowledge of structural elements of texts, their characteristics and conventions, can be aids in constructing meaning.

Knowledge about Language Structure and Usage: Through purposeful use of language and guidance students gain competency in conventions of written language including:

- Abbreviations
- Capitalization
- Punctuation
- Parts of speech
- Sentences, paragraphes, fiction and non-fiction structures
- Words—root words, prefixes, suffixes, compound and hyphenated words, homophones, possessives, contractions, plurals
- Reference material
- Manuscript form—heading, margins, title
- Printing/handwriting
- Spelling and spelling strategies

Speaking, listening, reading, viewing, writing and other ways of representing are interrelated and complementary processes. The development of these language processes should be interrelated, building on and extending students' prior abilities and experiences.

The Interrelated Language Processes

Although outcomes are listed under separate headings, speaking and listening, reading and viewing, writing and other ways of representing are interconnected and will develop in an interrelated fashioned. The thematic approach offers opportunities to develop various skills and strategies simultaneously, building on a student's prior experiences and abilities.

Speaking and Listening

Most LEARN students are ESL students; they need to use language meaningfully to acquire language. Contexts that immerse students in the use of language in authentic and purposeful situations will promote language growth. Talk grows through need and opportunity.

Informal, exploratory talk enables the development of thought and generates knowledge. This talk will occur as students brainstorm, respond to texts and work co-operatively. Talk and listening are basic to language growth for integration into the school and society. The classroom needs to be a place where talk flows freely and readily. Effective learning takes place in classrooms where students use their language, as well as learn from the language of others, to come to terms with new information and to make sense of it so that it can become their own. When learners use their own words to make meaning, language becomes an active tool in building personal perception, understanding and knowledge.

When talking, ESL speakers should not be interrupted for error corrections; teachers and classmates should respond to content, not form of the speech. If the speaker cannot be understood the listener can ask for clarification. The listener can

- Ask for repetition.
- Ask the speaker for an example.
- Ask the speaker to print the word or phrase that is causing difficulty.
- Ask the speaker to make a quick drawing or graphic representation.
- Ask the speaker to point out an illustrations or text to clarify.

Careful listening must be cultivated and nurtured. Good listeners respond emotionally and imaginatively as well as intellectually. Students need opportunities to develop skills in different kinds of listening: appreciative listening (for the enjoyment of an experience), attentive listening (for information and ideas) and critical listening (for the evaluation of arguments and ideas).

Different types of speaking and listening activities will prompt responses that can be observed, described and assessed. The teacher can record observations on the students' speaking and listening competencies as evidenced in conversation, oral reading, conferences, partner work, small-group activities and whole-class instruction.

Conversation

Students use conversation to establish self-esteem, to make contact with others, to assess their feelings and to seek information in order to structure their experiences and to compare these experiences to those of others.

Students should be encouraged to discuss experiences, problems, projects, books, television programs, films and issues and given encouragement and positive feedback. If such conversation is acknowledged as important, it will become the foundation for the entire spoken language program. It is through the give-and-take of conversation—the free flow of ideas—that students begin to understand concepts and develop confidence in their abilities to communicate and to appreciate cultural differences in one another.

Conversation is more easily promoted than taught; it is better encouraged than demanded. Language for polite conversation and rules for effective conversation can be discussed and decided upon.

Brainstorming

Brainstorming can be used with a group to generate ideas, such as alternate endings to a story, opinions on an issue, or a display of background knowledge.

Brainstorming is a way for a group (large or small) to get ideas and solve problems. When brainstorming, the members of the group suggest every idea they can think of on the topic. All members of the group are both speakers and listeners.

The procedures are relatively straightforward:

➢ Define the topic or problem.
➢ Choose someone to be the recorder.
➢ Elicit ideas. Any ideas are acceptable. Quantity is more important than quality.
➢ Expand on the ideas of others. Avoid making critical comments

Categorizing may follow brainstorming. The advantages and disadvantages of each idea could be noted and the best idea or solution chosen.

Group Work

Group work involves listening to and speaking with other group members to exchange ideas about a specific topic.

It is vital that the teacher help students develop effective procedures for group discussion. There are procedures to initiate and maintain oral communication and courtesies that need to be taught and practised (See Appendix 2). The following are suggested:

- Start small. Build an environment that encourages students to interact with their peers in a constructive way and acquaint students with the dynamics of small-group interaction. This preliminary work will promote behaviours and attitudes necessary for successful discussion.
- Assign a manageable task. Explain the assignment carefully and establish a schedule or set time limits. Students need to know precisely what they have to do and why. Individual roles may be assigned where applicable.
- Consideration of group dynamics is important. Mixed ability groups work best for some tasks while more homogenous groups work best for other. Decisions should be made based on the best way to meet the outcomes for each student.
- Students may require time to read, think and write individually before group sharing begins.
- At the beginning of each period in which group work is required, explain what is expected of each group and outline the tasks.
- Have all materials organized and available to groups.
- Students, should be reminded, perhaps with the aid of a classroom poster, to
  ✓ Speak clearly.
  ✓ Make comments that are on the topic.
  ✓ Ask questions to bring the discussion back to the topic.
  ✓ Ask questions to check their understanding of what others say.
  ✓ Express new ideas or add to ideas from other students.
  ✓ Make positive, constructive comments.
  ✓ Be courteous to other speakers by allowing them to speak without interruption.
  ✓ Disagree with other speakers politely and tell why.
  ✓ Make sure that everyone has a chance to speak.

Interviewing

Through interviewing, students have opportunities to practise oral communication skills and to use the conventions of language appropriately for the purpose, audience and context. Interviewing provides opportunities to collect and use data, analyse information and work co-operatively in groups, thereby contributing to reaching other language outcomes.

The following guidelines contribute to the development of speaking and listening skills through interviewing.

- Provide opportunities for students to view video recorded interviews. Invite discussion.
- Help students identify several meaningful and authentic interview possibilities. There are many possibilities for interviewing in the school—a new student, a member of a sports team, drama club, etc., a student who has taken a trip or won an award.
- Have individuals or groups plan questions. Prepare both general background questions and specific questions. Discuss how to build on previous questions and the need to depart from the list at times.
- Have students practise being good listeners. For example, students could
  - ✓ Ask for specific examples, if the person being interviewed is too general.
  - ✓ Listen carefully to pick up hints of other things to ask the person about.
  - ✓ Keep the conversation going.
  - ✓ Take accurate notes.
- Have students practise the courtesy of asking permission should they want to use a tape recorder and the courtesy of thanking the person for the interview.
- After students have presented their findings, it is necessary to provide a supportive and open environment in which students share suggestions and comments on interviewing techniques and receive feedback from each other.

Within the family, school and community, there are many interviewing possibilities.

Oral Interpretation and Presentations

Oral interpretation, while it may be an individual or group activity, focuses on the act of reading and the power of the human voice: it involves phrasing, intonation, pronunciation, enunciation, projection and pacing. There are different forms of oral interpretations that need to be introduced, modelled and practised:

- Oral reading
- Choral speaking/chanting
- Storytelling
- Role-playing/dramatizing

Students need opportunities to make oral presentations. They can give talks about texts, including non-fiction. They can also present short oral reports on projects or aspects of theme work, or provide persuasive talks on topics or issues of concern or of relevance to them and their classmates. The following are recommended under oral presentations:

- Book talk
- Short oral reports
- Persuasive talk

Reading and Viewing

Reading and viewing are meaning-making, problem-solving processes in which the reader interprets or constructs meaning from a text by applying language knowledge, comprehension strategies and personal experiences. It is important for students to reflect on and monitor their own understanding of texts and of the reading and viewing processes.

Underlying all reading instruction and provision of appropriate learning conditions are the following basic principles:

• **Reading must be purposeful.** Reading is never an end in itself. Care must be taken to ensure that students understand the purposes of reading: pleasure, discovery, acquisition of vicarious experience.

• **Reading must be meaning centred**. Understanding what is read can only be developed when the information to be conveyed is already partially known to the reader. The reader must possess the language, information and experience that can be applied to the text being read and utilized to make sense of it. Care is required to provide reading materials that lie just at the edge of students' expanding knowledge, experience and language abilities.

• **Reading must be interactive.** Reading involves an interaction between the student and the text as well as among other readers and other texts. Students must be encouraged not so much to read the word as to read for *deeper meaning*, making the act of reading the creation of personal meaning. Reading should be an inherently satisfying activity in which students constantly formulate hypotheses, sample the text and confirm or adjust their understandings.

• **Reading must be modelled.** Students benefit in many ways by being read to on a daily basis. Reading aloud can also act as a powerful motivating force for further reading.

• **Reading must be practised.** Students should be given extensive opportunities to read a wide variety of materials each day.

• **Reading must be supported.** Students must feel safe enough in the reading situation to hazard a guess, to make mistakes, to correct themselves without fear of failure. Errors are indicators of a student's attempts to interpret print and should be used in a constructive way.

Reading Strategies

Strategies are metacognitive devices; they help the learner think about their own thinking. The more students think strategically, the better they become at making decisions about what they already know and about what they still need to do and to know to accomplish a task. By gaining a wide range of strategies, students become empowered learners (See Appendices 4 and 5).

The following suggestions can help in the attainment of learning outcomes:

- State explicitly the strategy to be learned.
- Inform students about the strategy by discussing
  - what the strategy is
  - how it works
  - when it should be used
  - when it is not effective

- Model the use of the strategy with demonstrations. First applications should be applied to familiar materials. Students will need repeated demonstrations applied to a variety of materials.
- Demonstrate and explain why the strategy promotes reading and learning.
- Provide several opportunities to practise the strategy on relevant reading material.
- Encourage students to use their own initiative to apply a strategy purposefully and independently.

Pre-Reading Strategies

Pre-reading activities

- Activate the knowledge the reader already has that is related to the text.
- Increase relevant knowledge prior to reading a text.
- Heighten curiosity and motivation to read.

Activating and increasing knowledge occurs through previewing. Various features may be previewed, for example:

- Cover illustration and title
- Author's and illustrator's names and bios
- Table of contents
- Sub-titles
- Illustrations, graphs, charts
- Introductory and summary paragraphs
- First sentence of each paragraph
- Sentences with key words in bold
- Chapter questions
- Index and glossary

Teachers can ask students to

- Predict what the story/text will be about.
- Describe a time in which they were involved in something similar.
- Share what they think of the idea or theme.
- Relate to the group what they already know about the topic.
- Think of questions they have about the topic.

In Process Reading (Building Meaning)

There must be a first reading of the text selection. Sometimes, teachers read the selection to the class, sometimes students read it aloud and sometimes students read it silently. A main goal of LEARN-2 is to increase reading level; hence every opportunity should be taken for students to practise reading in meaningful contexts.

The primary purpose of reading is to construct meaning. If a piece is read aloud by a student, the students should be allowed time to re-read silently to ensure the fullest comprehension.

Think-aloud is an effective way to demonstrate to students how to make sense of text. During read aloud, the teacher can think aloud about how he/she constructs meaning, for example by:

- Rereading
- Pausing to relate to personal experience, examples or prior knowledge
- Creating visual images
- Anticipating
- Checking predictions

- Looking for interconnecting details
- Adjusting reading rate

Mini lessons will highlight particular comprehension strategies, such as:

- Making notes on the selection
- Making marginal notes
- Underlining
- Creating an outline, map or other graphic representation
- Writing a summary
- Retelling with a partner

Post-Reading

After a thorough first reading, students might go directly to a personal response task. This might take the form of a journal entry, a notebook entry, a structured response (oral or written) to a question, or a few moments for students to reflect and gather their thoughts.

Students need to share their responses with others and to hear the responses of others. They can talk to peers about what interests them most or questions that arise from the reading. They might reconsider and modify their initial responses and teachers might guide the responses toward greater insight. Personal responses provide a path to higher comprehension.

After the first reading and response, the student should be asked to read the text silently again and try to add to those previous tasks.

Follow-up activities involving writing and other ways of representing are also a crucial part of solidifying and expanding comprehension.

Characteristics of a Fluent Reader

As students enter LEARN-2 they should be transitional readers. An aim of LEARN-2 Language Arts is to guide those students to becoming fluent readers. Generally speaking, students are fluent readers at the end of elementary school.

The fluent reader

- Reads silently for long periods of time.
- Continues to enjoy being read to.
- Has an extensive vocabulary, both general and technical.
- Adjusts strategies and rate of reading to the material and purpose for reading.
- Is resourceful at constructing meaning when dealing with unfamiliar material.
- Evaluates and monitors his/her own reading.
- Responds to a range of fiction and non-fiction personally, critically and aesthetically.
- Reads a variety of texts for his/her own needs and academic purposes.
- Automatically integrates all cueing systems (semantic, syntactic, graphophonic).
- Has internalized self-correcting strategies.
- Sets his/her own purpose for reading and reads for a variety of purposes.
- Chooses confidently and wisely from among a range of reading material.
- Locates materials needed and uses them effectively for a variety of purposes including study and written reports.
- Makes connections between what is being read and other reading material.
- Has developed personal reading preferences.
- Independently uses knowledge of text structures to construct meaning.

A Balanced Reading and Viewing Program

An optimum reading/viewing learning environment will include an integrated, balanced literacy program using a variety of approaches, materials and strategies. This variety, as outlined below, adds richness and texture to the school year.

A balanced reading/viewing program includes, but need not be limited to:

- Guided Reading
- Teacher Reading Aloud
- Shared Reading
- Independent Reading in School
- Take-home Reading
- Literature Circles
- Novel Study
- Author Text Sets
- Reading Conferences
- Buddy Reading

Materials for a balanced reading/viewing program include the following:

- Literature from a wide range of genres
- Non-fiction and informational texts
- Class produced texts of any genre
- Media images and texts (websites, videos, computer programs, etc.)
- Environmental and real life texts (supermarket flyer, driver's licence booklet, school messages, instructions on packaged food, etc.)

Guided Reading

"Guided reading is a "gateway" into second language and literacy learning," (Cloud, Genesee and Hamayan, 2009, p. 61). During guided reading, the teacher works with a small group of students, reading, thinking and questioning their way through a text. It is a technique with specific diagnostic, instructional and evaluative intent. It is structured and organized to promote advancement of reading level, reading fluency and reading strategies.

Guided reading is reading aloud by students, under the guidance of the teacher. It provides reading practice and application of decoding and comprehension skills in context. During guided reading, the teacher has the opportunity to

- Match students and books.
- Observe the reading strategies that students are using.
- Demonstrate reading strategies and language conventions in context.
- Develop individual student's competence in using those strategies and conventions.
- Develop students' thinking skills.
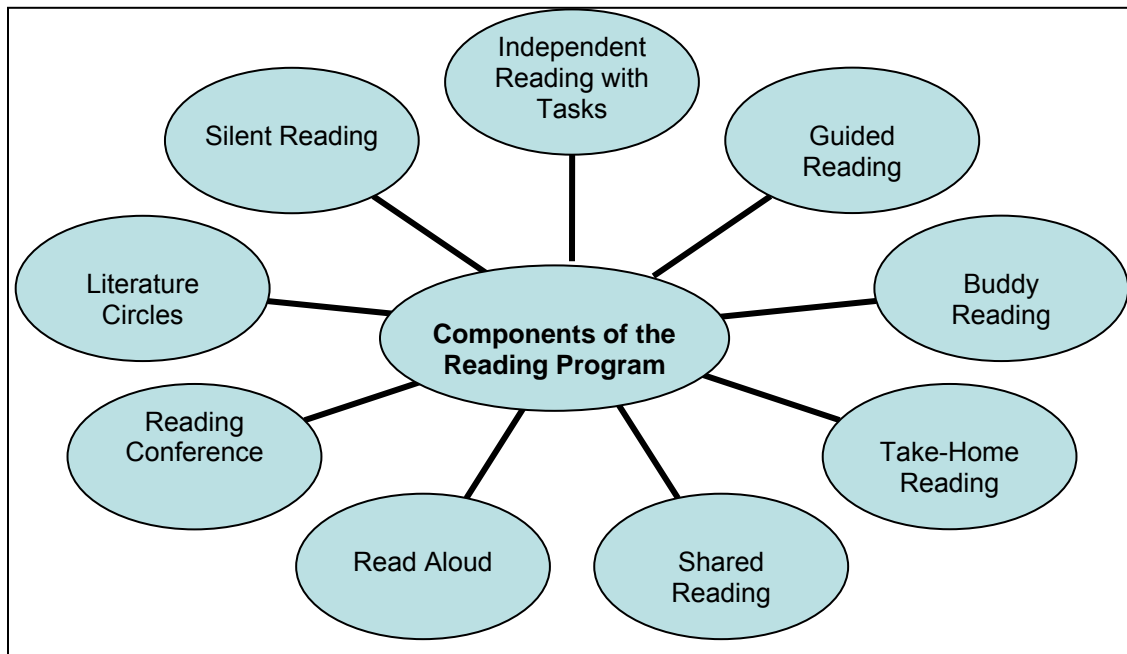
- Help students to make connections between life and literature.
- Discuss the authors' and illustrators' crafts.
- Provide opportunities for students to respond.

Suitable texts for guided reading have meaning and appeal. The student's reading level is determined through assessment. Texts for guided reading are carefully chosen by the teacher; they are matched to the reader's developmental level.

Texts should

- Be interesting to motivate students to read with understanding.
- Have illustrations and graphics that enhance and support the text.
- Enable students to practise and build on their existing language skills, while confirming their success as readers.
- Recycle vocabulary.

Read-Aloud

Reading aloud to students is especially important for ESL students. Texts should engage students and offer opportunities to enhance their vocabulary and knowledge. Reading aloud

- Introduces books beyond the reader's skill level.
- Provides a model for intonation.
- Improves overall language skills, introducing vocabulary, expression, writing models, etc.
- Builds on listening comprehension.
- Encourages the desire to read.
- Expands horizons, giving students chances to sample a wide range of texts.
- Stimulates the imagination.
- Integrates easily into and supports any subject area of the curriculum.
- Opens the world of literature.

To provide balance, ensure that the students experience a variety of topics and themes through different genres, including poetry. The teacher may take the following into consideration.

- Choose texts that are engaging and can be read with expression.
- The text should lend itself to pre-reading activities to heighten curiosity and strengthen background knowledge.
- The text should lend itself to follow-up discussion.
- Illustrations are critical in helping students understand the text.
- The language and content level should be challenging but within the grasp of the students.
- New words should be explained by context or easily explained by using a synonym.
- The text should offer opportunities to build vocabulary and language knowledge.

While reading, interact with students to extend comprehension and build reading strategies.

- Encourage the application of background knowledge, ideas and experiences.
- Encourage students to predict, retell, analyze (e.g., *Why did he do that*?).
- Encourage students to use reading strategies (e.g., *Let me re-read this sentence and you figure out what that word means.*).
- Read with expression and slowly enough for students to piece together the images and meaning.

Shared Reading

Shared reading offers an opportunity for the teacher to model reading and reading strategies. The text is displayed for all to see and students follow along as the teacher reads, pausing to *think aloud*, demonstrating reading strategies, or to highlight features of the text. Through interactive shared reading, teachers can help students develop an awareness of text structure and identify literary devices.

When studying a poem or song, students may join in on subsequent readings. This provides an opportunity for the teacher to assess reading ability and for students to vocalize language, building intonation and expression, which is particularly good for ESL students.

Independent In-Class Reading

Students need structured time in the school day for silent reading. The teacher should model by reading silently at the same time.

A classroom that encourages reading has a variety of reading materials appropriate to student reading levels and interests available and allows students to choose materials that interest them. A teacher can heighten interest and curiosity in books by introducing books and engaging students in pre-reading activities.

A teacher needs to judge the mood and capability of the students. Asking students to complete extensive tasks based on independent reading may intimidate; however, the teacher may consider

- Asking students to share with a partner or the group after silent reading.
- Asking students to reflect on what they have read in a journal, giving some guidelines (What was it mainly about? Why did you enjoy it? What were your favourite words? etc.).

Students should have ample opportunities to engage in independent reading in class; LEARN classes should offer an active learning experience in which students interact with texts on an ongoing basis in the classroom.

Take-Home Reading

At the transitional to fluent stage, students need a take home reading program and to be assigned simple tasks associated with the reading.

- Texts should be chosen at the student's comfortable reading level or slightly lower to encourage extensive reading.
- Tasks may include keeping a reading log and writing some thing as simple as one or two sentences about what was read (See Appendix 6).
- Encourage caregivers to
  - Ensure that there is a quiet time and place for reading at home.
  - Ask the student to read aloud at least a few lines or the student's favourite part.
  - Talk to the student about what he/she is reading, retelling main ideas and expressing an opinion. Discussion can take place in the student's native language.

Literature Circles

Literature circles are engaging for students and offer an opportunity to develop a range of skills. The goal of the literature circle is for students to enjoy literature and feel a sense of ownership of the activities around it.

A literature circle is a student centered reading activity for a group of 4-6 students. Each member of a circle is assigned a role which helps guide the group in a discussion. Literature circles provide an opportunity for students to take control of their own learning and to share thoughts, concerns and their understanding of a poem, story, novel, etc.

A literature circle works best when each member has a role to play, such as reader, questioner, recorder, dictionary maker (identifying and recording new vocabulary words), dictionary consultant (finding words in a dictionary) or summarizer (summarize each paragraph or page). Each group needs a group leader and specific instructions and training in how to make the literature circle operate smoothly and ensure that everyone participates.

The group should have a manageable piece of literature to focus on, with teacher-made questions to guide the discussion. The students may also be asked to draw up some questions of their own. Questions should cover basic comprehension but also encourage critical and analytical thinking and discussion.

Quality, illustrated literature, such as the titles in Appendix 8, can be used for a literature circle. Stories selected should offer a chance for students to enrich their language and ideas and should be of interest to the students. With only one copy of a book available, one student can read the text to the group, showing the illustrations. Each group will work with a different text, depending on the reading level or interests of the group.

Reading Conference

Teachers should meet with students individually for a reading conference. The teacher and students will discuss the student's current reading interests and difficulties. The student may read a passage from a take-home or silent reading text. In a relaxed atmosphere, the teacher may prompt the student with questions, such as *What are you currently reading for take-home reading? What do you like about that book? Why do you think the author wrote this book? Do you find any words or parts of the books difficult to understand? How do you find reading your other school textbooks and materials?*

The reading conference provides an opportunity for the teacher to get to know the student's reading strengths, interests and needs. It provided individualized reading support and encouragement.

The Role of Literature

Literature plays a vital role in LEARN-2 Language Arts. Literature is a key component of the mainstream curriculum; it is critical that LEARN students are prepared with the skills and strategies to appreciate literature. LEARN-2 students should study a variety of genres including:

- Short stories
- Plays
- Poems
- Novels

- Folk tales
- Myths
- Legends
- Biography

Literature can broaden a student's sense of the world and of the reader's sense of self.

Literature provides a unique means of exploring human experience. It offers students the opportunity to experience vicariously times, places, cultures, situations and values vastly different from their own. The reader takes on other roles and discovers other voices. Absorbed in a compelling book, students may, for a while, rise above immediate concerns, losing themselves in other identities, adventures and worlds.

Literature can allow students to see reflections of themselves: their times, their country, their age, their concerns. Literature helps students to give shape to their own lives and to tell their own stories as they participate in the stories of literature and in conversations about those stories. Such conversations help students to discover, for example, how their own ideas—of friendship, love, hate, revenge, envy, loyalty, generosity, identity, ethnicity, *etc*—are similar to or different from those of others. Identifying and assessing the ideas and values inherent in contemporary, adolescent, regional, national and world literature helps students to explore, clarify and defend their own ideas and values.

Wide reading of literature provides exemplary models for students' writing as they internalize the structures and conventions of particular genres, get ideas for themes and topics and notice interesting techniques they can try out in their own writing. Reading literature can help students to develop a sense of the writer's craft and awareness of audience in their own writing.

A focus on literature should include

- Read aloud by the teacher.
- Silent reading of teacher selected texts as well as student selected texts.
- Guided literature circles with student readers and group leaders to chair discussion.
- An introduction to literary terms and opportunities to use them in discussion and writing (See Appendix 9).
- Discussion of concrete elements as well as abstractions, such as theme or lessons learned.
- Opportunities to reflect on how the story might connect to the students own life.

Selecting Literature

Literary pieces for study should be

- Chosen from a variety of genres.
- At a comfortable reading level for the student.
- Representative of different cultures, races, lifestyles and both male and female protagonists.
- Be relevant in theme to the student's life.
- Include personal narratives and other genres written by the students themselves.

Novels

LEARN-2 Language Arts students are expected to study a short novel. The novel study will include activities to extend comprehension. Guidelines for study and models of finished products should be provided. Websites related to the novel study are listed in Appendix 14.

For some students an independent novel study may be appropriate. This strategy is especially helpful for differentiated instruction. Each student can be guided, according to individual reading level and interests, to undertake an independent study. Novels for independent study should be at or slightly below the student's assessed reading level.

Novels
- Can be very engaging for the reader if the topic and reading level are carefully selected.
- Can offer an opportunity for sustained silent reading in school and at home.
- Can provide food for thought for reading response journals, especially if specific questions or guidelines are posed.
- Can be used to reinforce the elements of a story structure: (e.g., plot, character, setting, theme, aspects of language and aspects of structure).

The teacher should provide questions to stimulate small group discussion and response writing. To help students see the common elements in story-telling a generic worksheet may be used to include questions, such as the following.

- What is the setting of the story? Does it change or stay the same?
- Who are the main characters of the story?
- Write/Give a short description of the character (age, appearance, personality).
- What is the main problem or conflict the character(s) face?
- Does the main character learn anything from what happens?
- Tell about something important that a main character does and why.

Writing and Other Ways of Representing

A Balanced Writing Program

Modes and Formats

There are three main text types: expressive, transactional and poetic or creative (See Appendix 11). Essentially, the format varies with each purpose for writing and the audience. The readers will interpret the text based on its content, its format and the clarity and focus of its meaning. Knowing the audience makes for strong, effective writing. The audience affects how the writer chooses words, writes sentences, selects drawings and illustrations and chooses the form in which to share the information.

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

Students need to learn how to construct and deconstruct all kinds of texts. Strategies learned for reading and writing one type of text do not necessarily work with all texts. The teacher needs to help students understand how the text organization, vocabulary, language usage and layout vary with changes in material, purpose and context.

Expressive Writing

Expressive writing helps students reflect on and expand their ideas on their lives, their studies and their needs. The language is often colloquial and spontaneous. The writer is expressing personal desires, feelings, experiences and opinions. The audience is less important than what the writer has to say. Expressive writing is most often in the first person and reads like written down speech. Expressive writing includes pre-reading and prewriting activities to generate or activate knowledge. Expressive writing also includes writing plans, journals, learning logs, response logs, diaries and some friendly letters. An informal retelling or summary, written to enhance or consolidate learning, can be considered expressive writing.

Students need frequent opportunities to keep journals and learning/response logs. The journal or learning log is a means by which students can get scheduled in-class writing practice on topics of their own choice. The benefits are significant.

Journals

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

The teacher can help students find meaningful topics through brainstorming to identify topics and to focus on their feelings and ideas. Teachers may need to demonstrate journal writing.

Teachers need not respond to every journal entry and some entries can be made in a student's "private" journal. If a teacher is responding, that response should be a sincere reaction to content and provide positive feedback to encourage confidence and further writing.

Expressive writing such as a response journal can be an interdisciplinary learning tool that has a place in every classroom. It encourages students to reflect on and clarify their feelings in writing and to become conscious through language of what is happening to them personally and academically. Each entry should be a deliberate exercise in expansion: How far can I take this idea? How accurately can I describe or explain it? How can I, in my own language, make it make sense to me?

Transactional Writing

Transactional writing records and conveys information. It is sometimes called *writing to get things done.* It is addressed to a specific audience and aims to impact that audience in some way. Some standard forms and specialized vocabulary may be necessary. Much of the writing done in many subject areas falls into this category. For example:

- Writing directions, messages
- Conveying information
- Organizing factual information
- Reporting, explaining, surveying
- Persuading
- Presenting with precision and clarity

The various genres of transactional writing

- Require analysis of models or exemplars.
- Need to utilize the writing process of drafting, proofreading, editing and publication.
- Involve skills, such as planning, outlining, research, note-taking and recording data.

Poetic (Creative) Writing

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

Children from every culture have a sense of story. Every child has likely listened to stories and senses 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 or for its own sake.

Students need to learn how stories are organized and how authors use the elements of story structure to create engaging stories. Students can use this knowledge to analyze and enhance comprehension of the stories they read and to construct the stories they write. This reader-writer connection is crucial.

Poetic writing may come from reading, exploring and discussing models. As readers, students consider how the author used a particular structure and consider its impact on themselves as readers; then as writers, they experiment with the structure in the stories that they write and consider the impact of the structure on their classmates who read the stories.

The Elements of Narrative

Through study of literature and through their own writing, students are introduced to the elements of narrative. An analysis and understanding of structural elements will help strengthen student writing. The following may guide discussion of the elements of story structure:

Title

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

Structure and Plot

Does the beginning

- Introduce the main character?
- Tell when and where the story takes place? (setting)
- Present a problem or challenge for the main character?
- Set the mood?
- Give a hint of what is to come? (foreshadowing)

Does the middle

- Show difficulties for the main character?
- Heighten conflict as the characters face difficulties that keep them from solving their problems or reaching their goals?
- Add suspense (rising action) by keeping the readers wondering and guessing about how the situation will be resolved?
- Allow the suspense to build to an exciting moment or climax?

Does the end

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

Characters

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

Conflict

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

Setting

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

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

Point of View

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

Theme

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

Strategies for Teaching Story Elements and Structure

Strategies for teaching about the structure of stories involve both direct instruction about the elements of story structure and the integration of reading, writing and oral language activities.

- Introduce the elements of story structure and display charts defining the elements.
- Read several stories illustrating the elements.
- Have students examine the author's use of particular elements.
- Have students participate in application activities:
  - retell familiar stories to small groups
  - retell a story in their own words by looking at the pictures only
  - retell a favourite story with or without pictures
  - write retellings of favourite stories in their own words
  - outline or diagrams stories they have read or heard
  - compare different stories, different versions of folk tales (using a Venn Diagram)
  - create a character sketch for a fully developed main character (Brainstorming a web)
  - choose an excerpt from a favourite story and create a script with dialogue
  - retell stories from the viewpoints of different characters
  - write an epilogue for a story
- Review the element being studied, using the charts introduced earlier. Have students discuss/restate the element in their own words.
- Write a class collaboration story. Follow the writing process stages from initial ideas to sharing final copy.
- Have students write individual stories incorporating the element being studied.
- Have students use the process approach to writing in which they move through the drafting, revising, editing and publishing processes.

The 6+1 Traits of Writing

In teaching writing certain intrinsic traits of good writing need to be explained and developed. LEARN-2 students have a good foundation in the mechanics of writing and need to continue to build their writing through drafting, assessment and rewriting. Students should learn to self-assess their writing for these traits.

Ruth Culham (2003, 11-12) defines the 7 traits briefly as

1. Ideas: Ideas make up the content of the piece of writing—the heart of the message.

2. Organization: Organization is the internal structure of the piece, the thread of meaning, the logical pattern of ideas.

3. Voice: Voice is the soul of the piece. It's what makes the writer's style singular, as his or her feelings or convictions come out through the words.

4. Word Choice: Word choice is at its best when it includes the use of rich, colourful, precise language that moves and enlightens the reader.

5. Sentence Fluency: Sentence fluency is the flow of language, the sound of word patterns—the way the writing plays top the ear, not just to the eye.

6. Conventions: Conventions represent the piece's level of correctness—the extent to which the writer uses grammar and mechanics with precision.

7. Presentation: Presentation zeros in on the form and layout—how pleasing the piece is to the eye.

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

The Writing Process

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

Although the process of writing is discursive rather than linear and approaches vary from individual to individual, there are general identifiable writing stages, commonly referred to as:

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

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

Pre-Writing

During this stage, students decide what they will write about and what they want to say about their respective topics. They think about who will read their writing, what the most appropriate form will be and how they will organize their ideas. The teacher can help prepare individual students, small groups, or the entire class for writing by involving them in activities, such as:

- Brainstorming ideas on topic
- Brainstorming for related vocabulary
- Reflecting on personal experiences
- Dramatizing and role-playing
- Talking, interviewing, discussing, storytelling
- Engaging in shared-reading experiences
- Looking at visuals and objects of interest
- Organizing thoughts by drawing models, flow charts, cartoons, thought webs, etc.
- Using poems, stories and other texts as models for writing
- Researching
- Visualizing, meditating, thinking
- Using reporters' questions: Who? What? When? Where? Why? How?
- Discussion of audience

During prewriting, students determine the purpose, in tended audience and form their writing However, sometimes the form is shaped as the drafting continues and may change midstream.

A sense of audience—how the student writer views the reader—is very important in determining how the writing is done. A letter to a friend or to a newspaper may be about the same topic, but a competent writer will handle them differently.

Students need to be guided from their intuitive understanding of audience (in oral communication) to the complex demands of writing for a variety of audiences. If students write in diaries, they have an audience of one or of a few specific individuals. If they write club newsletters, their audience may be small and easily definable. However, if they write specific projects to be posted on the Internet, the consideration of audience and the demands of the writing become more complex.

In response to a shift in audience, practically all aspects of writing change. The key to learning how to make these shifts is practising many different kinds of writing for many different audiences. Have students write on the same topic for several different audiences and note differences in the following: vocabulary, sentence structure, context/facts, level of formality, neatness, use of slang/jargon, visuals and qualification.

It is helpful to expose students to relevant examples of good writing before they attempt to write. Students need to become aware of distinctive formal elements in different genres. Therefore, it is useful to display a broad range of writing pieces in the classroom, gradually introducing and analysing the content, language and structure of each genre.

Students learn through modeling. Not only is it beneficial for students to see and analyze different forms or genres of writing; they can also benefit from watching the teacher as he/she goes through the writing of an outline, graphic organizer, notes or a first draft. This can be done on a flip chart or board with the teacher explaining his/her thought processes and choices (e.g., "Let me see, I want to start with a good sentence that is interesting and important to my main idea…" etc.). The students see how a piece of writing may unfold.

Drafting

Students write first drafts from the ideas and plans they have developed. They select ideas generated from the prewriting experiences. However, as they put words on paper and follow a plan, they often change course as they find better ideas. Momentum is important as students focus attention on the development of meaning and the flow of thought. They should be encouraged to write freely and check spelling, grammar, usage and mechanics later.

Students need to think about creating drafts that are easy to revise; they should use pencil, not pen, write on every other line and leave wide margins. When using a computer, students should double-space for easy reading and editing.

Students may spend a long or short time in writing and may complete one or several drafts. They may talk with peers and the teacher as they clarify ideas and develop their first drafts.

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

Revising

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

Revising means

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

Revision is a positive and creative aspect of writing. It involves attending to one or two things at a time. It can take place during a peer, small-group, or individual writing conference or independently. After a student has revised a piece of writing, the student should exchange pieces with another student for feedback and/or read the piece aloud to a partner.

Checklist for Revising: Organization, expository text

_ Good opening sentence
_ Main idea is clear in the opening paragraph
_ Every paragraph has a main idea, a topic sentence
_ Organized logically, step by step
_ No redundant, unnecessary sentences
_ Strong ending (summarizes, concludes or leaves the reader with food for thought)

Proofreading and Editing

The editing stage provides opportunities for further thought and clarification. Students need to understand the difference between revising for ideas, organization, etc. and editing for conventions. At the editing stage, students focus on language form and conventions. Understanding variety in sentence structures and the impact of particular structures, syntax, punctuation, word order and usage can lead to improvement in individual writing style.

Students should review line by line, often reading aloud, to make sure that each word and each punctuation mark contributes to the effectiveness of the piece. Students will also proofread for spelling and grammatical errors. Students must learn to use reference texts effectively for editing, as well as confer with the teacher or peers.

Developing writers need to be taught strategies for proofreading and editing. They should

- Read the writing aloud to check punctuation and grammar.
- Conference with partners, exchanging pieces for proofreading.
- Use proofreading checklists.
- Underline or circle uncertain spellings when rereading the draft.
- Write out different spellings of the word to determine what looks right.
- Check sources and reference tools for spelling.
- Add the specific conventions of writing to their checklists as they are learned.

When revising or editing, students need clear instructions of what exactly to look for. Peer editors need to understand that they are editing, not re-writing, their partner's work. Gradually they will become proficient and take the responsibility on without guidance.

Post-Writing: Publishing

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

- Reading for an audience.
- Posting on the bulletin board.
- Recording for the listening centre.
- Preparing a script for readers' theatre.
- Audio recording with suitable sound effects and music.
- Publishing class/school newspapers or anthologies.
- Transferring the writing into some form of visual art.
- Sharing on-line.

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

Language Structure and Usage

Adolescents learn to use language effectively through interacting with the people around them, from listening to others read, from their own reading and from learning about language in the context of their own writing. Writing samples will reveal what students know and what they are ready to learn about writing and about the conventions of the language.

When teachers assess a student's writing and monitor performance over a period of time, they can note those students who, for example,

- Experiment with abbreviations.
- Need help with the use of capital letters.
- Need help forming contractions.
- Confuse homophones.
- Need help with organizing, categorizing and sequencing ideas for paragraphs.
- Need help with plurals and possessives.
- Need help with verb tenses.
- Use minimal or no punctuation.
- Need help with handwriting proficiency.
- Use sentence fragments and need help organizing their thoughts into sentences.

Teachers then have to make decisions about what to teach, how to teach it and what strategies a student can use to improve written output. Teachers may

- Encourage students to read their work aloud to a partner.
- Work on the selected concept in the context of a student's own compositions.
- Encourage the student to identify areas for improvement and how to address those.
- Use grammatical terminology naturally in discussions about writing.
- Introduce grammatical terminology as it is needed, teaching as much by example as by explanation. Encourage experimentation with new structures.
- Use appropriate literature as models. Poems, novels and other descriptive language texts provide opportunities for examining the functions and importance of adjectives and adverbs.
- Use specially prepared and personalized checklists for the student, listing the elements that you believe the student is ready to work on.
- Use demonstrations and mini-lessons when opportunities arise.
- Provide opportunities for students to use word processing programs with spell checkers or electronic spelling dictionaries.
- Where possible and appropriate, enlist support from the students' parent(s)/caregiver(s) to help students with writing projects or to facilitate and show interest in written homework.
- Where there are many errors, the teacher should help the student to focus on errors that are appropriate for the student's developmental level.

Spelling

Spelling and its development is an integral part of the writing process. Spelling instruction is embedded in literacy development and in the context of the student's own writing. The following may guide the teaching and learning of spelling.

- Acquisition of conventional spelling is developmental and students should be guided step by step in this process.
- The need for "correct" spelling should be downplayed in writing a first draft. However, every attempt at correct spelling should be made when a piece is being published.
- Spelling should be seen as a "problem solving" activity.
- Students should be encouraged to "sound out" for spelling in a first draft. This can be informative for the teacher and student, especially when working with ESL students, to see what they are hearing and what sounds they may not have yet fully developed.
- LEARN students should use dictionaries, glossaries, personal word lists, referring back to text and other tools for spelling during the editing stage.
- Words for direct study
  - should come from the student's errors in writing.
  - should come from words that the student needs and is ready to learn to complete writing required in the academic program.

- o   may come from words that a student uses for everyday life.
- Take advantage of the teachable moments to draw attention to and explore word families or prefixes and suffixes.

Spelling Assessment

Spelling should be assessed through a student's writing. Spelling ability can be assessed by reading the student's first draft; however, it is equally important to assess the student's ability to use strategies to edit, identify errors and determine correct spelling. Strategy use can be assessed through observation and conferencing.

Information Literacy and the Research Process

In the process of *figuring things out*, people conduct research. Individuals observe, formulate questions and collect data, investigate and reflect, invent and build, as they make sense of their world. A systematic approach is needed for students to experience success with defining, investigating, developing solutions and finding answers. Students need access to both resources and instruction. The skills and strategies required to process information effectively should be developed within a systematic framework that can be transferred to any new information-related learning situation.

In conducting research and to solve information-related problems, students develop

- Creative, critical, cognitive, problem-solving and decision making processes.
- Communication processes, such as reading, viewing, writing, representing, speaking and listening in a range of media and multimedia formats.
- Technological competencies: today the internet is the main source of information and students need to know how to use it effectively and efficiently.

A wide array of learning resources must be provided within and beyond the classroom to support the literacy development. Teachers and teacher-librarians can collaborate to improve students' access to important learning resources by

- Sharing and efficiently managing a wide range of materials.
- Selecting materials that are *intellectually accessible* to all students (can be read and understood; matching learning styles and needs).
- Providing appropriate resources from, or for use in, a variety of settings (classroom, school library, computer labs, local or global community).

The Research Process

The research process involves different skills and strategies, grouped in stages, commonly identified as:

- ➢ Planning (or Pre-Research)
- ➢ Gathering Information (or Information Retrieval)
- ➢ Interacting with Information
- ➢ Organizing Information
- ➢ Creating New Information
- ➢ Sharing and Presenting Information
- ➢ Evaluation

Planning

During the introductory stage of the research process, students are usually involved in a classroom theme, units of study or a personal interest.

➢ Topics are identified for further inquiry. These often arise from the discussion that surrounds purposeful activity. Students and teachers decide on a general topic or problem that requires information to be further explored, or possibly answered. The topic or problem is then clarified or narrowed to make it more manageable.
➢ Questions for inquiry are developed. As they begin to ask questions, students also develop a growing sense of ownership for the problem, question(s) or topic(s).
➢ Sources of information are considered.
➢ Methods for recording information, data, or notes are demonstrated or reviewed; strategies for keeping track of the materials they used are gradually introduced.

It is important for students to know, at this planning stage, whether finished products are required and, if so, what types of products they will create and who their audiences will be for sharing their new discoveries and creations.

Gathering Information

At this stage students access appropriate learning resources (print, non-print, information technology, human, community). Student need to select carefully and to limit the selection of resources to a manageable number.

To identify print resources, students need to learn and practise several important skills:

➢ *Search* (with direction) the web and ∕ or a library catalogue to find sources.
➢ *Locate resources* and skim and scan (table of contents, titles, graphics, first sentences of paragraphs, etc.) to determine if the resource or parts of it are helpful in addressing the research questions and are at an appropriate reading level to be useful.
➢ *Select* appropriate resources. Relevant sections of internet resources may need to be printed out for closer study. Resources may include texts and visuals.
➢ *Stop* after several sources have been located. These can be examined and, if research questions remain unanswered or require more exploration, further resources can be sought.

As students are working in partners or small groups, it is an ideal opportunity for mini-lessons on how to use the source to find specific information.

Interacting with information

When evaluating texts, students will practise specific reading/viewing, listening skills:

➢ Question, skim, read (QSR)
➢ Use text features, such as key words, bold headings, captions
➢ Use navigational features of software
➢ Read, interpret charts, graphs, maps, pictures
➢ Listen for relevant information
➢ Compare, evaluate content from multiple sources and mediums
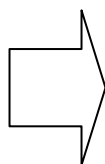
While reading or listening, record in note form the information needed to *answer* the research questions. Simple point-form notes (facts, key words, phrases) should be written or information may be recorded in an appropriate format, such as a web, matrix sheet, chart, computer database, spreadsheet or concept map.

List the sources with each set of notes to compile a reference list.

Sources must be acknowledged. If the research will end in a written product, presentation or publication, student should be prepared to provide a reference list.

Organizing Information

Students use a variety of strategies to pinpoint and organize the information they have collected while exploring their topics and answering their guiding questions. Strategies, which need to be taught and modeled, may include numbering, sequencing, highlighting, making notes according to questions or subtopics/categories, establishing directories of files, creating a Web page of annotated links to relevant Internet resources, etc.

Students will review their information with regard to their guiding questions and the stated requirements of the activity, to determine whether they need more information or further clarification before proceeding with creating their products. They may need to reframe their assignments in light of new information.

Some activities or projects do not require a product beyond this point in the process, just as some writing does not proceed to publishing. Students should be aware of this and begin to realize the difference. Spontaneous information problem-solving activities, such as finding the bus routes or opening hours of a community center, often result in students simply sharing what they have processed and organized up to this point.

Creating a Product

Student will need guidance and peer conferencing in deciding how to present the information they have gathered. The teacher can aid by ensuring that the students have models and understand the purpose of the various formats.

Students may consider a multimedia option; for example, writing a script for a news report or questions and rehearsal for an interview. Creating a webpage or slide presentation may also be an option, keeping in mind that the project should be manageable time-wise and contribute to reaching the outcomes specified for LEARN-2 Language Arts.

Students must have opportunities to share the information and products they create.

Evaluation

Students should reflect on the skills and learning strategies they are using throughout the activity. They should begin to assess their own learning processes. Teachers and library professionals can help students with evaluation by

- Providing time and encouragement for reflection to occur (e.g., What did we/you learn about gathering information? What was the best way to get the information? What could you have done better?).
- Creating a climate of trust for self-assessment and peer assessment.
- Asking questions, making observations and guiding discussions throughout the process by conferencing, tracking (e.g., tracking at checkpoints for completed skills at key stages, making anecdotal comments about such things as demonstrated ability to organize notes).
- Involving students in creating portfolios, which contain samples of students' use of skills strategies, as well as their products, as evidence of developing information literacy.

Topics for Research

The topics for research will depend on the goals and immediate needs of each student. Topics may include, for example:

- An author study, particularly a Canadian author or author from the student's culture
- A specific aspect of culture or art
- A biography of a famous Canadian or hero from the student's culture
- Topics linked to other subjects being studied.

- Community information, for example the city bus schedule, routes, prices, etc; the regulations and requirements for getting a driver's license, the availability of summer sports programs for adolescents, etc.

Integrating Technology and Literacy Development

Because ESL students often have better English than their parents, many are expected to assist their parents in tasks which involve accessing community services and information. These students need to use technology for both academic studies and everyday adult life. Students will need guidance in developing strategies for finding information and understanding the layout of webpages.

Students need the opportunity to develop basic computer skills and to be encouraged to "figure out" what to do next, by exploring the various icons and toolbars. They need immediate skills but also the ability to be risk-takers and problem solvers as they meet new and evolving technology.

The use of technology is not an end in itself; it should be integrated into the curriculum as students learn to use word processing software, internet searching engines, email, etc.

Assessment, Evaluation and Reporting

Assessment refers to the broader activity where data about student learning is collected and recorded from a variety of sources. Assessment is ongoing; activities for learning and activities for assessment are often one and the same. A teacher is constantly monitoring and assessing student abilities and adapting further instruction to consider assessed needs.

Assessment is the beginning of the evaluation process. Evaluation is the process of analyzing, reflecting upon and summarizing assessment information and making judgments and/or decisions based on the information collected.

Reporting, which is one of the results of assessment and evaluation, involves reflecting on what has been learned about a student and sharing this information, usually with the students themselves and with their parents/caregivers and the school administration.

Assessment is the larger undertaking and is the main focus of this section.

LEARN-2 Language Arts teachers are encouraged to use assessment and evaluation practices that are consistent with student-centred instructional practices, such as

- Designing learning and assessment tasks that incorporate varying learning styles.
- Designing assessment tasks that help students make judgments about their own learning and performance.
- Negotiating and making explicit the criteria by which performance will be evaluated.
- Providing feedback to students on their learning and performance on a regular basis.

Using a Variety of Assessment Strategies

Assessment activities, tasks and strategies include, but are not limited to, the following:

- anecdotal records
- checklists
- written assignments
- work samples
- miscue analysis of reading
- learning logs/journals
- observation (formal and informal)
- performance tasks
- seminar presentations
- questioning
- self-assessments
- questionnaires
- conferences
- exhibitions
- investigations
- media products
- audio and video recordings
- peer assessments
- portfolios
- projects
- scoring guides (rubrics)
- holistic scales
- surveys
- tests and quizzes

Assessment practices should accept and appreciate learners' linguistic and cultural diversities. Teachers should consider patterns of social interaction, diverse learning styles and the ways people use oral and written language across different cultures. Student performance on any assessment task is not only task dependent, but also culture dependent. It is crucial that assessment practices be fair and equitable, as free as possible of biases and recognize the differences in educational experiences that arise from unequal opportunities to learn.

Involve Students in Self-Assessment

Student need to know where they are headed and consider how they will get there. When students are aware of the outcomes they are responsible for and the criteria by which their work will be assessed, they can often make informed choices about the most effective ways to demonstrate what they know and are able to do.

Students should participate actively in the assessment of their own learning. They need to think about and play a role in developing criteria to judge different qualities in their work. To get an idea of some possible criteria, students benefit from examining various scoring criteria, rubrics and sample pieces of work.

To become lifelong learners, students need to develop internal motivation. They are more likely to perceive learning as its own reward when they are empowered to assess their own progress. Apart from asking teachers what they expect, students should be encouraged to ask themselves questions such as, *What have I learned? What can I do now that I couldn't do before? What do I need to learn next?* Assessment must provide opportunities for students to reflect on their progress, evaluate their learning and set goals for future learning.

Speaking and Listening Assessment

Valid assessment of speaking and listening involves recognizing the complexities of these processes. Many opportunities to assess students' speaking and listening occur naturally in conjunction with work on the other English language arts processes. It is important, however, that several activities be structured for the primary purpose of assessing students' speaking and listening abilities and that tasks assess speaking and listening skills in a variety of contexts and for a range of purposes.

Observation and checklists by both the teacher and the students can be used to assess achievement of many of the speaking and listening outcomes. Students can use checklists and journal entries to explore and reflect on their own and others' perceptions of themselves as speakers and listeners. Scales or rubrics may also be helpful for teachers and students in scoring individual or group assessment tasks. When students are to be evaluated on their performance in a formal speaking situation, they will need opportunities in a small-group situation to rehearse, receive feedback and revise their presentations.

Reflections on discussion and performance, listener and observer responses, peer assessments and self-assessments of speaking and listening could be included in the students' portfolios. Teachers might also consider the inclusion of audio and video recordings in students' portfolios to document their growth and achievements.

Reading and Writing Assessment

Early in the course, teacher and students need to determine each student's reading interests, attitudes, reading level and needs. This can be accomplished through teacher-student interviews, a review of student files, comprehension activities, miscue analysis and other forms of teacher observation and student self-assessment.

When working with ESL students it is important to be careful in interpreting results of formal reading assessments. An ESL teacher may assist and will look with an eye to what errors may be a result of limited L2 language proficiency as opposed to limited reading skill. If formal standardized reading tests have been administered, exact test results should not be considered wholly accurate, as immigrant students may be at a disadvantage due to cultural and language

background. However, tests may give a rough idea as to whether the student is, for example, able to cope with elementary or intermediate reading passages.

People may have different interpretations of the same text. Assessment in LEARN-2 Language Arts should acknowledge the individual nature of the reader-text interaction. It should also recognize the importance of the reader's purpose and prior knowledge in making meaning.

Any assessments undertaken in LEARN-2 Language Arts should allow students a variety of opportunities to demonstrate achievement of the specific curriculum outcomes. Information about student learning should come from a variety of sources that addresses students' learning styles and needs.

Ongoing assessment will allow the teacher and the student to measure growth, so that both know that progress is being made in reading and writing ability. It will also allow the teacher to adjust the instructional and learning activities to reflect student needs.

Reading Miscue Analysis and Strategy Observation

It is important to keep a record of the student's reading development over the course of the school year. LEARN teachers should do periodic reading assessments to determine a student's instructional level and the strategies or behaviours that are developing. Reading records consist of information about a student's reading; this information is gathered through observation, questioning and miscue analysis.

Miscue analysis is part of the assessment process. While the student is reading aloud, the assessor notes the errors (miscues) made and later counts and analyses the types of errors. Normally three types of errors may be noted: 1) errors in meaning when the student substitutes a word or phrase that makes no sense semantically, 2) errors in syntax (sentence structure or grammar) and 3) visual errors in which the student misreads a word due to lack of attention to the graphophonic cues (the letters on the page).

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

During the assessment the teacher records the reader's behaviours and strategies. Strategies that are helpful to reading, such as re-reading, self correcting, sounding out words accurately and reading with appropriate intonation, are noted. Other behaviours that indicate needs, such as omitting words, reading without expression or attention to meaning and dropping final syllables in longer words, are also noted. This information will help the teacher determine what strategies the student uses well and which should be further developed. Appendices 4 and 5 may be helpful in determining strategies and behaviours to consider.

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

This assessment procedure was designed for native speakers but can be used with ESL students; the teacher will consider the errors carefully to determine whether they are reading errors or errors due to lack of English language proficiency. The choice of text is important; it

should be an unseen text but one familiar in topic and vocabulary. A preview of the title, pictures and unfamiliar vocabulary can help build background knowledge before the formal assessment begins.

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

Portfolios

Throughout the course, students will be expected to maintain individual portfolios containing all information pertinent to their progress. Portfolios contain a purposeful selection of students' work that tells the story of their efforts, progress and achievement. Maintaining a portfolio involves students in the assessment process and allows them a voice in the selection of portfolio samples.

Portfolios are most effective when they encourage students to become more reflective about and involved in their own learning. Students should participate in decision making regarding the contents of their portfolio and in developing the criteria for assessment of the portfolio.

Portfolios should contain the following:

- Student-developed profiles of reading strengths and needs, based on both the student's and the teacher's perceptions of where the student's difficulties lie
- Attitudinal self-checklists
- Personal reading logs containing the student's written comments on stories books and other texts read.
- Teacher observations shared through conferences.
- Student writing

A student portfolio could also include audio recordings of oral reading, a reader-response journal and information about authors and/or particular types of texts. The portfolio can become an invaluable source of information for students to monitor their own literacy development. It provides the teacher and parents with concrete examples of learning experiences and evidence regarding the nature of the learning that has occurred.

Observation/Anecdotal Records

Recorded observations over an extended period of time and across many different reading experiences are essential assessment procedures for LEARN-2 Language Arts.

Observations can be recorded through anecdotal records containing the date and context of the observation, the focus of the observation and the most significant information gathered from the observation. It is important to the accuracy of such records that the teacher distinguishes between the narrative record of observation and the inferences drawn or comments made.

Checklists, particularly those designed by the teacher, can also facilitate observations. The teacher will also be able to discern when students are achieving fluency.

Teacher-student Conferences

During these conferences, goals and strategies are reviewed and adjusted. New priorities may be established. Teachers will benefit from designing a schedule to ensure that several reading conferences are held with each student throughout the course. Conferences may be an opportunity for the student to discuss texts read. It can also be an opportunity to demonstrate awareness of strategies and cueing systems. Writing conferences are also and important tool in assessing and helping students develop through the writing process.

Student-maintained "Reading and Writing Logs"

The range of material the students have read will be indicated by their reading logs. This will help the teacher assess whether or not the students have extended the range of material they are able to read with fluency. A sample reading log is found in Appendix 6.

Student Response Journals

The response journal can provide a means for students to express their personal and critical reflections on what they have read, heard and discussed. The intent is not to focus on students' ability to produce well constructed sentences and paragraphs. Rather, it is to encourage the expression of coherent thoughts. These thoughts may be expressed in a single sentence, an illustration, or through pages of text.

Assessing Attitude and Confidence in Reading

At the beginning and throughout the course, students may administer attitudinal checklists, recording their perceptions about their reading patterns and about themselves as readers. The first of these checklists could be stapled inside the individual student's portfolio to serve as a base against which the student can measure his or her own growth in reading. At the end of the course, a student self-checklist, paralleling but not necessarily repeating the one given at the beginning of the course, will help to assess change in attitudes toward reading.

The English language arts curriculum aims to help students develop preferences or habits of mind in reading and viewing texts. LEARN-2 students should develop appreciation for texts and the ability to analyse, critique and respond to text. Assessing progress is ongoing and can involve observation, review of student oral and written responses to texts, conferencing with or interviewing the student, conducting an attitude survey.

To assess learners' interactions with texts and responses to their reading and viewing experiences, teachers might consider asking students the following questions:

- Did you enjoy reading/viewing the text? Can you identify why you did or did not?
- Did the text offer any new insight or point of view? If so, did it lead you to a change in your own thinking? If not, did it confirm thoughts or opinions you already held?
- Did the discussion reveal anything about the text, about other readers/viewers, or about you?

These questions ask students to evaluate their own interactions with text and with other readers/viewers, rather than focussing only on the details of the text.

In analysing students' comments on texts over time, both written and oral, teachers might consider the following questions to determine how the student is progressing:

- Does the student seem willing to express responses to a text?
- Does the student distinguish between personal thoughts and feelings brought to a text and those that can reasonably be attributed to the text?
- Is the student able to distinguish between fact, inference and opinion in a text?

- Is the student able to relate the text to other human experience, especially his/her own? Is the student able to generalize?
- Does the student accept responsibility for making meaning out of a text and discussion on the text?
- Does the student perceive differences and similarities in the visions offered by different texts?
- Is the students beginning to recognize that each text, including the reader's own responses to a reading or viewing experience, reflects a particular viewpoint and set of values that are shaped by the individual's social, cultural and personal context?

Assessment: Collaboration with ESL Teachers

Close collaboration with an ESL teacher will help the LEARN teacher know how to assess and address issues related to second language development.

ESL students will develop language competencies in a natural sequence; speaking and writing conventions, grammar and structure will develop over time, with exposure and guidance. Language Arts teachers needs to have insight into the English acquisition level of a student and determine the instructional approach for attention to grammar, structure, conventions and vocabulary usage.

Adolescent students need guidance and practice to develop academic writing skills. Teachers need to determine what errors a student is capable of self-correcting and indicate those errors for self-correction. Errors that lead to misunderstanding or confusion should take priority.

Ultimately, the ESL student is aiming for the same standards of writing as the native English speaker. See Appendix 12 for provincial rubrics for writing assessment.

Reporting

At several points throughout the course, teachers will undoubtedly have to report students' progress to the school administration and to parents. Most likely this will take the form of a letter or numerical grade with comments on a report form. For the purposes of evaluating and reporting, teachers should examine all contents of each student's portfolio and all information gathered in the teacher's file. The student's ability to apply reading and writing strategies and demonstrated levels of comprehension needs to be considered.

The most significant aspect of reporting is the discussion with others concerned about the student's progress (e.g., parents, principal, counselor). Thus, the comments arising out of evaluation and the collaborative examination of the student's portfolio become critical components of the reporting process. Reporting also serves as a motivating force for a student to make the effort required to extend reading and writing strategies; to widen the range of material read and the writing produced for a variety of purposes.

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Appendix 1: Peer Evaluation of Presentation

Oral Presentations: Peer Evaluation
Person Presenting: _____

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

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

I learned: _____

_____

Appendix 2: 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:

<u>Encouraging quiet people</u>
What do you think, <u>Maria</u>?
It's <u>Mai's</u> turn to speak.

<u>Positive feedback/ express agreement</u>
Yes, that's a good idea.
Yes, that's true.
I agree!
Exactly!
You're absolutely right.

<u>Disagreeing</u>
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 ...

<u>To stop someone who is dominating the group</u>
You have a point but I think we should let <u>Anna</u> speak.
Yes, <u>Hung</u>, but what do you think, <u>Guner</u>?

<u>To express your opinion and give a reason</u>
I think … because …
In my opinion … because …
I believe … because …

<u>Clarifying</u>
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 3: Recording Reading Level

This chart can be used to record student progress in reading level. Students in LEARN-2 Language Arts should have a grade 3 reading level or higher on entry. Reading assessments should be spread throughout the year.

	name	Sept	Feb	June
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				
17.				
18.				
19.				
20.				

Note: Results of formal reading assessments must be interpreted with caution, particularly with newcomers and ESL students. Cultural and language biases may prevent a true reading of a student's ability. However, assessments designed for native English speakers in Canada can give some insight into how the student is performing in relation to native speakers. The grade level should be used as an approximation and can help determine whether a student is able to deal with elementary or intermediate level English texts, for example.

Appendix 4: 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			✓		
Skim a text for specific information		✓			✓
Connect texts to other texts read and/or to personal experience or the world.		✓			
Visualizing (Read or listen and picture it in your head.)		✓			✓
Being Independent: Try to figure it out before looking for help	✓	✓		✓	✓
Think aloud to analyse text at the sentence level for vocabulary understanding and comprehension	✓	✓		✓	
Read-Think-Read: Stop at the end of a sentence or paragraph and summarize or paraphrase it mentally or aloud		✓		✓	✓

Many of the strategies can be used at all levels of language and literacy learning.	decoding	reading comp.	writing	vocab building	study skills
Summary writing		✓	✓	✓	✓
Taking brief notes of key points of a text		✓	✓	✓	✓
Creating an outline or graphic organizer before writing			✓		
Creating graphic organizers of texts while or after reading		✓	✓	✓	✓
Predicting test questions		✓			✓
Making up questions on a text and asking a partner		✓			✓
Deductive grammar analysis (age 10+): Study forms in context and deduce and articulate the grammar rule		✓	✓	✓	
Deductive word analysis: study words in context and deduce the role of prefixes and suffixes		✓	✓	✓	
Breaking words into parts to understand meaning	✓	✓		✓	
Underlining new words, printing them and reviewing them in context				✓	
Writing personally relevant sentences with new words			✓	✓	
Making connections between vocabulary words – linking to cognates in the L1 if possible		✓		✓	
Using glossary, index and table of contents		✓		✓	✓
Viewing a text critically (e.g., questioning author or character statements, actions, motives; forming opinions about text)		✓			
Clearly understanding the purpose of and carefully planning tasks.			✓		✓
Writing a first draft for ideas – then edit for form.			✓		
Keeping a diary, journal or reading response journal			✓		
Organizational Skills • Organizing learning materials • Prioritizing tasks • Weeding out unnecessary materials • Keeping an agenda • Meeting deadlines (e.g., returning take-home books)					✓

Appendix 5: Sample Form for Monitoring Reading Comprehension

Name: _____   Date: _____
Text Read: _____   Reading Level: _____

(+ to a great extent) (√ to some extent) (- not at all) (0 not observed in this setting)

Checklist Items

	+ √ – 0	Comment
Before Reading		
Uses titles, pictures, captions, graphs and blurbs to predict		
Uses background knowledge to predict		
Intrinsically motivated to engage in reading		
During Reading		
Is aware when text doesn't make sense		
Uses preceding text to predict		
Reads to answer own questions about text		
Reads between the lines		
Understands and uses structure of text		
Rereads when comprehension is difficult		
Changes reading mode (silent & oral) when comprehension is difficult		
Gets help when comprehension is difficult		
Reads at an appropriate rate for the text		
Pauses and uses appropriate intonation at punctuation marks (.?!)		
Able to identify concepts, language, or vocabulary that interfere with comprehension		
Searches efficiently for specific information		

|		Comment
After Reading		
Extends comprehension through writing		
Extends comprehension through discussion		
Recalls important information		
Recalls sufficient information		
Summarizes main points		
Adjusts what is shared about the text for the audience		
Identifies story elements in text (characters, setting, problem, episodes, resolution)		
States appropriate theme for story		
Uses text to support statements and conclusions		
Compares characters in text		
Retells fluently (length and coherence)		
Links story episodes in narrative; facts in expository text		
Uses author's language in retelling		
Uses own *voice* in retelling		
Compares characters or incidents to self or experiences		
Compares this text to other texts		
Compares this text to media other than text		
Uses text to support statements and conclusion		
Identifies point of view		
Distinguishes between fact and opinion		

Appendix 6: Sample Reading Log

| Title & Author	Date Finished	Type of Text (novel, short story, information text, etc..)	Comments I liked….. This book is…… I learned……… Etc.

Appendix 7: Samples of Graphic Organizers

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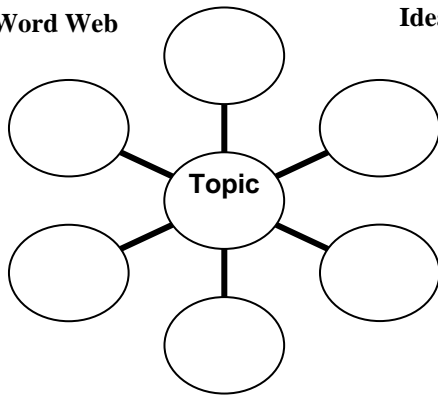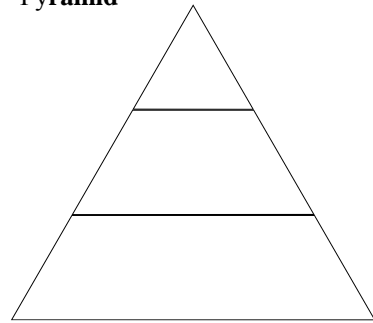
Mind Mapping

Main idea

Detail   Detail   Detail
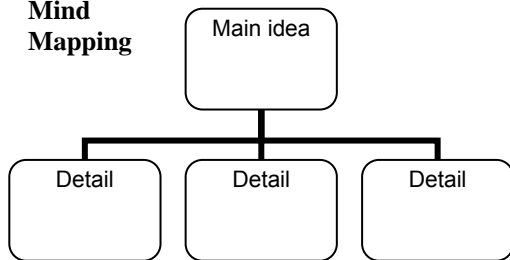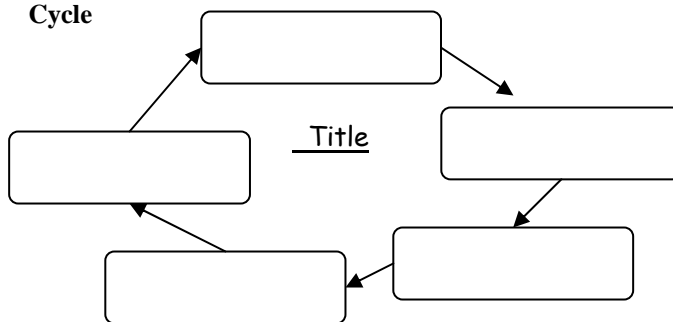
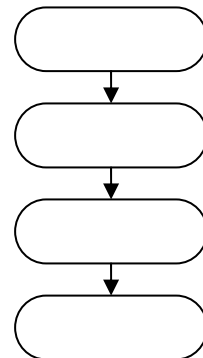**Venn Diagram**

Word Web   **Ideas Web**

Topic
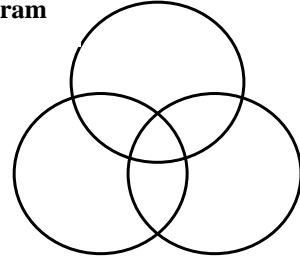
Pyramid

Cycle

Title

Flow Chart

Appendix 8: Suggested Illustrated Books

Story time is an ideal activity for developing listening, vocabulary, reading comprehension, discussion skills and critical thinking. Many picture books are written at an elementary reading level deal with mature topics and make for an engaging story time for students of all ages. Illustrated books are also ideal for literature circles for ESL students.

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

The following lists just a few books that are appropriate for adolescent ESL and LEARN students.

1. A Brave Soldier by Nicolas Debon
2. A Ruined House by Nick Manning
3. A Song for Ba by Paul Yee
4. Boy of the Deeps by Ian Wallace
5. Dreamstones by Maxine Trottier
6. Duncan's Way by Ian Wallace
7. Ghost Train by Paul Yee
8. Heroes of Isle Aux Morts by Alice Walsh
9. Hold On, McGinty! By Nancy Hartry
10. Josepha; A Prairie Boy's Story by Jim McGugan
11. King of the Skies by Rukhsana Khan
12. Mufaro's Beautiful Daughters by John Steptoe
13. Nokum Is My Teacher by David Bouchard
14. River My Friend by William Bell and Ken Campbell
15. The Basketball Player by Roch Carrier
16. The Bird Man by Veronika M. Charles
17. The Dust Bowl by David Booth
18. The Fortune-Tellers by Lloyd Alexander
19. The Hockey Sweater by Roch Carrier
20. The Paint Box by Maxine Trottier and Stella East
21. The Stranger by Chris Van Allsburg
22. The Sweetest Fig by Chris Van Allsburg
23. The Tiger and the Persimmon by Janie Jaehyn Park
24. The Walking Stick by Maxine Trottier
25. Winter of the Black Weasel by Tom Dawe

Appendix 9: Literary Terms

The following was taken from *LEAST Tern*, a website for teachers, Retrieved Online July 21, 2009 at: http://www.leasttern.com/LitTerms/literary_terms.htm

This guide was originally prepared for a grade 6 laptop English class. It is meant to be introductory in nature and relaxed in language. Any poetry anthology or literary survey text would provide a context for the terms. There is a good handbook/guide to other literary devices at this Lewis Carroll site and an excellent glossary of poetic devices at the University of Toronto.

John McIlvain has written a guide to Introductory Poetry Terms with many poems included in full-text.

Literary Forms (fiction) - many novels are written in more than one form. This is a beginner's sampling.

1. Historical fiction - a "made up" story which has as setting a specific and recognizable historical time period which could not have been during the author's lifetime. These novels and stories often include characters and places which are historically accurate and many include historical documents as well. Examples of historical fiction are: *Dragonwings*, *The Whipping Boy*, *Proud Taste for Scarlet and Miniver*.

2. Documentary fiction - a "made up" story which uses a collage of documents, in addition to dialogue and narration, to help to tell the story. Some documentary fiction you will read as an adult uses actual news stories, letters, diaries, etc., but the story is the author's invention. Example: *Nothing But the Truth.*

3. Science fiction - originally, a story which used the science of the future as a major element of plot or setting. This meaning has been stretched to include all future or utopian, time travel, space, alien contact and dimension travel stories, as well as to include some elements of fantasy. Examples: *A Wrinkle in Time, The Giver,* many stories by author Ray Bradbury.

4. Folklore, folk tale, fairy tale - originally "oral tradition stories," memorized and passed from person to person through the telling, these tend to have messages for the listener to decipher and definite similarities in plot, characters and settings. Examples of books rich in folklore references: *The 13 Clocks, The Magic Circle, Haroun, The Other Side of Silence.*

5. Realistic Fiction - novels and stories which are "real" in that they take place in a time and place like a present, or recent past, time and place, have plots which are possible and have characters which are believable as real people. Examples: *Hatchet, Shabanu.*

6. Fantasy - fantasy novels and stories cover a wide range of "real-unreal" plots, characters and settings. Some identifying characteristics are: animals as characters, magical events, imaginary beings as characters. Fantasies often involve a search or quest of some type and ask the reader to temporarily believe in the possibility of events and characters. Examples: *Alice in Wonderland, The Story of the Amulet, The Wizard of Earthsea, The Hobbit, Watership Down.*

7. Mystery - a mystery novel contains a puzzle and challenges the reader to join the detective character who eventually solves the puzzle. Collecting clues is a vital skill for mystery readers. Examples: *The House of Dies Drear, The Westing Game, The Hound of the Baskervilles.*

Techniques of the Writer or Story Teller

❖ **The Rule of 3** - Things happen in 3's. You should be on the lookout for: 3 related events, 3 connected characters, 3 rules, 3 punishments, 3 objects, 3 relationships which are compared and contrasted.

❖ **Types of characters:**

➢ Major or Minor:

- Major characters appear throughout the novel, or in a major section of it - they are involved in the important actions and conflicts.

- Minor characters enter the novel for a specific reason and may then not be heard of again - or they may exist throughout the novel "in the shadow" of the major character - they may be involved in a conflict with a major character and are essential to the plot, but only so that something can be learned or shown about the major character.

➢ Round or Flat:

- Round Characters have many sides - they grow or change in several ways - they think and react on many levels - they are central to the story, its conflicts and its final message - we care about them and tend to react along with them to the things that happen.

- Flat Characters have only one side - they may be major characters, but they do not change - flat characters are important to a story because the round character(s) interact with them - we often see them only as the round characters see them and care about them because a round character does - we may feel strongly about a flat character because he/she is a strong and consistent representative of Good or of Evil.

❖ **Narrative Focus** - The character around whom the story moves - we often see only those events which this character witnesses - if we see events which do not involve the narrative focus, we are anxious about how the events will impact upon this character.

❖ **Narration** - There are 3 ways of telling a story:

➢ 1st person - "I" tells the story and is a character in the story; this can be present tense or past tense.

➢ 2nd person - "You" is used to tell the story; these tend to be like Choose Your Own Adventure stories or computer games and are usually in the present tense.

➢ 3rd person - "He, she, it, they" - the story is told by someone, usually not identified by name, who knows it. Usually in the past tense.

❖ **Types of Narration** - An author has to decide how much the narrator knows about the people and events in the story. A narrator, 1st or 3rd person, can be:

➢ Limited - The narrator only knows what he/she experiences or learns about in some way- the narrator's knowledge grows as the story unfolds; at times, the reader may know more than the narrator.

➢ Omniscient - The "all knowing" narrator knows all of the details about events, characters, etc. and reveals them to the reader as the story unfolds.

Figurative Language - In general, this is a way of using words to make imaginative connections in the reader's "inner eye." These connections can be called **images.** As you learn to recognize and appreciate figurative language, your appreciation and ability to actively read good writing will increase. These are the types of figurative language on which we will concentrate this year:

❖ Metaphor - the comparison of two unlike things to suggest things which they have in common - for example: *Joe is a lion on the playing field* would compare Joe to a lion in how he moves, his aggression, his animal-like actions, his skill and strength, his leadership. When you identify a metaphor, you have to dig deeply to find all of the layers of possible meaning.

❖ Simile - a comparison of two unlike things using *like* or *as* - for example: *Sue flits through life like a moth in a room of candles* compares Sue to a delicate, fluttering moth which is drawn to fire and raises an image of both delight and confusion, perhaps also mindlessness and upcoming death or failure. Like a metaphor, a simile can seem obvious, but it is usually telling you something about a character or setting if you are willing to dig a little deeper.

❖ Personification - the description of an inanimate object as if it were a human being or an animal - for example: *The kite tugged and pulled at the string, longing for the freedom of the skies* gives the kite human actions and a motive for them. In using personification the author asks the reader to identify with the object or character viewing it more deeply than would be possible in a simple description.

❖ Extended metaphor - a paragraph or longer of description which builds upon an initial metaphor, often bringing several of the senses (sight, sound, touch, hearing, taste) into play. This is often used by an author seeking to make a point in a setting description or seeking to create a character for the narrator or narrative focus (e.g.: imaginative, naive, fanciful, terrified)

❖ Hyperbole - an obvious and unrealistic exaggeration - for example: *His gaping jaw could hold a flock of the King's fattest sheep* indicates excess and perhaps a fearful or highly imaginative narrative focus. A good way to identify hyperbole is to ask yourself the old tall-tale question: Just how [tall, wide, hungry, lazy, angry...] was he/she/it?

❖ Onomatopoeia - use of a word which sounds like it means - for example: *plunk, zip, buzz, bong, zap* all have meaning which is reinforced by the sound of the word. Repetition of onomatopoeic words is used by authors to create a mood or tone and to convey sense impressions (e.g., motion, touch, sound)

❖ Pun - a word which has several meanings, all of which apply; puns are often based on sound, so homophones and homonyms have to be though of as well - for example: In *Induction I of Taming of the Shrew* the bum Sly states *"I smell"* when testing to see if he is awake; he can smell, but he also does smell. Puns are generally a source of humor, but they can also be cruel or unkind. Lewis Carroll is very fond of puns and uses them to good effect in *Alice.*

❖ Oxymoron - a phrase which contains opposite elements or words with opposite meanings, yet which expresses one idea when taken as a whole - for example: Bottom says in *Midsummer Night's Dream,* "I'll speak in a *monstrous little* voice."

Literary Vocabulary

❖ Setting - time (date, time of day, season) and place - a piece of writing will generally have many settings and each setting will generally carry with it a mood or atmosphere.

❖ Plot - what happens, concretely, as though it were placed on a history time line.

❖ Incident - one specific thing which happens in a plot. Many short stories are basically one incident described in detail.

❖ Theme - the answer to this question: What is this all about? Themes tend to be the author's message about important human conditions or problems, such as Good and Evil, Death, Freedom, Bondage, Hope, the Quest, Heritage, Believing, Family, Relationships, The Role of Women in Society. The **Theme Statement** is your one sentence summary of what the author or the work (novel, story, poem, play) has to say about an overall theme - for example: *A theme of the novel Dragonwings is that the support of family is essential in a good life.* Stories, plays and poems will have more than one theme about which you can formulate more than one theme statement. But be careful - you must be able to support a theme statement with specific evidence from the story, play or poem itself. Another expression for theme of a poem is the **abstract meaning.**

❖ Mood or atmosphere or tone - the overall feeling created by a piece of writing. Mood can often be described in a few words, such as *scary, lonely, empty, triumphant, anxious,* but you must be able to refer to specific details in the description, setting, or passage to defend your word or words.

❖ Dialogue - a discussion or conversation between two or more characters. Most dialogues follow the rules of punctuation. Do not confuse dialogue with a play script. Dialogue is part of, or sometimes all of, a story or novel and this is what you should write when you asked to write a dialogue.

❖ Monologue - one character alone talking to the reader/audience/to himself. A monologue in a play is called a **soliloquy** and finds the character alone on the stage, often speaking about a decision, plan, or other internal conflict.

❖ Interior monologue or internal monologue - a character thinking to himself. The author will often begin this by saying: *He thought, he was thinking, she imagined...*

❖ Malapropism - substitution of "fancy" or "pompous" words, often opposite to the intended meanings or meaningless, for a correct word - for example: in *Midsummer Night's Dream* Bottom says, "We will rehearse most obscenely (*seemly?*) and courageously."

❖ Character traits of a character - what type of person is this? Character traits are revealed through actions, dialogue, internal monologue and by the author or narrator directly.

❖ Motive - why a character does what he/she does. Motives are often feelings or logical conclusions, but can be also impulse based upon the actions or words of another. Every action has a motive.

❖ External Conflict - a fight, argument, disagreement or simply opposition in which 2 sides are present. Characters, themes, ideas, forces can all be in conflict. Conflicts are stated this way: *Joe vs. Sue, man vs. nature, love vs. hate, freedom vs. bondage, free vs. caged, beautiful vs. ugly.* Be sure that both sides of the vs. are the same part of speech and that they are, in fact, nearly opposite or in opposition in the book. An external conflict is shown through actions (fight, argument, physical struggle), character traits (a good and a bad character), dialogues, descriptions - just about anything. Identification of conflicts will lead you to theme. The resolution of the external conflict will advance the plot toward the climax and the end.

❖ Internal Conflict - an argument or decision-making process within one character's mind. An internal conflict is stated this way: *Should I swallow my pride and go visit my son, or should I wait until he comes to me with an apology?* An internal conflict has a motive and its resolution is important to the development of the plot.

❖ Plot diagram

➢ Introduction or Exposition - setting, characters, main conflicts are introduced to the reader; this is the beginning of a novel or story and may be short or long, but is always flat (little action or emotion).

➢ Rising Action - the round characters are developed, the conflicts are increased and acted out in many ways, motives are introduced, things happen; generally, the major part of a novel or story.

➢ Climax - the "high point" of a story in which the major conflicts erupt in some kind of final showdown (fight, argument, violent or physical action, very tense emotional moment...); at the end of the climax, the "winner" will be clear (there is not always a winner!).

➢ Falling Action - what events immediately follow the climax; a kind of "cleaning up."

➢ Resolution - where everything ends; the reader may have some sense of "closure" or may be asked to think about what might come next; in fairy tales, the Happy Ending; in some novels, you will read about the characters many years later.
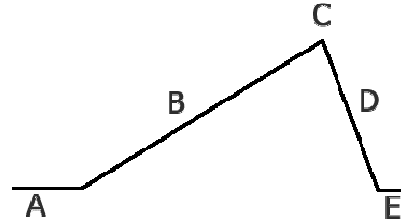
❖ Irony - 3 types of irony:

➢ Irony of situation - when the reverse of the expected happens or when the person you least expect to do something, does it - for example: It is *ironic* that *Cinderella* gets the prince; it is *ironic* in *Dragonwings* that the Chinese own and are able to rebuild houses upon the land denied to them by the Demons; it is ironic in *Dragonwings* that Black Dog dies in the same manner that he tries to kill Moon Shadow.

➢ Dramatic irony - when the viewer or the reader is aware of a situation of which the character(s) are not aware - for example: In *Romeo and Juliet* the reader knows that Juliet is not really dead, but Romeo does not know this. Another example is when the audience knows that Lysander is "drugged" into loving Helena, but he does not know this. Dramatic irony can be a source of tragedy, of comedy, or of tension.

➢ Irony of language - when a name or description refers to or suggests the opposite of truth - for example: In *Dragonwings* the leader of a fierce brotherhood/gang is called Water Fairy. The irony is not just that the name is inappropriate, but that it was earned in an inappropriate way. Irony of language is often used for humor, but it can also be cruel or sarcastic. The name of the character Lefty, in *Dragonwings,* is as ironic as his situation.

❖ Coincidence - something which happens by chance. Authors use coincidence to advance the plot, to create and resolve conflicts and sometimes just for humor or to startle the reader.

❖ Mirroring or parallels - A character or incident mirrors another character or incident when the two follow similar plots, act in similar ways or contain similar elements or traits. Remember, though, that a mirror image is also opposite - left is right. So one mirror character may be rich, the other poor; one relationship may end happily, the other unhappily. Authors use mirrors to add depth to stories and to increase the reader's interest in and appreciation for the characters and their situations. Mirrors are used frequently on situation comedy shows - watch for them!

❖ <u>Concrete meaning</u> - in a poem or story, what happens, in one sentence if possible. For example:

  Upon my bed
  Lies the bright moonlight
 Like frost upon the earth.

  Lifting my eyes,
  I see the bright moon.
  Closing my eyes,
  I see home.   (from *Dragonwings)*

- The concrete meaning is this: The narrator is in a strange bed at night and the light of the moon makes him think of home.

❖ <u>Abstract meaning</u> - the theme or message of the poem or story. This has to be based on the concrete meaning, upon what is actually in the poem and should also take conflicts into consideration. For example:

- In the poem above, the abstract meaning might be: Loneliness and homesickness are cold feelings, but we are warmed by our memories of home.

❖ <u>Literal vs. figurative meaning</u> - relates to the meanings of words and phrases or expressions. For example, "She was all ears" has a figurative meaning (She was listening intently) as well as a literal meaning (Her body was composed of ears or she had a huge set of ears). Lewis Carroll and other authors use and confuse the meanings to create nonsense and humor. In some novels, characters who are literal-minded are a source of ridicule.

 Terms more specific to the way poets use words:

❖ <u>The Form of a poem</u> - The elements of form are number of lines, rhyme, rhythm, number of stanzas and (for us) rules of grammar (standard or nonstandard).

❖ <u>Stanza</u> - a group of lines of poetry, like a paragraph, set off usually by a blank space. Poets create stanzas for a reason. The lines belong together.

❖ <u>Rhyme</u> - The repetition of sound, almost always to achieve an effect or to create a rhythm. **end rhyme** is the repetition of the end sounds of the words at the ends of lines of poetry; **near rhyme** or off rhyme or slant rhyme is not quite true or pure - "tree" rhyme with "hurry"; **internal rhyme** rhymes a word in the middle of a line of poetry with a word elsewhere in the line.

❖ <u>Rhythm</u> - is the beat or pattern of stressed and unstressed syllables. Many poems do not use rhythm.

❖ <u>Free verse</u> - poetry which does not have a regular rhythm, rhyme scheme, or form. Some free verse poems also do not use punctuation or capitalization, or they otherwise break the rules of grammar.

❖ <u>Fulcrum of a poem</u> - Poems, like stories, are built upon contrast and conflict. The fulcrum is that point in the poem in which the contrasting or conflicting ideas, images, or moods are resolved - one wins out.   A fulcrum is often the most emotional line or lines and often carries the clue to meaning.

❖ <u>Alliteration</u> - The repetition of sound within a line of poetry (or prose). We will watch for two types of alliteration:
assonance - the repetition of vowel sounds (a, e, i, o, u, ou, ea, etc.) - "I wore a fleecy green jacket easy and tall."
consonance - is the repetition of consonant sounds at the beginning of words within a line of poetry - "Slanting silver slits of rain."

❖ <u>Couplet</u> - two lines of poetry which are a self-contained unit, often rhyming and often one sentence (but not always).

 <u>Least Tern</u>
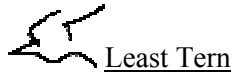
Elizabeth Sky-McIlvain 3/16/04

Appendix 10: Sample Student Reflection Surveys

Select from the following questions, or add others, to construct a writing survey:

Name: _____   Date:_____

1   Why do people write?

2   How do people learn to write?

3   What do you think a good writer needs to do in order to write well?

4   How does your teacher decide which pieces of writing are the good ones?

5   What kinds of writing do you like to do?

6   Do you ever write at home just because you want to?

7   Who or what has influenced your writing? How?

8   Do you like to have others read your writing? Who?

9   In general, how do you feel about writing?

Use these questions or others to survey student goals:

Name: _____   Date: _____

My Learning Goals:

1.   What are the 3 most important things I want to learn?

2.   What things do I do now that I feel really help me learn?

3.   What other things can I do to learn?

Appendix 11: Writing Modes and Formats

There are three main writing modes (text types) and many different writing formats. The purpose and intended audience will often dictate the choice of both.

Expressive Expressive language is often colloquial and spontaneous. The writer is expressing personal desires, feelings and opinions and the audience is less important than what the writer has to say. • written down speech • personal feelings, opinions, experiences • first person • first drafts of some writing	*Diaries* *Journals* *Learning Logs* *Response Logs* *Some Friendly Letters*
Transactional Transactional writing is done to record and convey information accurately. Some standard forms and specialized vocabulary may be necessary. It constitutes much writing in many subject areas. • writing to get things done • writing directions, messages • conveying information • organizing factual information • reporting, explaining, surveying • persuading • presenting with precision and clarity	*Reports* *Book Reviews* *Letters (especially business)* *Directions, Instructions* *Autobiographies, Biographies* *Advertisements, Commercials* *Persuasive Essays*
Poetic Poetic language expresses the feelings of the writer who is concerned about the impact poetic language will have on the audience. It is intended to be appreciated as a work of art. Descriptive language and figurative language devices are used. It addresses the creative imagination, develops the *self* and the *play* with language. • creative art form • reader meant to experience the effect • concerned with the form of writing	*Stories* *Poems* *Plays* *Jokes*

Appendix 12: Provincial Rubrics for Assessing Demand and Process Writing

Holistic Scoring Rubric (for demand writing)

Level 5
- outstanding content which is clear, strongly focussed and interesting
- compelling and seamless organization
- easy flow and rhythm with strong and varied construction
- compelling, individualistic and sincere voice
- rich and precise words and expressions
- excellent grasp of standard writing conventions

Level 4
- impressive content which is clear, focussed and interesting
- purposeful and clear organization
- flow and rhythm which, if occasionally interrupted, does not impede meaning; varied sentences
- clear and sincere, though not with a compelling voice
- specific and purposeful words and expressions
- good grasp of standard writing conventions

Level 3
- clear and focussed content which is not generally appealing
- occasionally ineffective organization which does not seriously affect the central idea
- a somewhat mechanical flow and rhythm
- a somewhat clear and sincere voice which does not demonstrate a compelling interest in the topic
- general and functional words and expressions
- fair grasp of standard writing conventions although errors are beginning to be distracting

Level 2
- unclear content which does not maintain reader's interest but which does have a discernible focus
- weak and inconsistent organization
- lack of flow and rhythm and often unsuccessful attempts at complex sentence structures
- lack of a personable voice as well as a superficial interest in the topic
- imprecise and in clear words and expressions which frequently obscure meaning
- frequent errors in standard writing conventions which distract the reader

Level 1
- lacking a central idea or purpose
- awkward and disjointed organization
- complete lack of flow and rhythm and awkward, incomplete sentences which make the writing difficult to follow
- dispassionate and mechanical voice
- imprecise, unclear and frequently misused words and expressions
- severe and frequent errors in standard writing conventions which block readability and seriously impede meaning

The Analytic Scoring Rubric (for process writing)

Writing Category: Content

Content describes how effectively the writer establishes a purpose; selects and integrates ideas (i.e., information, events, emotions, opinions and perspectives); includes details (i.e., evidence, anecdotes, examples, descriptions and characteristics) to support, develop and/or illustrate ideas; and considers the reader.

Level 5
- The writing is clear, strongly focussed and highly interesting. Details are relevant and enhance and support the central theme.
- The writing demonstrates a strong knowledge of the subject matter. All details and ideas have a purpose and are clearly related to the central idea.
- The writing includes important details which the reader would be unable to bring to the text, or which others might overlook.
- The writing is well-balanced in that the details used enhance and support the main ideas.
- The writing is able to control the content and develop the ideas in a way that appeals to and enlightens the reader.
- The writing carefully shapes and connects the ideas to enable the writer to share his or her thoughts on the subject with the reader.

Level 4
- The writing is clear, focussed and interesting. Details are relevant and purposeful and they clarify the ideas.
- The writing demonstrates fair knowledge of the subject matter. Most details and ideas have a purpose and are related to the central idea.
- The writer includes many important details that the reader may be unable to bring to the text.
- The writing is generally balanced in that supporting ideas tend not to overshadow the main ideas.
- The writing controls the content and develops the ideas in a way that appeals to most readers.
- The writing most often shapes and connects ideas to enable the writer to share his/her thoughts on the subject with the reader.

Level 3
- The writing is clear and focussed but the overall result is not generally appealing. Support for the central theme is attempted but may be too general, not directly related to the main ideas, or too limited in scope.
- The writing demonstrates some knowledge of the subject, but reflects difficulty in using specific details to support general observations.
- Important details are considered, but mainly superficially and in such a way that the main points may not always be clear to the reader.
- The content is not always well-balanced and sometimes the supporting details overshadow the main points. As well, there tends to be too few supporting details and these are often too general and too predictable.
- At times the writing seems not to be in control of the ideas. The writing is beginning to take shape, but the topic is still not clearly developed and the reader tends to lose interest.
- Because the text is not carefully shaped and because the ideas are not always clearly connected, the writer has some difficulty in sharing his/her thoughts with the reader.

Level 2
- The writing lacks clarity but has a discernable focus. Support for the central theme is sketchy, sometimes repetitive and often superficially related resulting in writing that does not hold the reader's interest.
- The writing demonstrates little knowledge of the subject matter. Details are sketchy or repetitive and often are unrelated to the central theme.
- Most details are superficial and lack clarity so that the central theme is not very clear to the reader.
- It is often difficult to distinguish the supporting details from the main points.
- The writing demonstrates a lack of control of the ideas. While the writing may have a semblance of a central theme, the reader quickly loses interest in pursuing it.
- The writing does not clearly define the writer's thoughts on the subject for the reader.

Level 1
- The writing lacks a central idea or purpose and this forces the reader to make inferences based on sketchy details.
- The writing demonstrates either very limited or unclear knowledge of the subject.
- The details are not convincing and are confusing for the reader so that the central theme is unclear. The reader quickly loses interest.
- Details are very sketchy and are indistinguishable from the main points.
- Attempts at control and development are minimal so that no central theme emerges.
- The writing has not begun to define the topic in any meaningful way.

Writing Category: Organization

Organization describes how effectively the writer creates an opening; establishes and maintains a focus; orders and arranges events, ideas, and/or details at the paragraph-level and within the work as a whole; establishes relationships between events, ideas, and/or details at the paragraph-level and within the work as a whole; and provides closure.

Level 5
- The organization enhances the central idea or theme. The order, structure and presentation is compelling and moves the reader through the text.
- The opening is strong and sparks the reader's interest.
- Focus and coherence are maintained allowing the writing to flow so smoothly that the reader may not be conscious of organizational patterns or structure unless looking for them.
- The writing demonstrates a purposeful and effective order and arrangement of events, ideas, and/or details.
- Transitions are smooth and weave the separate threads of meaning into one cohesive whole.
- Effective closure reinforces unity and leaves the reader with a sense of resolution.

Level 4
- The organization reinforces the central idea or theme. The order, structure and presentation, while not compelling, is purposeful and clear enough, so as not to interrupt the flow of writing.
- The opening is clear and directive.
- Focus and coherence are generally maintained.
- The writing demonstrates a clear order and arrangement of events, ideas and/or details.
- Transitions are effective and appropriately connect events, ideas, and/or details.
- Closure assists unity and is related to the focus.

Level 3
- The organization may at times be ineffective or too obvious but does not seriously get in the way of the central idea or theme.
- The opening is generally directive but not as well connected to the central idea as the reader might wish.
- Focus and coherence are present but may not be maintained consistently thus interrupting the flow.
- The writing demonstrates clear and mechanical order and arrangement of events, ideas, and/or details.
- Transitions sometimes work well; at other times, the connections between ideas seem forced, inappropriate, or too predictable.
- Closure tends to be mechanical but contributes to unity.

Level 2
- The organization may be weak or inconsistent resulting in continued interruptions in flow.
- The opening is not particularly clear or directive.
- Focus and coherence falter frequently.
- The writing demonstrates a discernible but weak and/or inconsistent order and arrangement of events, ideas, and/or details.
- Transitions are rarely used. Closure, although present, is either too weak to tie the piece together or only vaguely related to the opening.

Level 1
- The organization is awkward and disjointed. With ideas, details, or events presented in random order, the writing lacks direction and flow.
- The opening, if present, does little more than repeat the task.
- Focus and coherence are generally lacking and the flow of the writing is lost.
- The writing demonstrates an unclear or haphazard order and arrangement of events, ideas, and/or details.
- Transitions are very weak, leaving connections between ideas fuzzy, incomplete, or perplexing.
- Closure is inappropriate, unconnected or missing.

Writing Category: Sentence Fluency

Sentence fluency describes how effectively the writer constructs sentences. It includes the writer's ability to control syntax and to create variety in sentence type and length.

Level 5
- The writing has an easy flow and rhythm with strong and varied sentence construction which makes the reading enjoyable and easy.
- Sentence structure is logical and clear and shows how ideas relate to each other.
- The writing sounds natural and fluent. With effective phrasing, one sentence flows easily into the next.
- Sentences vary in structure and length creating an interesting text.
- Fragments, when used, are deliberately chosen for effect.
- Dialogue, when used, always sounds natural.

Level 4
- The writing has flow and rhythm with varied sentences. Use of sentence fragments or run-on sentences may interfere with fluency but do not impede meaning.
- The sentence structure is generally clear and logical and helps to show how ideas relate to each other.
- The writing generally sounds natural and fluent, although occasionally, a sentence may not flow smoothly into the next.
- While there is variation in sentence structure and length, there are occasions when more attention might have been given to this.
- Fragments, when used, are most often chosen deliberately for effect although sometimes they appear almost as an oversight.
- Dialogue, when used, most often sounds natural.

Level 3
- The writing still has some flow and rhythm, but tends to be mechanical. Sentence constructions are sometimes effective and varied, but there are occasional awkward constructions which interfere with clarity and precision.
- The sentence structure sometimes conveys relationships between ideas and sometimes it does not.
- The writing may be less fluid than desired. The writing shows good control over simple sentence structure but variable control over more complex structures.
- Sentences sometimes vary in length or structure, but often show little variation in pattern.
- Fragments, if used, sometimes work and sometimes seem the result of an oversight.
- Dialogue, if used, sometimes seems natural, but occasionally seems a little forced or contrived.

Level 2
- The writing lacks flow and rhythm. Attempts at complex sentence structures often impede clarity and precision.
- The sentence structure rarely shows connections and ideas and is often illogical or unclear.
- Sentences rarely sound natural or fluent; instead, they often sound awkward or disjointed.
- Sentences rarely vary in length or structure.
- Fragments, when present, are most often the result of oversight.
- Dialogue, if used, rarely sounds natural and most often seems forced or contrived.

Level 1
- The writing contains sentences which are choppy, incomplete, rambling, irregular and awkward which makes the writing difficult to follow.
- The sentence structure does not enhance meaning and most often obscures it.
- Sentence fluency is jarring and unnatural.
- Sentence patterns do not vary in length and structure.
- Fragments are frequent and are the result of an oversight.
- Dialogue, if used at all, usually sounds monotonous and unnatural.

Writing Category: Voice

Voice describes how effectively the writer speaks to the reader in a manner that is individualistic, expressive and engaging and reveals his/her stance toward the subject.

Level 5
- The writer demonstrates a compelling, individualistic and sincere engagement with the subject or task.
- The writing communicates in an honest, sincere manner and the conviction of the writer is apparent.
- The writing brings the subject to life for the reader.
- The writing reveals the writer to the reader who gets a strong sense of the person behind the words.

Level 4
- The writer demonstrates a clear, but not compelling, interest in the subject or task.
- The writing communicates in an earnest manner. The conviction of the writer is evident but not always consistent.
- The writing frequently moves the reader. The writer is inclined to take risks and is usually successful in revealing himself/herself to the reader.
- The writing generally reveals the writer to the reader but there may be times when the writer's presence is not apparent.

Level 3
- The writer seems personable and sincere but does not demonstrate a compelling interest in the subject or task.
- The writing communicates in an earnest, but routine, manner.
- The writing moves the reader occasionally. The writer tends to avoid risk and although the writer's voice may emerge at times, it does not do so on a consistent basis.
- The writing tends to hide, rather than reveal, the writer to the reader.

Level 2
- The writer is rarely personable and demonstrates only a superficial interest in the subject or task.
- The writing communicates at a functional level and is often flat.
- The writing rarely moves or involves the reader.
- The writing gives the reader little sense of the person behind the words.

Level 1
- The writer shows some interest in the subject or task, but it is dispassionate, lifeless and mechanical.
- The writing communicates at a functional level and is flat.
- The writing leaves the reader unmoved and uninvolved.
- The writing does not reveal the writer to the reader who gets no sense of the person behind the words.

Appendix 13: Sample Writing Frames

The following is intended to give students a framework to help with the language and organization of expository writing.

A: Retell Events Frames. Students retell events to inform or to entertain their audience. A retelling usually consists of:
- An opening (e.g., I visited Prince Edward Island this summer.)
- A retelling of events as they occurred (e.g., We crossed the Confederation Bridge ...)
- A closing (e.g., When I got back home, I began reading *Anne of Green Gables.*)

Teachers can help students get started on a retelling by suggesting frames, such as:

Several things happening ... First ... Secondly ... Another thing that happened ... Finally ...	It all began when ... First ... Then ... Next ... By the time ... At the end ...

B: Explanation Frames. Explanations are written to explain the process or to explain how something works. An explanation usually consists of
- A general statement to introduce the topic (e.g., Depletion of the ozone layer is a problem for people for several reasons.)
- A series of logical steps/reasons explaining how or why (e.g., The first reason is...; The second reason is...; Depletion of the ozone is also a problem because...)
- A concluding comment, summary or recommendation (e.g., Therefore, we must...)

Teachers can help students with explanations by introducing language and graphic organizers:

PROCEDURE In order to ..., you begin by ... Then ... Next ... After that ... If you follow these steps ...	**PROBLEM / SOLUTION** The problem is ... This problem occurred because ... The following actions were taken ... The result was ...
CAUSE/EFFECT …is caused by ...// Due to…, …. // Because of..., … // As a result of …, … … also happens because . There is also evidence that ... As a result, ... Therefore ...	

Cause/Problem	⇨	Effect/Solution
	⇨	
	⇨	

C: Report Frames. Reports are written to describe and/or explain. A report usually consists of
- An opening, general classification (e.g., St. John's is a city in Newfoundland.)
- A more technical classification (e.g., It is the province's capital and is believed to be the oldest city in North America.)
- A description including qualities, parts and their function, habits/ behaviours or uses (e.g., St. John's is the major distribution centre for goods and services.)

Compare/Contrasts are more complex versions of report frames. Organizers help students outline their report prior to their writing:

	CANADA	*MY HOME COUNTRY*
Weather		
People		
Language		
Lifestyle		

Comparison Frame	*Contrast Frame*
_____and _____ are alike in several ways. They both ... They are also alike in ... The ... is the same as ... Finally, they both ...	• _____and_____ are alike in that ... However, they differ in several ways. ____is …..while _____ is ……. They are also different in that ….. Finally …..
A Venn Diagram can be a useful planning tool in comparison and/or contrast writing.	

D: Opinion/Persuasion Frames. Arguments are written to present information from differing viewpoints and to support a position. This type of text usually consists of
- A statement of the issue and a preview of the main argument (e.g., *In Canada, smoking is not permitted in public places, such as restaurants. Some people think that the restaurant should have a smoking area; however, second hand smoke can travel all over even a large room.*)
- Supported arguments against the viewpoint (*e.g., Smokers are paying customers of the restaurant and if they cannot smoke the restaurant loses their business.*)
- Supported arguments for the viewpoint (e.g., *Firstly, smokers have to think about the effect that the smoke has on other people….*)
- A summary/conclusion that includes the writer's position (e.g., *Smokers must...*)

Students can make notes using a graphic organizer when preparing an argumentative/ persuasive piece of writing:
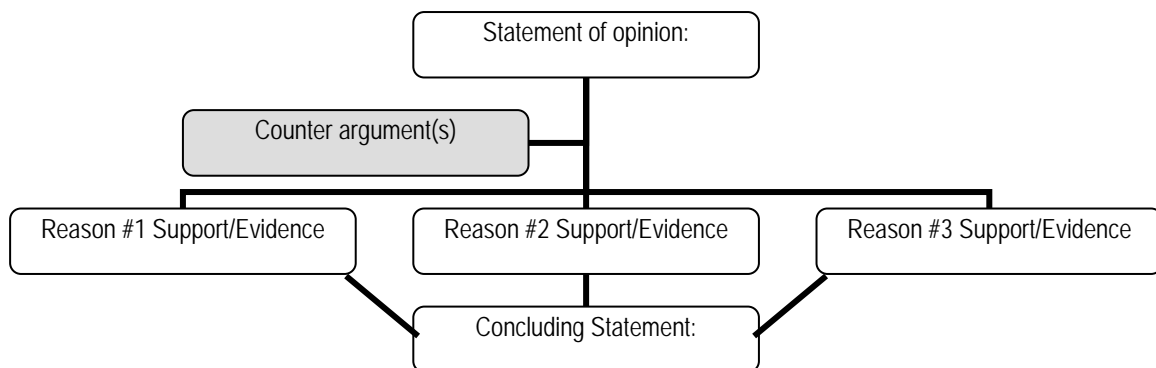
Appendix 14: Websites related to the Novels

The following websites may be helpful for novel studies:

Eagle Song by Joseph Bruchac

- Scope Site Lesson Plans:
  http://www.oakland.k12.mi.us/scope/intheworks/ss040301.doc

- Study Guide:
  http://www.witsprogram.ca/schools/books/eagle-song.php?source=lesson-plans

- Conflict and Resolution:
  http://opi.mt.gov/PDF/IndianEd/Curric/LessonPlans/Grade4/Topic4ExplainingFactors.pdf

Seedfolks by Paul Fleischman

- Harper Collins Study Guide:
  http://files.harpercollins.com/PDF/TeachingGuides/0064472078.pdf

Breadwinner by Deborah Ellis

- Group Projects and Discussion:
  http://www.woostersch.org/library/Breadwinner/Breadwinner.html
-
- Study Guide:
  http://www.woostersch.org/library/Breadwinner/StudyGuideTheBreadwinner.doc