



Education, Early Learning and Culture

Prince Edward Island English as an Additional Language Curriculum

Introductory/Beginner Level
Reading and Writing

EAL 701B

DRAFT

CURRICULUM

EAL 701B:
Introductory/Beginner Level
Reading and Writing

Working Draft

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Introduction

Background

Curriculum development is a process that involves many people, much deliberation, discussion, research and time. The development of English as Additional Language 701B was based on the need to support the education of students for whom English is an additional language in the Prince Edward Island school system. This curriculum document is based on the premises and principles that are set out in the *Foundation for the Atlantic Canada Language Arts Curriculum* (1999).

Rationale

English as a Second Language (ESL) refers to learners for whom English is a second language. Although this term is frequently used, this document refers to English language learners as learners for whom English is an Additional Language (EAL), since English may not necessarily be a learner's second language, but rather his/her third or fourth. For the purpose of clarity and citing pertinent research in this area, the term EAL is most applicable (please see the *Glossary of Terms*, Appendix G).

In many instances EAL students are assumed to have adequate English to cope with the regular academic program because they have obtained some level of oral fluency and competency. Cummins (1979) distinguished between two distinct kinds of language proficiencies: *Basic Interpersonal Communicative Skills (BICS)* and *Cognitive/Academic Language Proficiency (CALP)*. It was found that the majority of EAL students achieve BICS within two years of residence, but that they achieve CALP after five to seven years or longer of adequate second-language instruction. (Cummins 1979).

Educating all students is to prepare them for life in the 21st century. This includes those learners for whom English is an Additional Language (EAL). EAL learners bring their cultures, languages, experiences and identities with them when they arrive to Canada. EAL students enrich our society as well as our schools. While their linguistic and cultural backgrounds vary greatly, all EAL learners share the challenge of adjusting to a new culture and continuing their education in their new environment. To realize their new educational, personal, social and long-term career goals, EAL learners need to be able to communicate skillfully, appropriately, and effectively in English. English as an Additional Language is developed to directly meet students' language and learning needs by giving them several opportunities to practice effective and authentic English.

More specifically, EAL 701B is an introductory/ beginner level language course in reading and writing, which is intended to:

- introduce basic English language skills essential for academic and personal success.
- provide language instruction to assist learners in further developing basic English language skills in reading and writing.
- provide guidance and practice for the use of learning strategies and study skills consistent with successful additional language learning.
- assist students in becoming familiar with strategies, skills and procedures of the Prince Edward Island school system.

Purpose of the Curriculum Guide

The overall purpose of this curriculum guide is to develop EAL education, teaching and learning, and at the same time, recognize and validate effective practices in learning English as an additional language that already exist in many classrooms.

More specifically, this curriculum guide

1. provides detailed curriculum outcomes to which educators and others can refer when making decisions about learning experiences, instructional techniques, and assessment strategies in EAL 701B.
2. informs both educators and members of the general public about the philosophy and scope of EAL education for the senior level in the Atlantic provinces.
3. promotes effective EAL learning and teaching for students in the EAL 701B classrooms.

Guiding Principles

Underlying Principles

All kindergarten to senior high curriculum and resources should reflect the principles underlying the *English Language Arts Curriculum (1999)*, which include language being best learned

- as a primary instrument of thought and the most powerful tool students have for developing ideas and insights, for giving significance to their experiences and for making sense of both their world and their possibilities within it
- an expression of cultural identity
- when it is integrated; all the language processes are interrelated and interdependent
- holistically; students best learn language concepts in context rather than in isolation
- through purposeful and challenging experiences designed around stimulating ideas, concepts, issues and themes that are meaningful to them

-
- when students are aware of the strategies and processes they use to construct meaning and to solve information-related problems
 - when students are given frequent opportunities to assess and evaluate their own learning and performance
 - as a process of learning where students need various forms of feedback from peers, teachers and others-at school, at home and in the community
 - when students have opportunities to communicate in various modes what they know and are able to do
 - when assessment is an integral and ongoing part of the learning process itself, not limited to final products

Moreover, the underlying principles also include language learning as

- an active process of constructing meaning, drawing on all sources and ways of knowing
- personal and intimately connected to individuality
- develops out of students' home language and their social and cultural experiences
- developmental: students develop flexibility and fluency in their language use over time
- continual and multi-dimensional; it can best be assessed by the use of multiple types of evidence that reflect authentic language use over time

Program Design and Components

Overview

The EAL701B curriculum is based on the Foundation for the *Atlantic Canada English Language Arts Curriculum (1999)* and the *Newfoundland and Labrador ESL 1205 Course* and its curriculum. The EAL 701B curriculum integrates language learning processes, strands and concepts through interactive and communicative activities and strategies that have been researched as best practices in learning English as an additional language.

Curriculum Outcomes

Curriculum outcomes are statements articulating what students are expected to know and be able to do in particular subject areas. These outcome statements also describe knowledge and skills students are expected to demonstrate at the end of certain key stages in their education. These are based upon their cumulative learning experiences at each grade level in the entry-graduation continuum.

General Curriculum Outcomes (GCOs) are statements articulating what students are expected to know and be able to do upon completion of study in a curriculum area.

Key-Stage Curriculum Outcomes (KSCO)s are statements that identify what students are expected to know and be able to do by the end of grades 3,6,9, and 12, as a result of their cumulative learning experience in a curriculum area.

Specific Curriculum Outcomes (SCO)s are statements identifying what students are expected to know and be able to do.

Essential Graduation Learnings

The Essential Graduation Learnings (EGLs) describe learning in terms of knowledge, skills and attitudes. They are considered essential for all learners graduating from school. The EGLs are cross-curricular and all subject areas contribute to their attainment. The following comprise the EGLs. At high school completion:

- Graduates will be able to respond with critical awareness to various forms of the arts and be able to express themselves through the arts.
- Graduates will be able to assess social, cultural, economic and environmental interdependence in a local and global context.
- Graduates will be able to use the listening, viewing, speaking, reading and written modes of language(s) as well as mathematical and scientific concepts and symbols to think, learn and communicate effectively.
- Graduates will be able to continue to learn and to pursue an active, healthy lifestyle.
- 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.

- Graduates will be able to use a wide variety of technologies, demonstrate an understanding of technological applications, and apply appropriate technologies for solving problems.
 - Graduates will be able to demonstrate an understanding and appreciation for the place of belief systems in shaping the development of moral values and ethical conduct.
- The Essential Graduation Learnings are supported by curriculum outcomes.

General Curriculum Outcomes

Reading, Writing, Viewing and Representing

The general curriculum outcomes for EAL 701B are consistent with the framework provided by the document *Foundation for the Atlantic Canada English Arts Curriculum (1999)*.

Students will be expected to:

- select, read and view with understanding a range of literature, information, media and visual arts.
- interpret, select and combine information using a variety of strategies, resources and technologies.
- respond personally to a range of texts.
- respond critically to a range of texts, applying their understanding of language, form and genre.
- use writing and other forms of representation to explore, clarify and reflect on their thoughts, feelings, experiences and learnings and to use their imagination.
- create texts collaboratively and independently, using a variety of forms for a range of audiences.
- use a range of strategies to develop effective writing and media products and to enhance their clarity, precision and effectiveness.

Specific Curriculum Outcomes

The specific curriculum outcomes (SCOs) for EAL701B identify what learners are expected to know and be able to do upon completion of the course. Unit and lesson planning should be balanced to provide a range of experiences addressing each outcome. Instructional practices should be designed to provide a variety of opportunities for learners to achieve these outcomes. The specific curriculum outcomes encompass the language strands: reading, viewing, writing and other ways of representing. (for specific 701B SCOs, please see *Curriculum Overview*).

Relevant Research in Language Acquisition

This section of the curriculum guide is a comprehensive review on the most relevant research in language acquisition. EAL 701B draws heavily on this research, which has important implications for students and teachers.

Linguistic Processes

Linguistic Processes of Language Acquisition

Educators, parents and students have many misconceptions about learning an additional language. Language acquisition consists of acquiring a language by developing sociocultural, linguistic, academic and cognitive processes. Learning an additional language is complex and challenging for children, youth and adults. Acquiring an additional language takes a great deal of time, and the process of learning a language can vary greatly from learner to learner. The current research has revealed the beneficial role the first language plays on the acquisition of the second language. The cognitive and academic development in a student's first language greatly influences their rate of progression in learning a second language. This section of the curriculum guide provides an overview of the current research results in language acquisition that have important implications for teachers.

Language Acquisition

Children pass through stages of acquiring their first language - from babbling to one-word utterances, two-word phrases, full sentences, and eventually, complex grammar (See the following chart). Students learning a second (additional) language also move through these stages, and they generally proceed from listening and comprehending to speaking, and eventually to reading and writing. The rate of language acquisition is not to be equated with intelligence since this rate of acquisition is affected by a multitude of economic, social, personal and circumstantial factors. In order for teachers to effectively differentiate instruction for these students, they must know and understand each stage and its characteristic.

Adapted from Classroom Instruction that Works (2006), Hill and Flynn and "English Language Learners; Learning a Second Language" (2007), the Wisconsin Literacy Network and Reading Network Source

Stages of Second/Additional Language Acquisition

Stage	Characteristics	Approx. Time Frame	Teacher Prompts
Preproduction	The student... * has minimal comprehension * does not verbalize * nods “yes” and “no” * draws and points	0 - 6 months	Show me... Where is... Who has...
Early Production	The student... * has limited comprehension * produces one-or-two word responses * participates using key words and familiar phrases * uses present-tense verbs	6 months - 1 year	Yes/no questions Either/or questions One-or-two word answers Lists Labels
Speech Emergence	The student... * has good comprehension * can produce simple sentences * makes grammar and pronunciation errors * frequently misunderstands jokes	1 - 3 Years	Why...? How...? Explain...? Phrase or short sentence answers
Intermediate Fluency	The student... * has excellent comprehension * makes few grammatical errors	3 - 5 Years	What would happen if...? Why do you think...?
Advanced Fluency	The student has near-native level of speech	5 - 7 Years	Decide if... Retell...

Source: Adapted from Krashen and Terrell (1983).

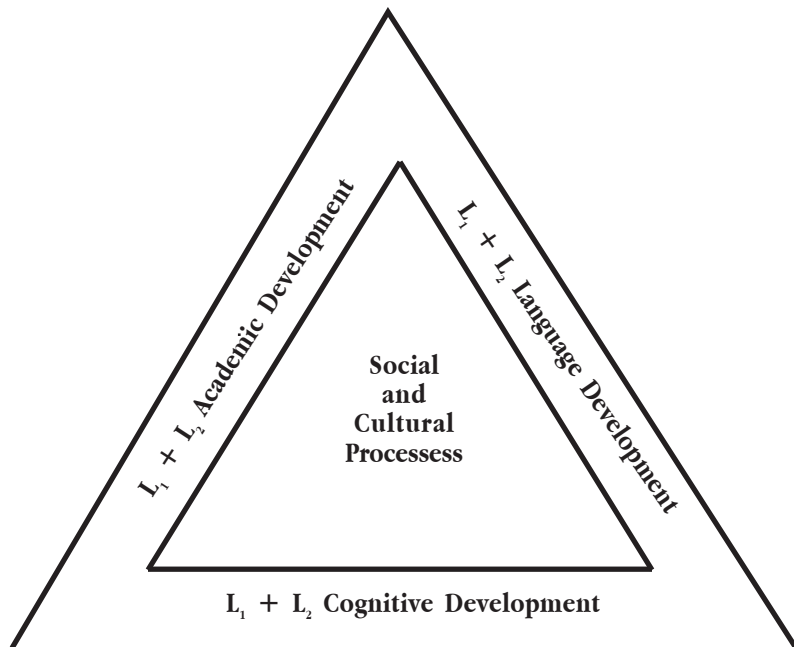
* Please note the rate of production of these stages is affected by literacy in one’s first language (see *Literacy and EAL*).

The Prism Model

W.P. Thomas & V.P. Collier, 1997

Language Acquisition for School

The model has four major components that “drive” language acquisition for school: sociocultural, linguistic, academic, and cognitive processes. To understand the interrelationships among these four components, Figure 3 symbolizes the developmental process that occurs during the school years for the bilingual child. While this figure looks simple on paper, it is important to imagine that this is a multifaceted prism with many dimensions. The four major components—sociocultural, linguistic, academic, and cognitive processes—are interdependent and complex.



Interdependence of the Four Components

All of these four components—sociocultural, academic, cognitive, and linguistic—are interdependent. If one is developed to the neglect of another, this may be detrimental to a student’s overall growth and future success. The academic, cognitive, and linguistic components must be viewed as developmental. For the child, adolescent, and young adult still going through the process of formal schooling, development of any one of these three components depends critically on simultaneous development of the other two, through both first and second languages. Sociocultural processes strongly influence, in both positive and negative ways, students’ access to cognitive, academic, and language development. It is crucial that

educators provide a socioculturally supportive school environment that allows natural language, academic, and cognitive development to flourish in both L1 and L2 (Collier, 1995a, 1995c, Thomas and Collier, 2002).

Language Acquisition and Social Language

BICS- Basic Interpersonal Communicative Skills (BICS):

- “Conversational English/Social Language; the language of normal everyday speech, including pronunciation, grammar, and basic vocabulary. BICS represent the ability to understand and speak informally with friends, teachers and parents; the aspects of communication that are used daily in routine communicative exchanges (e.g. while dressing, eating, bathing, playing, etc.). In addition to showing the informal aspects of social talk, BICS also reveal the skills that do not require a high degree of cognition (e.g. naming objects and actions, referring to non-existence, disappearance, rejection, and negation, and so forth). Students demonstrating BICS might recognize new combinations of known words or short phrases.”

(Cummins (1979) first referred to BICS); Classroom Instruction that Works (2006), Hill & Flynn, and “Language Acquisition” (2007), Earth Renewal)

Language Acquisition and Academic Language

CALP-Cognitive Academic Language Proficiency:

- “Academic language is the language of the classroom - the language of the isosceles triangles, complex compound sentences, and photosynthesis. Students must master academic English to understand textbooks, write papers and reports, solve mathematical word problems, and take tests. Without a mastery of English, students cannot develop the critical-thinking and problem solving needed to understand and express the new and abstract concepts taught in the classroom. However, academic language takes at least five to seven years to develop, and it can take even longer for a student who was not literate in her/his primary language when s/he started in a US school.”

(Cummins (1979) first coined the term CALP; Collier & Thomas, 1989 in Hill and Flynn’s (2006) Classroom Instruction that Works).

BICS to CALP: A Development Continuum

Dr. Hetty Roessingh has adapted Jim Cummins' original framework (1982), which, in her view fits better with the iceberg metaphor.

The Iceberg Metaphor



This image nicely illustrates the 'above the surface' language (Basic Interpersonal Communication Skills — BICS) and the vastness of the underlying proficiency 'below the surface' that is referred to as Cognitive Academic Language Proficiency — CALP. Like an iceberg, BICS may represent only about 10% of the overall proficiency of an academically competent learner. The key to understanding the relationship between the above and below the surface features includes understanding the role of first language proficiency and age on arrival.

BICS – CALP: A developmental continuum organized around 4 quadrants

Cummins' framework (1982) highlights the role of **context** as fundamental to supporting children's language and literacy development. Context is represented on the horizontal axis of the framework. The **cognitive** demands of language are represented on the vertical axis.

Dr. Hetty Roessingh has adapted the framework in the following way:

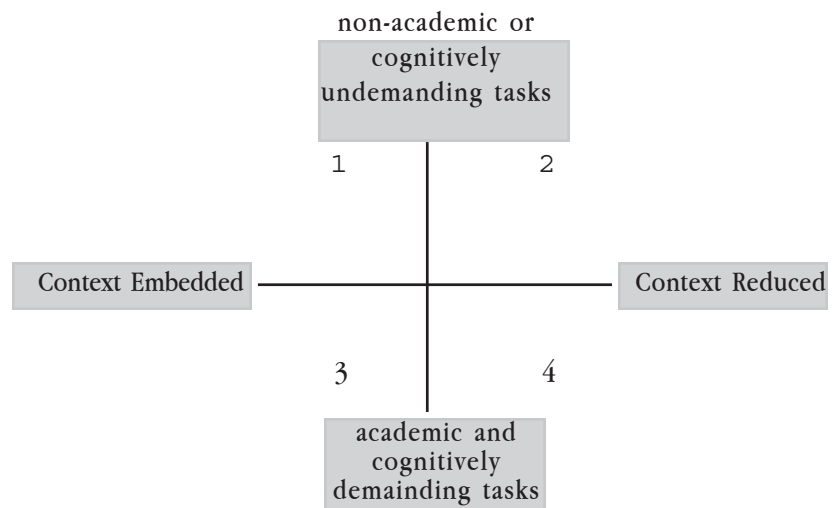
BICS to CALP: Cummins' (1982) Framework for the development of language proficiency

If this framework is overlaid onto the iceberg image, you begin to understand the challenge of developing CALP.

The following figure gives information for each of the 4 quadrants. You might want to overlay this onto the iceberg as well, to get an idea of the depth of the ‘below the surface’ proficiency required to do the cognitive “push ups” required for academically demanding tasks.

FROM BICS TO CALP:

Cummins (1982) Framework for the Development of Language Proficiency



From BICS to CALP:

Cummins' (1982) Framework for the development of language proficiency

Cognitively Undemanding ...

- **'here and now'** language: 1000 – 2500 words. Learners must personalize, internalize and automatize these building blocks. They need to hear them hundreds and hundreds of times for this to happen.

- survival “chunks”

- simple grammar forms

- high frequency vocab: family, clothes, food, money: face-to-face interactions

1

Context embedded

- *'my lived experience': 2500 – 5,000 words*
- *initial reading skills*
- *writing for personal needs: notes, lists, recipes, group constructed text (LEA)*
- *common vocab: sports, hobbies, celebrations*
- *begin to integrate grammar and vocab: mini "themes"*

2

Context reduced .

3

- *'there and then language ...'*
- *transitioning to curriculum related content*
- *manipulatives visual representations*
- *shift from learning to read, to reading to learn (GE 5)- to GE 7: reading strategies*
- *thematic units: disasters, heroes, Blue Jeans*
- *ESL learner has 3000 high frequency words, some academic words (AWL) and some common vocab ... maybe 8,000 words.*
- *"language and thought I can access with scaffolded supports"- IMAGES!*

4

'the educated imagination': ideas I can access only through language itself

- *abstract thought: metaphor, symbolism, idioms, imagery*
- *extensive use of reading and writing in academic genres (essays, debates)*
- *GE 7 – 9+*
- *12,000 words + (compare to L1 speakers with at least 40,000 words and heading toward 100,000 by the end of grade 12)*
- *Thresholds by gr. 12: older arrivals, 24,000; jr. high & elem. 40,000*

Cognitively demanding

The first two quadrants represent BICS: the language of 'here and now' and 'my lived experiences'. Quadrant 3 is an important transitional quadrant as learners shift from learning to read to reading to learn. Quadrant 4 is characterized by the acquisition of metaphoric competence. Perhaps the most important thing to note is the ever widening gap in vocabulary size that will forever impede the academic progress of ESL learners of all ages. This is why strategies are so important to ESL kids ... they can begin to acquire them once they have an estimated reading age of grade equivalent (GE) 5 and the critical mass of vocabulary for fluent reading is in place .

She chose this particular image of an iceberg because *it depicts two 'peaks', similar to that of the learner acquiring English language proficiency. Dual threshold theory (Cummins, 1996, 110 – 111) posits that when both languages eventually reach equal levels and there is a large below the surface mass, benefits accrue to those individuals over their unilingual counterparts.*

Roessingh notes, *the left hand peak is smaller ... again, a good image to illustrate the shrinking or 'melting away' of L1 almost immediately from the day the immigrant child or teenager sets foot in Canada and begins to learn English (DeVries, 1999). Few people ever do reach full bilingual proficiency – there is usually an imbalance of L1 and L2. The important thing is the depth 'below the surface' that must be developed in either L1 or L2 for learners to reach their academic potential.*

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From BICS to CALP: A Developmental Continuum

BICS	CALP
Basics Interpersonal Communicative Skills	Cognitive Academic Language Proficiency
<ul style="list-style-type: none">• conversational English• social language• language of everyday speech• the ability to understand and speak informally with peers, teachers and parents• do not require a high degree of cognition• high levels of BICS does not equal high academic language skills	<ul style="list-style-type: none">• academic language• the language of isosceles triangles, complex compound sentences, and photosynthesis• takes 5 - 7 years to develop• can take more than 7 years to develop for a learner who is not literate in his/her first language

Contexts for Teaching and Learning

The EAL Learner

The EAL student is a student for whom English is an additional language. The EAL student could be at the pre-literate, beginner, intermediate, high intermediate or advanced level of English language proficiency in the areas of listening, speaking, reading and writing. English language proficiency is not a measure of cognitive ability. EAL learners come from a variety of socio-economic, cultural, linguistic, religious, social and educational backgrounds which are all contributing factors to the rate at which students will acquire a language. EAL students are also coming into classrooms with diverse status situations from one end of the spectrum to the other. For example, some students may be immigrants arriving with their whole family and with parents who are well educated and easily employed; while others may arrive as part of a fragmented refugee family for whom education was not a choice due to political and/or religious unrest (please refer to the *Glossary of Terms* for additional reference).

The EAL701B Learner

EAL701B has been developed for students at the beginner/introductory level. At the time of entry to EAL 701B, a learner has normally received limited, or in some cases no instruction in English as an additional language. The learner may have some basic English grammar and vocabulary previously, but will not use them consistently in reading or writing. He or she has difficulty understanding natural and authentic oral and written language and does not demonstrate facility with intermediate grammar and vocabulary. (Please refer to the *EAL701B Standards, Appendix A* for further descriptors at this level).

Reading and Writing

EAL701B learners may enter the course displaying a variety of skill levels, ranging from no ability to read and write in English, to being able to read basic texts and vocabulary, and use basic grammar and simple sentence structures. Everyday conversation is challenging (see *EAL701B Standards, Appendix A* for further clarification).

Meeting the Needs of All Students

The curriculum is designed to meet the needs and interests of all students. The curriculum should provide for including the interests, values, experiences, and languages of each student and of the many groups within our local, regional, national and global communities.

In recognizing and valuing the diversity of students, teachers must consider ways to:

- provide a climate and design language learning experiences to affirm the dignity and worth of all learners in the classroom community;
- redress educational disadvantages; for example, as it relates to students living in poverty or having come from war-torn and/or poor countries, living conditions or other traumatic experiences;
- model the use of inclusive language, attitudes, and actions supportive of all learners;
- adapt classroom organization, teaching strategies, assessment strategies, time, and learning resources to address learners' needs and build on their strengths by:
 - providing opportunities for learners to work in a variety of learning contexts, including mixed-ability groupings;
 - identifying and responding appropriately to diversity in students' learning styles;
 - using students' strengths and abilities to motivate and support language learning;
- celebrate the accomplishments of learning tasks by students;
- reaffirm student identities by recognizing and respecting students' first language and culture;
- recognize and respect students' prior knowledge and experience as valuable assets to learning social and academic language.

Gender-Inclusive Curriculum

In a supportive learning environment, male and female students receive equitable access to teachers' assistance, resources, technology, and a range of roles in group activities. It is important that the curriculum reflect the experiences and values of both male and female students and that text and other learning resources include and reflect the interests, achievements, and perspectives of males and females. Male and female roles often differ from culture to culture, and therefore some students may need knowledge of male and female roles in this culture, as well as time and sensitivity to adjust. Teachers should have a good understanding of the diverse nature of male/female roles and responsibilities as well as the nature of male/female relationships from varying cultures (See Cultural Awareness Factors, Appendix I).

Teachers promote gender equity in their classrooms when they:

- articulate equally high expectations for male and female students;
- provide equal opportunity for input and response from male and female students;
- model gender-fair language and respectful listening in all their interactions with students;
- promote critical thinking and challenge discrimination.

In order to engage in and maximize learning, all students need to see their social and cultural identities reflected and affirmed in curriculum and classroom practices. It is important to recognize that EAL students come from diverse, ethnic, racial, cultural and social backgrounds. In addition, they communicate with the wider multicultural world through technology, media, travel, and family and business connections in order to understand their own and others' customs, histories, traditions, values, beliefs, and ways of seeing and making sense of their world. Through communicative, interactive and experiential learning or through reading, viewing, and discussing basic, authentic texts that reflect diverse social and cultural backgrounds can come to understand each others' perspectives.

Valuing Social and Cultural Diversity

The EAL701B curriculum promotes a commitment to equity by valuing, appreciating, and accepting the diverse and multicultural nature of our EAL students and society in general, and by fostering awareness and critical analysis of individual and systemic discrimination.

Curriculum, classroom practices, and learning resources should reflect the diverse and multicultural nature of our society, examine issues of power and privilege, and challenge stereotypes and discrimination.

Education for Sustainable Development

Education for sustainable development (ESD) involves incorporating the key themes of sustainable development, such as poverty alleviation, human rights, health, environmental protection, and climate change into the education system. ESD is a complex and evolving concept and requires learning about these key themes from a social, cultural, environmental, and economic perspective, and exploring how those factors are interrelated and interdependent.

With this in mind, it is important that all teachers including English as an Additional Language (EAL) teachers, attempt to incorporate these key themes in their subject areas. One tool that can be used is the searchable online database *Resources for Rethinking*, found at <http://r4r.ca/en>. It provides teachers with access to materials that integrate ecological, social, and economic spheres through active, relevant, interdisciplinary learning.

Engaging All Students

One of the greatest challenges for teachers is engaging students who feel alienated from learning (i.e. students who lack confidence in themselves as language learners who have a potential that has not yet been realized). In this case, EAL students, may lack confidence in their ability to speak, read and write in English. Although some EAL students are very motivated, teachers should not always assume this will always be the case. Among them are students who seem unable to concentrate, who lack everyday motivation for academic tasks, who rarely do homework, who fail to pass in assignments, who choose to remain on the periphery of small-group work, who cover up their writing attempts fearing

the judgements of peers, who are mortified of being asked to read aloud and who keep their opinions to themselves. EAL students may become disengaged for these reasons and several more. For example, an EAL student who appears disengaged in a class discussion may actually not have the speaking and vocabulary skills necessary for participation. Such students may be extremely fearful of making a mistake that they simply do not take risks. Students may be in the *silent period* (See *Glossary of Terms*, Appendix G and *Cultural Awareness Factors*, Appendix I). In addition, some EAL students who have missed significant gaps in their education may experience delays when it comes to learning an additional language. Some, though not all, exhibit behaviors in classrooms that further distance them from learning.

These students need essentially the same opportunities as their peers:

- engagement in authentic and worthwhile communication situations;
- time to construct meaning, connect, collaborate, and communicate with each other;
- opportunity to form essential links between the world of authentic text and their own world;
- develop a sense of ownership of language learning and assessment tasks.

EAL students need multiple opportunities for experiences that are designed to engage them personally and meaningfully, and which make their learning pursuits relevant. They need substantial support in reading and writing. They need positive and motivational feedback. They need all of these experiences within purposeful, interactive and communicative learning contexts.

Ultimately, the EAL curriculum should prepare students for communicating in the real world in addition to high school. Preparing students means engaging them with resources and with people from whom they can learn more about themselves and their world. Some students feel insecure about their own general knowledge and are reluctant to take part in class discussions deferring to their peers who seem more competent.

Through the curriculum, the students must not only find their voice in a new language, but also in a new culture. This can be a daunting task for many. The learning environment must be structured in such a way that all students, alongside their peers develop confidence in their language proficiency and overall ability to communicate with others.

The greatest challenge in engaging EAL learners is finding an appropriate balance between supporting their language needs by structuring communicative, interactive opportunities for them to experience learning success and challenging them to grow as learners. Teachers need to have high expectations and to clearly articulate and explain these expectations in simplified language at this level.

Links to Community

A complete curriculum allows for the flexibility of inclusion of the community through various means. Activities such as guest speakers, field trips, and presentations allow the students to become more aware of the influence of the community on their lives. Students gain insight into the current workings of their local society, as well as observe role models and establish contacts with the community. Moreover, these activities link EAL students to the community and give them opportunities to listen to and practice authentic language in real-life situations.

Homework

Homework is an essential component of a program as it extends the opportunity to think and reflect on ideas investigated during class time. Meaningful homework experiences can allow the students to learn self-discipline and team responsibility while acquiring a sense of self-worth.

Teachers use their professional judgement to assign homework as a means of reinforcement, assessment, and/or further investigation.

Homework is another channel for parents and guardians to be involved. It is a tool for parents and guardians to understand the focus of their child's education in learning English as an additional language. In some cases it opens the opportunity for parents and guardians to become actively involved in the homework process. Parents and students are often learning English as an additional language at the same time, enhancing family literacy.

Learning a new language and culture is very demanding. Spending all day listening to a language one does not understand can be exhausting. This needs to be taken into consideration when asking students to spend time doing homework, especially at the beginner and introductory level.

The Senior High Learning Environment

An effective learning environment for grades 10-12 is

- interactive
- communicative
- collaborative
- inclusive
- caring, safe
- challenging
- a place where resource-based learning includes and encourages the multiple use of technology, the media, and other visual texts as pathways to learning and as avenues for representing knowledge.

The teacher structures the learning situation and organizes the necessary resources. In assessing the nature of the task, the teacher may find that the situation calls for teacher-directed activities with the whole class, small groups of students, or individual students. Such activities include direct instruction in concepts and strategies and brief mini-lessons to create and maintain a focus.

As students progress in their English language proficiency and develop a focus for their learning, the teacher moves to the perimeter to monitor learning experiences and to encourage flexibility and risk taking in the ways students approach learning tasks. The teacher intervenes, when appropriate, to provide support. In such environments, students will feel central to the learning process.

As the students accept more and more responsibility for learning, the teacher's role changes. The teacher notes what the students are learning and what they need to learn, and helps them to accomplish their tasks. The teacher can be a coach, a facilitator, an editor, a resource person, and a fellow learner. The teacher is a model whom students can emulate, a guide who assists, encourages, and instructs the student as needed during the learning process. Through the whole process, the teacher is also an evaluator, assessing students' growth while helping them to recognize their achievements and their future needs.

Learning environments are places where teachers:

- integrate new ways of teaching and learning with established effective practices;
- have an extensive repertoire of strategies from which to select the one most appropriate for the specific learning task;
- value the place of dialogue in the learning process;

- recognize students as being intelligent in a number of different ways and encourage them to explore other ways of knowing by examining their strengths and working on their weaknesses;
- value the inclusive classroom and engage all learners in meaningful activities;
- acknowledge the ways in which gender, race, ethnicity, and culture shape particular ways of viewing and knowing the world;
- structure repeated opportunities for reflection so that reflection becomes an integral part of the learning process.

The physical learning environment should not be restricted to one classroom. There should be ample physical space for students to use cooperative learning techniques as well as other learning styles. There should be regular access to learning centers in the school building such as computer labs and gymnasiums. Learning should be extended to community facilities, allowing field trips and guest speakers to expand the learning environment, while appreciating the focus of the community in their education.

A Safe Learning Environment

Students and teachers need to feel safe, both physically and emotionally, in the school setting. In a learning environment where cooperative, active and collaborative teaching strategies are utilized, students must become knowledgeable of their role in enabling a safe environment to exist.

Empowering students to take ownership for their own safety and those of their peers is an essential component of the classroom learning. Teachers can provide students with the knowledge necessary to prevent unnecessary risks in their learning environment. By educating students about the risk factors involved in the classroom setting, they can become active participants in the ownership of their own safety.

While physical safety is of utmost importance in the classroom setting, emotional safety is equally important. Students need to know the accepted behavior and the consequences that ensue. Students should be encouraged to be active learners without being intimidated by others. In every learning environment, teaches foster cooperative, respectful verbal dialogue and physical presence. Student consequences to the contrary are essential components to the learning process.

Educating EAL students about the risk factors, accepted behavior and consequences involve giving students a great deal of information in English. Teachers ensure student understanding by asking questions for clarification of the information given. At the introductory/ beginner level, teachers may want to access translators to ensure this information is completely understood. Due to language barriers and cultural misunderstandings, some EAL students may not be fully aware of acceptable and unacceptable behavior. It is crucial EAL students have an understanding of what behaviors are expected from them in the classroom and school.

Principles Underlying the EAL Curriculum

The general principles of second language learning influence ESL programming as noted in *Newfoundland's ESL Support Document (1999)*. These second language principles also apply to learning an additional language and are equally important when considering EAL 701B.

Second Language Learning Principles

- Developing a high level of second language proficiency may take a very long time. While basic interpersonal communication skills can usually be acquired within two years in a second language environment, a high level of proficiency (takes five to seven years) for some learners (Cummins 1979, 1982). For the teacher, this means that while an ESL student may appear to be competent in conversation after a year or two, it often takes several years for the learner to achieve the sophisticated level of language required in some academic tasks.
- Second language learning is a developmental process. This process is both similar to, and different from, learning a first language. Learners often develop their own creative learner language, referred to as interlanguage (Selinker, 1972). This is neither random nor entirely dictated by the first language, although the first language plays a role. Beginning ESL students often need a period of listening to English before they can be expected to produce orally. Learners of differing first languages (i.e. Arabic, Asian, Slavic) pass through certain stages in the acquisition of the second language. Errors in the target language reflect the learner's position along the developmental continuum and are an unavoidable and natural part of the acquisition process.

- Individual differences affect learner success. Factors such as age, motivation and attitude, cognitive style, learning strategies, aptitude as well as personal characteristics like extroversion and tolerance of ambiguity all influence learner progress. There are certain constants in second language development, but there is also much variability among individual learners.
- Both accuracy and fluency play a significant role in the acquisition of a second language. A focus on communicative ability and a focus on form are necessary to attain a high level of proficiency in the second language. It is not enough for a learner to be simply exposed to the language.
- First language literacy has implications for ESL programming. Student literacy in a first language may affect the time needed to develop second language skills. Students usually learn to read when they have a meaningful vocabulary and can identify and distinguish the sounds of English. Students with limited literacy, as well as those literate in writing systems other than the Roman alphabet, will need to begin their reading program with reading readiness activities. Students who are literate in their first language can transfer cognitive/academic or literacy-related skills both to and from the target language (Cummins, 1999), often resulting in better academic achievement than those students who are not literate in their first language.

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Motivation

Motivation for EAL students may differ depending on many factors. Students' educational, emotional, cultural and socio-economic backgrounds all affect their motivation level. If an EAL student is quiet, this does not necessarily mean that a student lacks motivation. The student could be in the "silent stage" (see *Glossary of Terms*, Appendix G), or the student may not have enough speaking skills to respond for the first part of a beginner course. Many students do not understand the intricacies involved in learning a language. They may be highly motivated in other courses like mathematics, science, social studies, etc. as opposed to English. They may not see the purpose of progressing in their English language proficiency, and how doing so will help them progress in their academic and cognitive language. In turn, the progression in their English language skills will in fact, assist them in the progression of all their secondary courses. Students who come to understand this relevancy will often be more motivated as they see the purpose and function behind learning English as an additional language. Those students who do understand the role language plays in their learning, may still struggle with comprehending and expressing new concept/terms in a new language. This may lead to frustration and low motivation.

The English As An Additional Language Learning Environment

The Effective EAL Classroom

With the accelerating pace and scope of change, today's students cannot prepare for communicating effectively in the outside world by merely learning isolated facts about language and grammar. Problem-solving, critical and creative thinking, and informed decision making are essential for success in the future. The EAL701B learning environment can contribute to the development of these essential attributes.

An effective instructional environment incorporates principles and strategies that recognize and accommodate varied learning styles, multiple intelligences, and diverse abilities that students bring to the classroom. Teaching approaches and strategies foster a wide variety of experiences to actively engage all students in the learning process. The communicative and interactive nature of EAL701B provide unique opportunities to do this.

To meet these challenges, the EAL program reflects a wide range of characteristics:

Respectful of diversity

EAL students come to the Canadian classroom from backgrounds that represent global diversity in terms of social identity, economic context, race, ethnicity, and gender. The EAL learning environment attempts to affirm the positive aspects of this diversity and foster an understanding and appreciation of the multiple perspectives that this diversity can lend to the classroom. Regardless of their backgrounds, students should be given equal access to educational opportunities of which they can be successful.

Inclusive and inviting

The EAL classroom should be a psychologically safe place in which to learn. It should be free from bias and unfair practices that may arise from perceptions related to ability, race, ethnicity, culture, gender, or socio-economic status. Students do come with different attitudes, levels of knowledge, and points of view, but rather than be obstacles, these differences should be opportunities to rise above stereotypes and positive self-images. Students should be provided collaborative learning contexts in which they can become aware of and transcend their own stereotypical attitudes and behaviors.

Engaging, interactive & communicative

If classrooms are places where there is respect for diversity and where learning is engaging and interactive, then students will be expected to participate in communicative and problem-solving situations. Students will be provided with direct, vicarious and authentic experiences to which they can apply English language skills, strategies, and processes purposefully. Rather than assuming passive roles, students bring their prior information and knowledge to shape a global community within the classroom.

Relevant and significant

Since the adolescent learner may challenge what the adult world represents and the relevance of taking a course in English as an additional language, it is necessary for the EAL curriculum to be convincing and relevant. Consequently, it must provide learning situations that incorporate student interest but also encourage students to question what they know, their assumptions, and attitudes. In so doing, they will come to more deeply understand and appreciate their own heritage and culture.

Balance

When planning English as an additional language learning experiences, it is important that teachers consider appropriate emphasis on specific aspects of the curriculum, including

- oral activities that provide the scaffolding for growth in reading and writing
- opportunities for students to use talk for different purposes, including the use of exploratory talk to explore and shape their ideas
- several opportunities for student talk
- access to information texts, literature, media texts and technological texts
- reading experiences appropriate to the developmental needs of the students; these experiences should include at all levels, reading aloud, shared reading, guided reading and independent reading
- involvement in individual paired, small group and large group activities
- experiences designed, selected or directed by the teacher and experiences designed, selected or directed by the student
- writing for different purposes and audiences, including themselves
- assessment procedures that gather information on all areas of English as an additional language

Challenge

Experiences that challenge learners are essential to language development. Students need to experiment with language and try out new ideas. If they are at the limits of their knowledge and abilities, they will make mistakes. In a supportive environment, students will take risks and learn without anxiety. Within an inviting and stimulating environment, all students must be continually challenged to:

- expand their knowledge base (including their capability and ease of use of vocabulary, syntax, punctuation, structure, rhetorical techniques/ stylistic devices)
- develop increasing facility with a range of strategies for reading, writing, speaking, listening, representing and viewing (including inferring, adapting, substituting, regrouping, attending to cues, predicting, synthesizing, assessing, judging, exploring)

- create and respond to texts of increasing complexity
- use and respond to language from progressively more sophisticated perspectives
- develop increasing confidence with language (including level of comfort, willingness to risk and extend, adaptability, flexibility, valuing and appreciating)

Inquiry

English language arts classrooms need to be centres of inquiry where students and teachers investigate their own language learning, both individually and as a learning community. They should be places where students learn to reflect, in a focused way, on the powers and limitations of language use and usages. At all levels students need to reflect on their own language use and on the ways in which others use language. They need to grapple with the problems of understanding how language works, what effects certain language has, and why. This sort of inquiry challenges their thinking about language.

Such critical and self-critical perspectives become accessible to students in classrooms where they know their own words are heard and respected and where teachers are critically aware of and reflective about their own language use. Under these circumstances students can become sufficiently self-critical to improve their work and to adapt what they know to a variety of situations. Critical perspectives also enable students to recognize when others use language powerfully and eloquently to influence and manipulate them as well as to engage and inspire them.

Resource-Based Learning

Resource-based learning actively involves students, teachers and teacher-librarians in the effective use of a wide range of print, non-print and human resources. Resource-based learning fosters the development of individual students by accommodating their varied interests, experiences, learning styles, needs and ability levels. Students who use a wide range of resources in various mediums for learning have the opportunity to approach a theme, issue or topic of study in ways which allow for a range of learning styles and access to the theme or topic via cognitive and affective appeals. When students engage in their own problem solving or research process with appropriate teacher support and supervision, they are more likely to take responsibility for their learning and to retain the information they gather for themselves. In a resource-based learning environment, teachers encourage students to use a wide variety of resources to seek information and solve problems. Students and teachers make decisions about appropriate sources of information and tools for learning and how to access them. They use:

- translators or electronic dictionaries (teachers regulate according to language level and learning needs; please see Student Resources)

- a range of print resources such as textbooks, novels, magazines, newspapers, World Wide Web texts and library reference works
- multimedia technologies such as videotape and videodisc, CD-ROM, software tools and simulation/modeling tools
- primary documents such as historic records, original studies and reports, legislative documents
- computer networking and telecommunications for both data access and participation in learning communities
- their school library/resource/media centres to locate and use many of these resources
- their local communities for the rich supply of materials, human resources and information provided by businesses, social service agencies, citizens' groups, teachers' centres, public and university libraries, cultural federations, theaters and cinemas

Literacy Through EAL

Literacy development in an EAL student's first language (L1) greatly influences the pace at which a student will progress in his/her second/additional language acquisition. "The clearest, unambiguous finding of hundreds of research studies or bilingual literacy is that first-language literacy is a crucial variable, influencing second language literacy in a very positive way". (Au, 1993; Bialystok, 1991; Cummins, 1989c, 1991, 1996, 2002; Cummins and Swain 1986, Freeman & Freeman, 1992, Genesee, 1987, 1994; Hudelson, 1994; Johnson & Roen, 1989; Guzman, 1996; Snow, 1990; Tinajero & Ada, 1993; Wong Fillmore & Valadez, 1986 in Ovando, Combs and Collier, 2006)

Literacy development for EAL students is dependent upon many factors. The student's socio-economic status and educational experiences in his/her homeland are only but a few factors impacting on the student's rate of acquiring an additional language. In the last ten years, the number of immigrants to our province, arriving from war-torn countries or regions that have suffered catastrophic natural disasters has been increasing. These individuals often experienced interrupted schooling or may never have had the opportunity to attend school. Students who arrive to a new country who are preliterate in their first language need a great deal of support academically and emotionally in their first language.

The EAL student who has literacy in his/her first language has already acquired some transferable skills to his/her second/additional language. For example, students have already developed extensive decoding skills in their first language. Students use their first language to make sound-symbol correspondences to the written word and text. They do not have to learn this a second time. If students are in a learning environment where instructional strategies promote the transfer of such literacy skills, students are more apt to progress in their language acquisition (see Instructional Approaches and Strategies on page 38).

Reading

Reading is the process of obtaining meaning from written text. In addition to meaning, the EAL learner must deal with background knowledge which may differ from those of English first language students. Points to consider when planning reading activities are:

1) **knowledge of the writing system and knowledge of the language**

A principal challenge for EAL readers is that their knowledge of the language is incomplete, and this may cause serious difficulty with some texts. A fundamental difference between English first-language and EAL learners is that the former use knowledge of the language to help them read and the latter use the reading to help them learn the language. Students need experience with a wide range of authentic texts and with a variety of reading tasks. Providing a rich reading environment assists in the acquisition of the second language.

2) **ability to interpret**

Reading is more than looking at and understanding sentences in isolation. Understanding the 'plain sense' of sentences is essential, but it is not enough. Effective readers bring with them the ability to recognize the purpose of the text as a whole, to see how the text is organized, and how to understand the relationship between sentences. In a general sense, we may refer to this as the ability to interpret. Many EAL students have difficulty 'following' the writer. They may be accustomed to texts where the writer provides clear 'signposts' which indicate how sentences are to be interpreted. EAL students may be unable to see how paragraphs are to be interpreted and related to each other in the development of the text. 'Text attack' strategies focusing on connectives, references, and vocabulary are essential if EAL students are to master the skills of interpretation.

3) **knowledge of the world**

Knowledge of the world does not apply only to knowledge of a particular topic. It may include familiarity with different text types or knowledge of a particular culture or way of life. For instance, some texts assume a knowledge of the current political situation, or of the world of sports or entertainment. This can, of course, be a problem even for a reader who speaks the same language as the writer. However, for the ESL student the problem could be greater because his/her cultural background may be quite different from the author's.

The EAL teacher should encourage students to share the knowledge they have on a topic, and should try to provide appropriate background and develop the same topic through a series of texts and activities. Sometimes, however, the chosen text may not be appropriate.

4) a reason to read which determines the reading style

There are different styles of reading, and these are determined not by the text but by the reason for reading. Effective readers are readers who are able to adapt their style to their purpose and who do not read everything slowly and intensively. Many EAL students consider that the only appropriate style for them is intensive reading. They will read every word and will stop reading as soon as they encounter a word which is unfamiliar. It is therefore important to give learners practice in different reading styles. This is achieved by setting tasks which encourage the students to skim and scan as well as to read intensively. Activities which encourage students to predict the meaning of unfamiliar vocabulary from contextual cues are also recommended.

It is recommended that the three-stage approach be used to help foster effective reading skills.

1) Pre-reading:

introduces and arouses interest in the topic/theme/text; motivates students by giving them a reason to read; provides some language preparation for the text. This stage should involve listening and reading skills.

2) While-reading:

clarifies text content; helps students understand the writer's purpose; enables students to understand the structure of the text;

3) Post-reading:

allows students to consolidate or reflect upon what has been read; relates the text to the learners' own knowledge, interests, or views. This stage may involve speaking, listening or writing. (*Reprinted from the ESL 1205 Curriculum Guide with permission, NL, Department of Education*)

Integration of Skills

Reading, viewing, writing, other ways of representing, speaking and listening are not taught separately; language is rarely used in one mode at a time. All communicative skills are integrated within the framework of this course.

The Three-Stage Approach Guidelines for Reading Activities

The following guidelines should be considered when planning activity-based lessons: The student is an active participant, not a passive recipient. It is essential that the activities provoke a genuine interaction between the reader and the text and among all readers in the classroom.

The activities should offer ample opportunities for the students to contribute and share their own experiences, perceptions, and opinions.

The text is not the only element in the activity. It is one key element in a linked set of activities, which may include preliminary discussion, interactive work involving the text, and some follow-up, often in writing.

Answering comprehension questions is not always the most useful type of activity to exploit information in a text. Rather, other activities (completing charts, checklists, summary writing, comparing and contrasting, interpreting quotations, interpreting a poster or a collage) may be more appropriate to a particular text. The content of the text should indicate the type of activity which would be most appropriate for a reading comprehension exercise, and alternatives to the traditional question/answer format should be developed.

Writing: A Process Approach to Writing

The teaching of writing in EAL emphasizes a process approach to writing, where students explore a topic through writing, showing their drafts to the teacher and their peers. They revise, edit and rewrite their first and second drafts. In a process approach, teachers give their students two very important supports: time to write, and feedback on the content and form of their drafts.

Effective writers go through a process of:

- pre-writing or brainstorming
- composing, drafting and revising
- peer and teacher conferencing
- editing and proofreading
- rewriting
- presenting and/or publishing

Writing activities in the EAL classroom should always reflect this process.

Guidelines for Writing Activities

The following guidelines should be considered when planning writing activities:

- Tasks need to be set up in ways that reflect the writing process of good writers. Encourage the students to go through a process of planning, organizing, composing and revising.
- Collaborative writing in the classroom generates discussions and activities which encourage an effective process of writing.
- Tasks should reflect the ultimate goal of enabling students to write whole texts which form connected, contextualized pieces of communication.
- The teacher should provide opportunities for controlled, guided and free writing activities.

- Students need opportunities to practice various forms and functions in writing to develop the different skills involved in producing written texts.
- When assigning writing tasks, the teacher should vary the audience, identify the readers, and try to make every piece of writing fulfill some communicative purpose, whether real or simulated.
- Students need time in the classroom for writing. The teacher's task is to design activities which support the students through the process of producing a piece of writing.
- The process of error correction should be modified to include peer editing by the students as well as the teachers, making revision an integral part of the process. (*Adapted from the ESL 1205 Curriculum Guide, NL, Department of Education*)

Integration of Grammar into the Curriculum

The teaching of language as isolated structures has shifted to the teaching of language as an open-ended series of communicative functions. The emphasis in the classroom shifted from developing formal accuracy to developing functional fluency. Grammar must be embedded in the context. For the list of beginning grammatical structures students are expected to learn in EAL701B, please see the *Grammar Reference Charts* (Appendix B, pages 79 & 80). Also refer to the Grammar Book References Section in North Star 1 (pages 225 & 226).

Guidelines for Teaching Grammar

- EAL701B students should be given several opportunities to make discoveries about language as they are exposed to language in real-life situations. They should be encouraged to experiment with this language, as they practice their talking, reading, and writing in a variety of authentic communicative activities.
- Grammatical explanations need to be timely. The careful consideration of giving grammatical descriptions in classes are most useful when they improve the efficiency of the language learning process.
- The knowledge of grammatical rules needs to be accompanied by the comprehension of form as well as the function and practice of proper usage.
- Complete accuracy at the beginning stage is an unrealistic expectation. As students experiment with new structures in different contexts, they will eventually gain control over them.
- Although each chapter of North Star 1 has its own grammatical section, the organization and selection of grammatical structures in EAL701B will depend on the particular needs of the students.
- Grammatical activities should be communicative and meaningful.

(Adapted from the ESL 1205 Curriculum Guide, NL, Department of Education)

Integration of Technology in EAL

THE USE OF TECHNOLOGY

The explosion of technology has contributed to the revised concept of “literacy” discussed in the introduction to this document to encompass print literacy, visual literacy, media literacy and all of the other “literacies” needed to use the emerging technologies of our culture. Given available technologies, the curriculum at every level should, to the fullest extent possible, include experiences which build students’ confidence and competence in using a range of information-retrieval and information processing technologies to meet their own information needs. Such experiences should involve students, for example, in:

- using a word processor to develop a piece of writing
- constructing simple data bases and spreadsheets as ways to organize information
- exploring the applications of interactive CD-ROM software and laserdiscs
- using graphic communication software
- producing a variety of desktop-published texts
- using multimedia
- using e-mail
- using listservs, newsgroups, file transfer, electronic bulletin boards and web browsers
- using appropriate technologies to organize and create complex information with multiple textual and graphic sources
- distinguishing sources which are central, reliable and relevant among the vast number of choices offered by technologies

Instructional Approaches and Strategies

INTERACTIVE LEARNING

Learning language is both personal and social—language is social in origin and in purpose. Teachers should use a variety of social interactions as instructional contexts—including pairs, small group, whole class and across-age groupings—to take advantage of different language and learning possibilities.

Growth in language is fostered in situations which invite students to interact and collaborate with each other and with teachers and other adults. Such interaction allows students to explore their own ideas, get feedback, build on insights of others and construct knowledge collaboratively. This curriculum emphasizes interactive learning in an environment that fosters development of the abilities to communicate effectively and to think critically both within and beyond the classroom.

Assessing and Evaluating Student Learning

Introduction

The terms “assessment” and “evaluation” are often used interchangeably. However, they are not exactly the same. “Assessment” refers to the process of collecting and gathering information about student performance as it relates to the achievement of curriculum outcomes. “Evaluation” refers to the systematic process of analyzing and interpreting information gathered through the process of assessment. Its purpose is to make judgements and decisions about student learning. Assessment provides the data. Evaluation brings meaning to the data. Assessment must reflect the intended outcomes, be ongoing, and take place in authentic contexts.

Meaningful learning involves reflection, construction, and self-regulation. Students are seen as creators of their own unique knowledge structures, not as mere recorders of factual information. Knowing is not just receiving information but interpreting and relating the information to previously acquired knowledge. In addition, students need to recognize the importance of knowing not just how to perform but when to perform and how to adapt that performance to new situations. Thus, the presence or absence of discrete bits of information - which has been the traditional focus of testing - is no longer the focus of assessment of meaningful learning. Rather, what is important is how and whether students organize, structure, and use that information in context to solve problems.

Evaluation may take different forms depending on its purpose. *Diagnostic* evaluation will identify individual problems and suggest appropriate corrective action. Evaluation may be *formative* in that it is used during the instructional process to monitor progress and to make necessary adjustments in instructional strategies. *Summative* evaluation is intended to report the degree to which the intended curriculum outcomes have been achieved. It is completed at the end of a particular instructional unit.

Since the specific curriculum expectations indicate behaviors involving knowledge, skills, and attitudes, assessment must reflect student performance in each of these areas. The learning outcomes specific to the cognitive domain emphasize the acquisition of cognitive skills at all of the taxonomic levels: knowledge, comprehension, application, analysis, synthesis, and evaluation. This will help to ensure that the focus on instruction goes beyond the lower levels of learning - recalling facts, memorizing, definitions, and so on. Likewise, the focus of evaluation should also go beyond testing at the knowledge level.

Assessment/Evaluation Techniques

Teachers must realize they are preparing students for a world where knowledge is expanding at a rate we can no longer track. This requires that we shift emphasis from content knowledge to information processing skills. Our students need to be able to select, process, and evaluate knowledge.

This knowledge does not always need to be tested directly on evaluations that rely strictly on the recall of facts during tests; rather, it can be encompassed in higher level objectives such as comprehension, synthesis, or application. These could be better measured through a problem-solving approach.

It is therefore important to emphasize a variety of strategies in evaluation plans. These must reflect the teaching strategies employed in the delivery of the specific topic.

The evaluation plan should include a wide variety of assessment methods. Any single item of information about a student's learning is only a minuscule sample of that individual's accomplishments. All types of learning outcomes cannot adequately be evaluated with a single type of instrument. Notions about students having different learning styles also apply to their performance on items designed for purposes of evaluation.

Evaluation strategies must closely resemble the nature of the instructional program, curriculum, and modern learning theory. There is significant movement toward authentic assessment or performance assessments. These could include such strategies as open-ended questions, exhibits, demonstrations, projects, computer simulations, writing, and portfolios of students' work over time.

A multifaceted plan is needed to respond to the differences in the intended learning outcomes, the learning styles of students, and to reflect the Essential Graduation Learning.

Individual learning outcomes, the criteria for success, and the form that assessment and evaluation will take, should be clearly understood by teachers, students, and parents. This involves clearly describing unit and lesson objectives and how the achievement of these objectives will be assessed. If students are to see themselves as responsible for their own learning, the requirements for attaining success in a unit of work must be clearly understood. The assessment and evaluation of the unit should contain no surprises. Following are examples of assessment techniques:

Observation

This technique provides a way of gathering information fairly quickly while a lesson is in progress. When used formally, the student(s) would be made aware of the observation and the criteria being assessed. Informally, it could be a frequent, but brief, check on a given criterion. Observation may offer information about the participation level of a student for a given task or application of a given process. The results may be recorded in the form of checklists, rating scales or brief written notes. It is important to plan in order that specific criteria are identified, suitable recording forms are ready, and that all students are observed in a reasonable period time.

Performance

This curriculum encourages learning through active participation. There is a balance between processes and content. It is important that assessment provide feedback on the various skill development throughout the course. Many activities referenced in this guide provide opportunities for students to reflect on their skill development, and for teachers to assess student skill development throughout the course.

Journal

Although not assessed in a formal manner, journals provide opportunities for students to express thoughts and ideas, and to reflect on their transferrable skills. By recording feelings, perceptions of success, and responses to new concepts, a student may be helped to identify his or her most effective learning style and skills. Knowing how to learn in an effective way is powerful information. Journal entries also give indicators of developing attitudes to concepts, processes, and skills, and how these may be applied in the contexts of society. Self-assessment, through a journal, permits a student to consider strengths and weaknesses, attitudes, interests, and transferrable skills.

Response Journal

Writing and reading go hand in hand as one skill complements and stimulates the other. A response journal involves writing about what one has read, seen or heard and when making sense of it in some way. Processing one's thoughts in this way leads to ongoing cognitive and academic growth. Initially, if students have very little written production, they can draw pictures or symbols to convey meaning. They may also write a response in their own language.

Interview

This curriculum promotes understanding and applying concepts. Interviewing a student allows the teacher to confirm that learning has taken place beyond simply factual recall. Discussion allows a

student to display an ability to use information and clarify understanding. Interviews may be brief discussions between teacher and student or they may be more extensive and include student, parent and teacher. Such conferences allow a student to be pro-active in displaying understanding. It is helpful for students to know which criteria will be used to assess formal interviews. The assessment technique provides an opportunity to students whose verbal presentation skills are stronger than their written.

Paper and Pencil

These techniques can be formative or summative. Several curriculum outcomes call for displaying ideas, plans, conclusions, and the results of research, and can be in written form for display or for direct teacher assessment. Whether as part of learning, or a final statement, students should know the expectations for the exercise and the rubric by which it will be assessed. Written assignments can be used to assess knowledge, understanding, and application of concepts. They are less successful for assessing skills, processes, and attitudes. The purpose of the assessment should determine what form of pencil and paper exercise is used.

Presentation

The curriculum includes outcomes that require students to analyse and interpret information, to identify relationships, to be able to work in teams, to critically reflect, and to communicate information. Many of these activities are best displayed and assessed through presentations, which can be given orally, in written/pictorial form, by project summary, or by using electronic systems such as video or computer software. Whatever the level of complexity or format used, it is important to consider the curriculum outcomes as a guide to assessing the presentation. The outcomes indicate the process, concepts, and context for which and about which a presentation is made.

Portfolio

Portfolios offer another option for assessing student progress in meeting curriculum outcomes over a more extended period of time. This form of assessment allows the student to be central in the process. There are decisions about the portfolio and its contents which can be made by the student. What is placed in the portfolio, the criteria for selection, how the portfolio is used, how and where it is stored, and how it is evaluated are some of the questions to consider when planning to collect and display student work in this way. The portfolio should provide a long-term record of growth in learning and skills. This record of growth is important for individual reflection and self-assessment, but it is also important to share with others. For many students it is exciting to review a portfolio and see the record of development over time.

The Language Portfolio

The language portfolio is one type of portfolio that teachers may use. The language portfolio focuses on all of the strands: listening, speaking, reading and writing. Students are encouraged to reflect as they self assess their progress in each of these skill areas. For further explanation on this assessment tool, please see “The Learner Passport”, which will be available in the Fall of 2009.

Using a Variety of Assessment Strategies

Although assessment and evaluation are terms which are often used interchangeably, they are not the same. Assessment refers to the broader activity of gathering information on the full range of student learning in a variety of ways, so that a clear and valid picture emerges of what students know and are able to do to demonstrate knowledge or ability in the subject area. The teacher should use as many instruments as possible on as many occasions as possible to ensure valid and reliable indicators of student progress and attainment. Evaluation involves reflecting on what students have learned for the purpose of sharing this information with them, their parent(s)/caregiver(s), and school administration. Evaluation must be student centered where the process and subsequent decisions reflect a genuine concern for each student.

The following are some methods which may be used to assess student performance during this course:

1. Student-Teacher Conference

2. Peer Evaluation

Students can assist each other with grammar as well, as long as they have specific guidelines. For example:

- do all the verbs agree?
- is tense use consistent?
- is there subject/verb accord?

3. Self-Assessment

4. The Writing Portfolio

The teacher should keep samples of the student’s written work. A file on each student provides the teacher with a record of progress and ensures that different types of writing have been completed. Many EAL students perceive their own offerings as meager in comparison to the quantity of writing done by their native English speaking peers. Cumulative writing files provide the students with concrete proof that they are indeed making progress.

5. Observation

All teachers use classroom observations during their day-to-day instruction. The challenge is how to organize and record the observations in a systematic way and to make effective use of the information. Without a coherent framework, teachers' observations run the risk of being fragmented and therefore pedagogically less useful.

Comparison of student performance with performance objectives indicates the extent to which students attain these objectives. If we wish the comparison to be a useful one, it is necessary for teachers to focus their observations primarily on the demonstration of the skills specified in the course. Focusing observations in this manner makes classroom observations manageable and systematic because it defines and delimits what is to be observed.

Checklists and rating scales are particularly useful because they lend themselves to specificity and detail. The applicability and content of existing checklists and rating scales depends on the particular syllabus and its objectives. When teachers are devising their own checklists and rating scales, it can certainly be useful to consult existing checklists and rating scales, but these should not be used without careful scrutiny and modifications as necessary. Systematic observation of student performance can be viewed as 'testing'. Therefore, these methods of obtaining information should have the same properties as good tests.

6. Tasks

When selecting tasks to be used in evaluation, it is useful to consider the response characteristics of the task. These response characteristics can be described in general terms as close-ended, limited and open-ended. In open-ended tasks the teacher has little knowledge beforehand of what the students will say or write and how they will express it linguistically. Open-ended tasks are suitable for assessing speaking and writing skills because they require language production. Examples of open-ended tasks are oral interviews, information gap activities, compositions, essays and term papers. Choice with respect to the ideas, concepts, details and linguistic forms is possible within such tasks. Judgement is necessary in scoring open-ended tasks because one student's response is likely to be different from other student responses but no less correct or appropriate. Consequently, scoring open-ended tasks requires more forethought than scoring close-ended tasks. Whereas the value of close-ended tasks is directly related to the care that goes into making them up, the value of open-ended tasks is related to the care that goes into scoring them. To ensure that scoring is reliable and fair, attention must be put into deciding how to score such tasks before the scoring begins.

It is advisable to develop a scoring 'protocol' which specifies the criteria to be used for evaluating the task. Students should know what 'counts' in evaluating their responses. In a written composition, for example, does spelling count? Is originality important? What exactly will be scored? What weight will different components of the compositions be given, i.e. how many marks will be awarded for content and how many for the various linguistic components?

7. Tests

Much diagnostic assessment can be informal but formal diagnosis via tests and quizzes is also necessary, as tests seem to motivate students to study harder and the results are often taken more seriously than informal feedback. This is especially true for students coming from countries where evaluation through formal test assessments is the norm. Note that students form much of their ideas of what is important to learn in a course by what the teacher gives the greatest weight to in his/her assessments, thus having a direct effect on the direction and degree of student effort.

EAL Writing Assessment

From the research on teaching writing, we have learned that prior knowledge about the topic and how to plan for writing are essential to the success of the writer (Hillcocks, 1987). Students need to know how to organize their writing and how to express their knowledge in a written text.

Writing assessment needs to provide feedback to the learner and the teacher on how the writer is working through the process of writing, from brainstorming a topic and its details to editing a final draft and peer feedback on writing to others.

Once the aspects of writing for assessment are determined, teachers can identify assessment tools and consider the following:

- writing must be assessed using specific criteria that have been shared with students prior to the writing assessment.
- analytic scoring rubrics assigning a separate score for each domain (for example: ideas/content; organization; voice; sentence fluency; word choice; conventions/mechanics; presentation, etc.).
- students can use a writing checklist to monitor their ability to follow stages of the writing process.
- teachers can use writing samples to show students samples of different levels of writing.
- students need time and guidance to effectively engage in self-assessment of their work.
- self-assessment of students' writing allows EAL students to gain confidence in understanding the criteria by which their work will be evaluated.

- writing portfolios, which are not just collections of students' work. They are assessment portfolios that require the input of each student on selecting the portfolio entries and in either writing a justification or assessing each entry.
- explanations and assessments of each entry provide self-assessment for the students, guiding them to setting short and long term learning goals.
- portfolios provide performance criteria for judging the merit of each student's portfolio based on academic standards and instructional objectives.

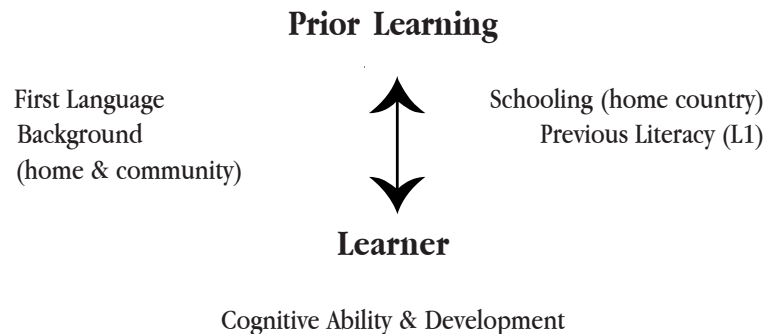
Source: adapted from Orlando, Combs & Collier (2006) **Bilingual and ESL Classrooms: Teaching in Multicultural Contexts.**

Curriculum Overview

Prior Learning

EAL students have knowledge of one other language and possibly more. They also have prior knowledge of their own culture-the world from which they have come to understand. EAL students may have a great deal of knowledge about many aspects of the world, but as the same time, may find it challenging to express such knowledge in their new language.

EAL students enter their classrooms with previous experiences. Research has revealed that successful additional language acquisition is dependent on the continuation of L1 literacy. The rate at which the students acquire the additional language is influenced by their L1 background, previous literacy, educational experiences, and their own cognitive ability.



EAL 701B Overview

Reading

At the beginning of this course, students will be working on the development of their fluency, accuracy and reading comprehension skills in English. Students should have ample opportunities to read short (200 - 500 words), prepared texts in English to identify the overall idea and eventually more specific details within a passage. Since reading is the process of obtaining meaning from written text, English vocabulary plays a large role in reading comprehension. In addition, a student's prior knowledge may differ from that of another author. Therefore background information and knowledge of a particular culture or way of life helps students understand what they are reading. Reading strategies are explicitly taught in EAL 701B. Some students will transfer L1 reading strategies to L2, but some will be learning them for the first time. Such strategies will involve determining meaning of the entire text not simply translating each word as well as skimming and scanning for information and distinguishing between the main and supporting ideas.

Writing

At the beginning of this course, students will be working on the development of their writing skills in English. Students should have ample opportunities to write in English, both formally and informally; although at this level more so informally. Students are encouraged to explore a topic using the process approach, sharing their drafts with the teacher and their peers. Students need time to organize their thoughts and ideas and to understand the feedback they are given. Production of written text involves practicing various forms and functions in writing to develop the different writing skills involved. Collaborative writing and sharing are also an integral part of EAL 701B.

(Please see the Provincial EAL Standards in Reading and Writing in the appendices for specific descriptors to be addressed in this class.)

Overview of EAL701B Curriculum Outcomes

GCO 1. Students will be expected to select, read and view with understanding a range of literature, information, media and visual arts.

Specific Curriculum Outcomes	By then end of EAL701B students will be able to
1.1	independently and with support, use appropriate strategies to aid comprehension (prediction, rereading, dictionary use) to determine the meaning of unfamiliar words from context
1.2	distinguish between fiction and nonfiction texts
1.3	read short prepared texts for comprehension, including making inferences and drawing conclusions
1.4	skim for the main idea in a short, prepared passage
1.5	scan to locate specific information in prepared and selected authentic texts
1.6	differentiate between main and supporting ideas in short, prepared texts

GCO 2. Students will be expected to interpret, select and combine information using a variety of strategies, resources and technologies.

Specific Curriculum Outcomes	By then end of EAL701B students will be able to
2.1	effectively use a variety of appropriate reference materials (picture or bilingual dictionary, basic ESL learner's dictionary, grammar texts) with and without support
2.2	select relevant basic information from appropriate sources
2.3	comprehend, interpret and summarize basic information from appropriate sources

GCO 3 .Students will be expected to respond personally to a range of texts.

Specific Curriculum Outcomes	By then end of EAL701B students will be able to
3.1.	comprehend information and ideas from a variety of prepared additional language texts
3.2	formulate and express ideas and opinions in a comprehensible manner

GCO 4. Students will be expected to respond critically to a range of texts, applying their understanding of language, form and genre.

Specific Curriculum Outcomes	By then end of EAL701B students will be able to
4.1	comprehend and evaluate information and ideas
4.2	formulate simple critical responses to prepared English texts.
4.3	use knowledge of basic English (i.e. grammar, vocabulary, punctuation) to comprehend, interpret and make inferences from a variety of prepared texts

GCO 5. Students will be expected to use writing and other forms of representation to explore, clarify and reflect on their thoughts, feelings, experiences and learnings; and to use their imaginations.

Specific Curriculum Outcomes

5.1

By then end of EAL701B students will be able to

use the process approach to writing, focusing on drafting and revising

5.2

use language to express ideas in a comprehensible manner

GCO 6: Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes.

Specific Curriculum Outcomes

6.1

By then end of EAL701B students will be able to

demonstrate skills required for both independent and collaborative work (i.e. respect for others' ideas, ability to share, ability to work independently)

6.2

use comprehensible language appropriate to an informal audience

6.3

produce short texts in a limited variety of forms

GCO 7. Students will be expected to use a range of strategies to develop effective writing and media products and to enhance their clarity, precision and effectiveness.

Specific Curriculum Outcomes

7.1

By then end of EAL701B students will be able to

use the process approach to writing, focusing on revising and editing

7.2

use the mechanics of written basic language (i.e. punctuation, spelling) accurately and consistently

7.3

use basic vocabulary appropriate to assigned academic tasks, with and/or without support

7.4

use basic grammar and sentence structure appropriate to assigned tasks with and without support

7.5

use technology effectively to meet learning needs

Curriculum Guide Organization

Overview

Specific curriculum outcomes are organized in units. Suggestions for learning, teaching, assessment, and resources are provided to support student achievement of the outcomes.

The Four-Column Spread

All units have a two-page layout of four columns as illustrated below.

Page One		Page Two	
Unit Overview		Unit Overview	
Title of Unit		Title of Unit	
Outcomes	Elaborations-Strategies for Learning and Teaching	Tasks for Instruction and/or Assessment	Resources/Notes
<ul style="list-style-type: none"> • specific curriculum outcome(s) • describe what students are expected to know, be able to do, and value 	<ul style="list-style-type: none"> • elaborations of outcomes, including teacher background information • specific strategies for learning and teaching; these are found as indentations with bullets • can be used in various combinations to help students achieve an outcome or outcomes • not necessary to use all of these suggestions, nor is it necessary for all students to engage in the same learning experience 	<ul style="list-style-type: none"> • description of each suggested student activity or assessment task, organized into the following categories: Performance, Pencil and Paper, Presentation, Interview, Portfolio, and Journal 	<ul style="list-style-type: none"> • reference to additional resources, including specific links to the provincial resources, cross-curricular links, supplementary resources, and web links • teachers may wish to record their own notes in this space

Sensitive Topics

The heart symbol ♥ is used to identify learning experiences that should be approached with sensitivity.

GCO

Curriculum Outcomes

General Curriculum Outcomes

The general curriculum outcomes for EAL701B are consistent with the framework provided by the document *Foundation for the Atlantic Canada English Arts Curriculum*.

By the end of EAL701B, students will be expected to:

Reading and Viewing

- select, read and view with understanding a range of literature, information, media and visual arts.
- interpret, select and combine information using a variety of strategies, resources and technologies.
- respond critically to a range of texts, applying their understanding of language, form and genre.

Writing and Other Ways of Representing

- use writing and other forms of representation to explore, clarify and reflect on their thoughts, feelings, experiences and learnings; and to use their imagination.
- create texts collaboratively and independently, using a variety of forms for a range of audiences.
- use a range of strategies to develop effective writing and media products and to enhance their clarity, precision and effectiveness.

Specific Curriculum Outcomes

The specific curriculum outcomes for EAL701B identify what students are expected to know and be able to do upon completion of the course. Unit and lesson planning should be balanced to provide a range of experiences addressing each outcome. Instructional practices should be designed to provide a variety of opportunities for learners to achieve these outcomes. The specific curriculum outcomes encompass all language skills and are outlined in the following pages in a two-page four column format.

Overview (Reading)

At the beginning of this course, students will be working on the development of their reading fluency, accuracy and comprehension skills. They will have ample opportunities to read a variety of short prepared English language texts for comprehension, including making inferences and drawing conclusions, using appropriate strategies to aid comprehension to determine meaning from context, and to skim for, scan to and distinguish between the main idea and supporting ideas. Students will be given an explanation of the grammar and vocabulary required for the comprehension of a particular passage, and they will be introduced to reading comprehension strategies that will be used in this course.

GCO 1: *Students will be expected to select, read and view with understanding a range of literature, information, media and visual arts.*

Specific Curriculum Outcomes

Students will be expected to:

- 1.1 independently and with support, use appropriate strategies to aid comprehension (prediction, rereading, dictionary use) to determine the meaning of unfamiliar words from context

Elaborations - Strategies for Learning and Teaching

The intent of this outcome is to have students show they understand and can use reading strategies to determine the meaning of unfamiliar words from context. Teachers need to know which strategies students have been using in L1 to determine such meaning and then explicitly model and teach additional comprehension strategies. Students at this level may be over-reliant on their translators, so teachers will need to integrate the use of English dictionaries as one of the tools students use to determine meaning.

Challenge students to:

- brainstorm (whole group) reading comprehension strategies (teachers can ask them which strategies they use in L1).
- ask three questions on what they think will be addressed in the North Star 1 unit, based on the photo (prediction) or use another photo from a magazine or newspaper.
- write three questions on what they think will be answered in the text, based on visual stimuli such as pictures, headings, titles, charts or maps (prediction).
- read comprehension questions and predict or guess what the answer might be, prior to reading the text (prediction).
- predict what a short, prepared text is about based on visual elements - the title, headings, charts, maps, tables, diagrams, captions or photos, with the body of the text blurred or covered up (prediction).
- find the meaning of one unfamiliar word, using a bilingual or beginner English dictionary, from the text and teach that word to a partner with a small group (vocabulary). Students can also create their own bilingual dictionaries in their Writer's Guide.
- read a text with a partner, pausing, to discuss questions and content after every paragraph.
- discuss, in small groups, a list of questions related to the topic of a text prior to reading it.
- read a text containing vocabulary slightly beyond their level.
- select the appropriate definition of "unknown" words based on their context from a prepared list of multiple choice responses.
- use contextual clues to correctly guess the meaning of most unfamiliar, basic to low intermediate vocabulary.

GCO 1: *Students will be expected to select, read and view with understanding a range of literature, information, media and visual arts.*

Tasks for Instruction and/or Assessment

Observation/ Pen and Paper

- complete steps from the *Think Aloud* process:
 1. select a passage that contains unknown words
 2. make predictions as you read
 3. describe the picture you are forming in your head from the information
 4. make connections, linking a prior knowledge with new information
 5. talk through a confusing point; show how you monitor your ongoing comprehension.

Teachers show what this strategy looks like, give students opportunities to practice it and then observe students using the *Read Aloud*, using a checklist (Appendix 11, CCRT, page 68).

Students should self-assess as well

Pen and Paper

- From a list of multiple choice responses, select the appropriate definition of “unknown” words based on their context. Evaluate according to the number correct.
- Fill in the blank exercises where students must demonstrate their understanding of the “unknown” and “known” words in context.
- Students use a dictionary to look up “unknown” words, writing down each meaning. Then, they fill in the blanks with the correct meaning, using the overall context. They can write sentences for the other words, showing they understand their meaning in context. They can work with a partner, getting him or her to fill in the blanks of the unknown words.

Resources/Notes

North Star 1: Introductory Reading and Writing, Unit 1, pages 1-14

*Students will repeat outcome 1.1 in each of the 10 units in North Star 1 (prereading & prediction; rereading; reading for main ideas and details)

The Writer’s Guide: Teachers can introduce this guide to students (Unit 1, page 3 in North Star 1 and page 8 in The Writer’s Guide the word “community” is introduced, so students can create their own dictionaries with vocabulary words in context).

*Students should continue to use The Writer’s Guide as they progress through the vocabulary (in context) in each unit.

*Teachers can also use newspapers and magazines to make predictions and then read for main ideas.

*Use the Cross Curricular Reading Tools (CCRT), pages 22, 23, 34 and 35, to review strategies students already use and to introduce new ones.

GCO 1: *Students will be expected to select, read and view with understanding a range of literature, information, media and visual arts.*

Specific Curriculum Outcomes

Students will be expected to:

- 1.2 read short prepared texts for comprehension, including making inferences and drawing conclusions

Elaborations - Strategies for Learning and Teaching

In this outcome, students demonstrate their understanding of a short, prepared text (200-500 words). Students use what they know about a topic as they learn key or unfamiliar vocabulary. They continue to practice the strategies they learned/reviewed while completing outcome 1.1. Teachers may introduce skimming and scanning here as well since students may be looking at **Key Words** and predicting the overall meaning of the text as they comprehend the vocabulary in context.

Students are asked to read short, prepared texts, focusing on comprehension, inferences and conclusions of the text. Teachers may relate background information prior to having students read a range of short texts. Students will learn key, unfamiliar vocabulary to aid in comprehension of a particular text. Explicit identification of how particular inferences are conveyed (e.g. background, vocabulary, grammar structures), will assist students in text comprehension.

Challenge students to:

- use predicting strategies (see Outcome 1.1) to make inferences.
- identify influence on comprehension of a range of texts based on background knowledge.
- practice text comprehension by learning key and/or “unknown” vocabulary and grammar structure.

Invite students to:

- write their own short prepared texts for comprehension and sharing.
- work with a partner, exchanging their texts, making inferences and drawing conclusions. Student A listens to Student B who reads the title (and possibly the first sentence from Student A's) and makes a prediction on the text. Student B does the same. Then, Student A reads the rest of the text, except the concluding sentence. Student B must draw a conclusion before Student A reads the last sentence. Student B then reads his/her text, and Student A draws conclusions.

GCO 1: *Students will be expected to select, read and view with understanding a range of literature, information, media and visual arts.*

Tasks for Instruction and/or Assessment

Pen and Paper

- Read a short (200-500 word) prepared text and items focusing on comprehension, inferences and conclusions. Answers should be written in complete sentences and the student's own words to verify comprehension. Evaluate according to the number correct.
- Complete exercises focusing on text comprehension, such as answering short- answer questions, sequencing events, true or false, fill-in-the-blanks, and multiple choice.
- Correctly answer most comprehension questions.
- Complete exercises focusing on inferences and conclusions, such as answering short-answer questions, completing charts and selecting inferences and conclusions from a list.
- Correctly answer most inference and conclusion questions.
- Compose answers in complete sentences and in your own words.

Resources/Notes

North Star 1: Introductory Reading and Writing, pages 6 - 24

Fiction and Non-fiction texts (See Resources)

Oxford Picture Dictionary, Hienle Dictionary (EAL Resource Kits)

- Teachers will address Outcome 1.1 as students use reading comprehension strategies to make inferences and draw conclusions.
- Prepared text can also come from newspapers, magazines, school orientation guides, community brochures and other authentic materials.

Students will address this outcome from Units 1-10 in North Star 1 and from Units 1, 2, 6, and 10 in North Star 2

GCO 1: *Students will be expected to select, read and view with understanding a range of literature, information, media and visual arts.*

Specific Curriculum Outcomes

Students will be expected to:

- 1.3 distinguish between fiction and nonfiction texts

Elaborations - Strategies for Learning and Teaching

The intent of this outcome is to give students opportunities to read fiction such as short stories and chapter books; and non-fiction such as biographies, autobiographies, and memoirs. Students should then be able to identify characteristics of each distinction. Simple fiction texts would include short (200-500 word) texts with basic story elements (e.g., setting, character, theme and conflict), while non-fiction genres might include for example, these statements and audiences of similar length (200-500 word) texts.

Challenge students to:

- read simple fiction and non fiction short texts.
- explicitly identify differences between fiction and non-fiction (e.g. presentation of characters, background information provided, narrative vs expository format, types of information provided).
- correctly identify the texts as fiction or non fiction.

Invite students to:

- create true/false statements about themselves and work with a partner as their partner guesses and they share each other's responses.
- write short paragraphs of fiction (the introduction to a short story) and non fiction (the introduction of a descriptive essay) and work with a partner, sharing paragraphs and determining which is fiction and which is non-fiction.

GCO 1: *Students will be expected to select, read and view with understanding a range of literature, information, media and visual arts.*

Tasks for Instruction and/or Assessment

Pen and Paper

- Complete exercises focusing on the identification of texts as either fiction or non-fiction. Listen to or read fiction and non-fiction texts covering a similar experience, (i.e., someone getting lost in the woods, a work experience) and have them identify which is which, supporting their answers with details from the text and its characteristics.
- Write short paragraphs on fiction (topic of their choice) and non fiction (interview their partner and write a descriptive paragraph on him/her).

Presentation and Observation

- Present their fiction or non fiction works to a small group of students (or the entire class) and have the audience guess which paragraphs are fact and which are fiction.
- Present points in an informal debate over which is better: fact or fiction, showing the elements of both.

Resources/Notes

Students should have choices in their reading selections. This may be a good opportunity to take students to the library so they can take out something of their own choice (with the teachers support in helping them find something at their appropriate reading level.

Fiction and Non-Fiction texts (see Resources, such as the [Starter Series Cambridge Readers](#))

Teachers may use the beginning [Cambridge Reader, *What a Lottery!*](#) by Colin Campbell as a read aloud, identifying characteristics of fiction (setting, character, plot, etc.) and then have students write a paragraph in their journal on what they would do and why if they won the lottery.

Teachers can also access novels from their schools (see Senior High Program of Studies and List of Authorized Resources for English 451A and 431A).

GCO 1: *Students will be expected to select, read and view with understanding a range of literature, information, media and visual arts.*

Specific Curriculum Outcomes

Students will be expected to:

- 1.4 skim for the main idea in a short, prepared passage

Elaborations - Strategies for Learning and Teaching

Students will have ample opportunities to skim (a reading strategy of quickly moving the eyes over the text to find the main idea, but not reading every word or sentence) short (200-500 word) texts for the main idea, using techniques such as reading the first and last sentences, title, headings, charts, maps, tables, diagrams, captions or photos.

Challenge students to:

- skim a text for the main idea using clues such as first and last sentences, titles, headings, charts, maps, tables, diagrams, captions or photos.
- practise skimming short, prepared texts.
- match the corresponding photo to a short, prepared appropriate text.
- review a short, prepared text and within a time limit (2 minutes) review the text and write a one-sentence summary.

GCO 1: *Students will be expected to select, read and view with understanding a range of literature, information, media and visual arts.*

Tasks for Instruction and/or Assessment

Pen and Paper

- Complete exercises on identifying the main idea with a cloze activity where students are provided with a short prepared text (200-500 words) and a partially completed outline, excluding most of the main ideas. Give an outline to identify the missing main ideas within a 2 minute time limit.
- Complete matching exercises on selecting the correct main idea with the correct text.
- Write your own short paragraphs and work with a partner who will identify the main idea by writing the appropriate titles.

Resources/Notes

North Star 1: Introductory Reading and Writing, Units 1 - 10 “Focus on Reading Activities” sections where students read from main ideas

Cross-Curricular Reading Tools, “Identifying Main Ideas and Supporting Details”, pages 14-16. “Skimming”, pages 26 and 27

School Charts and Maps

City of Charlottetown Charts and Maps

Newspapers

GCO 1: *Students will be expected to select, read and view with understanding a range of literature, information, media and visual arts.*

Specific Curriculum Outcomes

Students will be expected to:

- 1.5 scan to locate specific information in prepared and selected authentic texts

Elaborations - Strategies for Learning and Teaching

Students will have ample opportunities to scan (a reading technique of quickly moving the eyes over the text to find specific details, but not reading every word or sentence). While scanning short (200-500 word) texts, students are looking for specific information such as names, numbers, dates, and prepared statistics.

Challenge students to:

- scan for specific information such as names, numbers, dates and statistics.
- practise scanning on short, prepared texts.
- complete a chart focusing on specific details-students have short, prepared texts where they focus on dates, times, names or numbers.

Invite students to:

- scan the school's website for specific details on calendar dates. Have them prepare a scavenger hunt for another group where they have to find specific dates for such things as school events and holidays.
- scan the school's daily announcements to find specific information (e.g., sporting events/practices, times and locations). Students can work in groups on a timed game of "Can you find the time for basketball tryouts this week?"

GCO 1: *Students will be expected to select, read and view with understanding a range of literature, information, media and visual arts.*

Tasks for Instruction and/or Assessment

Students may, for example:

Pen and Paper

- Fill in the blanks (cloze activity) with the applicable missing data from the text.
- Give students three short texts followed by three main ideas and have them select the appropriate main idea to the corresponding text.
- Fill in the blanks on a chart, focusing on specific details from a prepared text.

Resources/Notes

North Star 1: Introductory Reading and Writing, Units 1 - 10. Students will repeat this outcome in the “Read for Details” section in “Focus on Reading”

School Charts and Maps

City of Charlottetown Charts and Maps

Newspapers

Job application or school forms that require students to fill in specific information

GCO 1: *Students will be expected to select, read and view with understanding a range of literature, information, media and visual arts.*

Specific Curriculum Outcomes

Students will be expected to:

- 1.6 differentiate between main and supporting ideas in short, prepared texts

Elaborations - Strategies for Learning and Teaching

The intent of this outcome is to give students several opportunities to identify elements of a text which indicates the main idea. Such elements may include the position of the sentence in the paragraph, titles, headings, repetition of ideas, introduction and conclusions. Students will also have opportunities to practice outlining on simple, prepared texts.

Challenge students to:

- organize a list of ideas from a text into an outline
- categorize ideas from a text as main or supporting
- read a short, prepared text on a familiar topic and complete a simple outline of the text

Invite students to:

- write supporting ideas (3) for a main idea given to them by a partner
- write the main idea for supporting ideas (3) given to them by a partner

GCO 1: *Students will be expected to select, read and view with understanding a range of literature, information, media and visual arts.*

Tasks for Instruction and/or Assessment

Pen and Paper

- Using a short, prepared text (200 - 500 words) on a familiar topic, complete a sample outline of the text. Evaluate according to the number correct.
- Identify almost all the main ideas of a short, prepared text.
- Identify most details of a short, prepared text.

Resources/Notes

North Star 1: Introductory Reading and Writing, Units 1 - 10, "Focus on Reading" section in the units

School Charts and Maps

City of Charlottetown Charts and Maps

GCO 2: *Students will be expected to interpret, select and combine information using a variety of strategies, resources and technologies.*

Specific Curriculum Outcomes

Students will be expected to:

- 2.1 effectively use a variety of appropriate reference materials (picture or bilingual dictionary, basic ESL learner's dictionary, grammar texts) with and without support

Elaborations - Strategies for Learning and Teaching

The intent of this outcome is to give students several opportunities to practice the effective use of basic grammar texts and bilingual dictionaries. Teachers should model effective use and scaffold support until students demonstrate independent usage of these reference materials.

Students will be explicitly taught how to use such dictionaries to find information on unknown words. They will have ample opportunities to practice locating information in basic grammar texts (students find answers to their own grammar questions using basic grammar resource books - See Reference section).

- practise locating information in basic grammar texts (e.g. have students find answers to their own grammar questions using basic grammar resource books).
- locate meanings of word-list (3-5 words) in a dictionary (these word lists can be taken from North Star 1 units, as students can also use the overall context of the word to determine meaning).
- answer comprehension questions on a text that is slightly difficult for them, using their dictionaries and the words in context for support.
- identify a maximum of ten words from a text that is slightly more difficult for them and use their dictionary for support in finding the meaning.
- use their dictionaries for support and write a definition (in their own words) for words that are slightly beyond their level.
- use a dictionary, students must find synonyms and antonyms for five new underlined words from a short text (teachers could do this as a pre-reading activity).
- use a dictionary and label a diagram.
- understand the basic meaning of the word and convey that word knowledge in a comprehensible sentence.

GCO 2: *Students will be expected to interpret, select and combine information using a variety of strategies, resources and technologies.*

Tasks for Instruction and/or Assessment

Students may, for example:

Pen and Paper

- Determine, from a text with unfamiliar words, which dictionary meaning listed for a given word is most appropriate in that context.
- Use the dictionary and the context correctly to identify the meanings of most high-beginning to low-intermediate vocabulary.
- Locate most basic information about the word (e.g., part of speech, pronunciation, syllables and meaning in context).

Resources/Notes

North Star 1: Introductory Reading and Writing, Units 1 - 10, "Focus on Reading", "Grammar", and "Vocabulary" sections

North Star 2: Basic-Low-Intermediate Reading and Writing, Units 1, 2, 6, 10, "Focus on Reading", "Grammar", and "Vocabulary" sections

Library-School; Confederation Centre and UPEI

Internet Sites (See Resources)

Oxford Picture Dictionary (See Resources)

The Writer's Guide

GCO 2: *Students will be expected to interpret, select and combine information using a variety of strategies, resources and technologies.*

Specific Curriculum Outcomes

Students will be expected to:

- 2.2 select relevant basic information from appropriate sources

Elaborations - Strategies for Learning and Teaching

Students are expected to locate information from a basic English source on a topic of personal relevance to them. Students will have opportunities to locate information (in books or on the computer) related to a particular topic and have access to materials appropriate to their level of linguistic competence. Students will also use such information from one or two sources to prepare a presentation on a topic which is familiar to the student (e.g. holidays in the home country).

Students should be given a tour of their school library, (if they have not received one yet) which also consists of a demonstration on how to locate information and borrow it from the library. Students should also learn how to properly cite resources they use. Teachers should note that in some cases, students will be coming from educational institutions that permit the copying of information without citations. Therefore, students need to be shown how to summarize in their own words and properly cite the resource they use. Plagiarism is a term many EAL students have never heard.

Challenge students to:

- identify and comprehend basic grammar and vocabulary in basic texts.
- locate information from materials appropriate to their English language proficiency level.
- locate information on a particular topic (e.g. in books or on the computer) prepare and present a short, oral or written presentation on a topic of personal relevance to them, such as a topic related to their home country and/or another country they have never visited. Some of the information should be taken from a basic English source, located with the assistance of the teacher.
- properly summarize information in their own words and reference additional resources appropriately.

GCO 2: *Students will be expected to interpret, select and combine information using a variety of strategies, resources and technologies.*

Tasks for Instruction and/or Assessment

Students may, for example:

Pen and Paper

- Incorporate several pieces of information from a secondary source into your presentation.

Observation and Presentation

- Prepare and present a short oral or written presentation on a topic of personal relevance to them, such as a topic related to your home country and/or on another country you have never visited. Some of the information should be taken and referenced from a basic English source, located with support from your teacher.

Resources/Notes

North Star 1: Introductory Reading and Writing, Units 1 - 10, "Focus on Reading", "Focus on Writing", Alternative Writing Topics", and "Research Topics"

North Star: Basic-Low-Intermediate Reading and Writing, Units 1, 2, 3, 4, & 6, "Focus on Reading", "Focus on Writing", Alternative Writing Topics", and "Research Topics"

Library-School; Confederation Centre and UPEI

Internet Sites (See Resources)

Students could use the Internet and print materials to read about the aspects (cultural beliefs and customs for example).

GCO 2: *Students will be expected to interpret, select and combine information using a variety of strategies, resources and technologies.*

Specific Curriculum Outcomes

Students will be expected to:

- 2.3 comprehend and summarize basic information from appropriate sources

Elaborations - Strategies for Learning and Teaching

This outcome gives students opportunities to accurately retell and/or rewrite a story in their own words. Students will also practice summarizing and interpreting the story as accurately as possible. Information used may include factual information on a topic of personal interest. Students will have opportunities to practice incorporating several pieces of information from a secondary source of information into their presentation.

Challenge students to:

- rewrite or restate what they have read use information from prepared texts to prepare a short book report or story summary.
- rewrite the story in their own words without copying the original text use basic grammar and vocabulary to restate information in the original text.
- rewrite the summary of a story they have heard or watched.
- properly summarize information in their own words and reference additional resources appropriately.

Invite students to:

- listen to a story or stories from guest speakers and retell or rewrite a summary of the story.
- share their own stories with each other in pairs or small groups and then retell the story in their own words.

GCO 2: *Students will be expected to interpret, select and combine information using a variety of strategies, resources and technologies.*

Tasks for Instruction and/or Assessment

Students may, for example:

Pen and Paper

- Rewrite or retell a story in their own words to produce an accurate representation of the story.

Observation and Presentation

- Produce an accurate representation of the story in the form of a role play for presentation.

Resources/Notes

North Star 1: Introductory Reading and Writing, Units 1 - 10, "Focus on Alternative Writing Topics" and "Research Topics"

North Star 2: Basic-Low-Intermediate Reading and Writing, Units 1, 2, 6 & 10, "Focus on Alternative Writing Topics" and "Research Topics" Sections

Library-School; Confederation Centre and UPEI

Internet Sites (See Resources)

GCO 3: *Students will be expected to respond personally to a range of texts.*

Specific Curriculum Outcomes

Students will be expected to:

- 3.1 comprehend information and ideas from a variety of prepared additional language texts

Elaborations - Strategies for Learning and Teaching

The intent of this outcome is to provide students with ample opportunities to have multiple readings of a text. Students will also have opportunities to practice deducing meanings of new words from context. Students will be introduced to elements of text or organization (e.g. topic sentences, thesis statements, controlling ideas, chronological organization, cause and effect). Text comprehension for students also involves the identification of background information and sequencing of events or facts and summaries.

Challenge students to:

- read a short, prepared text of approximately 200-500 words on a topic of personal interest.
- re-read the text several times, and in pairs or in a small group, discuss questions eliciting opinions on the topic.
- identify elements of the text which help student comprehension.

Invite students to:

- read letters to the editor in the newspaper, and then identify the author's viewpoint and have students write a response on whether or not they agree with the author and why.

GCO 3: *Students will be expected to respond personally to a range of texts.*

Tasks for Instruction and/or Assessment

Pen and Paper

- Read a text and complete comprehension activities such as short answer true or false questions, text completion exercises, the sequencing of events or facts, and summaries.
- Complete a test where they are asked to answer comprehension questions about the text.

Observation and Presentation

- Read and respond to a text with a group and present your opinion(s) to the class (jigsaw activity).

Resources/Notes

North Star 1: Introductory Reading and Writing, Units 1 - 10, "Focus on Reading" and "Research Topics" Sections

North Star 2: Basic-Low-Intermediate Reading and Writing, Units 1, 2, 6, & 10, "Focus on Reading" and "Research Topics" Sections

School and Community Newspapers

Student can also access newspaper from their home country online (where possible) and then write their summaries and responses in English.

GCO 3: *Students will be expected to respond personally to a range of texts.*

Specific Curriculum Outcomes

Students will be expected to:

- 3.2 formulate and express ideas and opinions in a comprehensible manner

Elaborations - Strategies for Learning and Teaching

Students will have ample opportunities to formulate and express their ideas on personal topics of relevance to them. These ideas will be presented clearly so the audience understands what their personal opinions may be on a particular topic of interest. Students will have opportunities to identify the opinions of various authors and discuss how such authors express their opinions on particular topics. Summarizing of information will be explicitly taught to students. They will also practice their presentation skills both orally and in writing and will be expected to evaluate and assess their peers' presentation skills as well as their own.

Challenge students to:

- read a short, prepared text of approximately 200-500 words on a controversial topic of personal relevance (e.g. school, family, age, immigration or relationship-related issues).
- identify the elements of persuasive writing in a short, prepared text of approximately 200-500 words.
- summarize the author's viewpoint and write a response as to whether they agree or disagree.

Invite students to:

- read letters to the editor from the newspaper and use this format to write their own letters to the editor where they clearly reveal their opinion on a controversial topic of personal relevance to them.

GCO 3: *Students will be expected to respond personally to a range of texts.*

Tasks for Instruction and/or Assessment

Pen and Paper

- Summarize the text using basic grammar and vocabulary
- Clearly present the sequence of events/facts presented in the text
- Write persuasive letters to the editor and present them to the class

Presentation

- Present orally or in writing a short summary of the text and express an opinion about the topic
- Identify and clearly present what was good or bad about the story

Resources/Notes

North Star 1: Introductory Reading and Writing, Units 1 - 10, "Focus on Reading", and "Research Topics" Sections

North Star 2: Basic-Low-Intermediate Reading and Writing, Units 1, 2, 6 & 10, "Focus on Reading", and "Research Topics" Sections

School and Community Newspapers

Student can also access newspaper from their home country online (where possible) and then write their summaries and responses in English.

GCO 4: *Students will be expected to respond critically to a range of texts, applying their understanding of language, form and genre.*

Specific Curriculum Outcomes

Students will be expected to:

- 4.1 comprehend and evaluate information and ideas

Elaborations - Strategies for Learning and Teaching

The intent of this outcome is to give students opportunities to clearly understand the information and ideas from a text. Students will also have opportunities to evaluate ideas and information as they prepare to clearly identify arguments both for and against a controversial topic.

Challenge students to:

- prepare responses to “Dear Abby” style letters requesting advice or to letters to the editor, sharing opinions with those of the author.
- provide sound reasoning for selecting the best candidate for a position, after examining some fictional resumes along with an employment opportunity description.
- reach consensus on the best plan of action in an emergency situation described in a text.

Invite students to:

- write request letters to their teacher or principal requesting a change they would like to see and why (e.g., the cafeteria being open during exams; access to a computer lab at lunch time; less homework) Topics should be of relevance to the students and their lives and encourage critical thinking, empowerment and persuasion.
- write job descriptions for their dream job and identify skills needed for the job and why he/she is the best candidate for the position.

GCO 4: *Students will be expected to respond critically to a range of texts, applying their understanding of language, form and genre.*

Tasks for Instruction and/or Assessment

Pen and Paper

- Complete exercises on the identification and understanding of almost all the main ideas of a short, prepared text.
- Write a short summary (1/2 page) summarizing the author's viewpoint in an article. Write a response, stating why or why not you agree with the author. Show you understand the author's viewpoint clearly present your own opinion on the same topic.

Observation/Presentation

- Using information presented from a text (200 - 500 words), identify and define your opinions in a short oral (1 - 2 minutes).

Resources/Notes

North Star 1: Introductory Reading and Writing, Units 1 - 10, "Focus on Reading", "Focus on Writing", "Alternative Writing Topics", and "Research Topics" sections

North Star 2: Basic-Low-Intermediate, Reading and Writing, Units 1, 2, 6 & 10, "Focus on Reading", "Focus on Writing", "Alternative Writing Topics", and "Research Topics" sections

Newspapers: *The Guardian*, *The Journal Pioneer*, Online papers

* Teachers may encourage students to read newspapers from their home countries that are in their first language and then write their summaries in English.

* Students at this level may not have the level of vocabulary needed to clearly articulate their arguments for or against a topic. They can, however, discuss their opinions in L1 and then write and present 2-3 statements in English with their teacher's support.

GCO 4: *Students will be expected to respond critically to a range of texts, applying their understanding of language, form and genre.*

Specific Curriculum Outcomes	Elaborations - Strategies for Learning and Teaching
<p><i>Students will be expected to:</i></p> <p>4.2 formulate simple critical responses to prepared English texts</p>	<p>Students will have opportunities to identify in a list, arguments for and against a topic, which is also a topic within their realm of experience. They will practice the identification of arguments until they are comfortable to write a short text, presenting and defending their opinion on a topic.</p> <p><i>Challenge students to:</i></p> <ul style="list-style-type: none">• read a short, prepared text (200-500 words) listing arguments both for and against a clear but controversial topic within their realm of personal experience (e.g. writing exams, assigning homework, smoking in public); then students write a short text (100-150 words) presenting and defending their opinion on a topic.• list two or three ideas in support of an opinion.• organize the ideas in a simple, clear and logical fashion. <p><i>Invite students to:</i></p> <ul style="list-style-type: none">• create a role play where students can debate opposing sides of an issue with each other (citizens for and against new commercial development in their area).

GCO 4: *Students will be expected to respond critically to a range of texts, applying their understanding of language, form and genre.*

Tasks for Instruction and/or Assessment	Resources/Notes
<p><i>Pen and Paper</i></p> <ul style="list-style-type: none"> Complete exercises on developing simple critical responses to prepared English texts. <p><i>Observation</i></p> <ul style="list-style-type: none"> Present and define your opinion on a topic of interest. Visit other classrooms and listen to presentations on persuasive topics. Then, work in pairs (with L1 students where possible) to summarize the points of the presentation orally and in writing (in a journal response). 	<p><u>North Star 1: Introductory Reading and Writing</u>, Units 1 - 10, “Focus on Reading”, “Focus on Writing”, “Alternative Writing Topics”, and “Research Topics” sections</p> <p><u>North Star 2: Basic-Low-Intermediate, Reading and Writing</u>, Units 1, 2, 6 & 10, “Focus on Reading”, “Focus on Writing”, “Alternative Writing Topics”, and “Research Topics” sections</p> <p>Newspapers: <i>The Guardian</i>, <i>The Journal Pioneer</i>, Online news</p> <p>* Teachers may encourage students to read newspapers from their home countries that are in their first language, and then write their summaries in English.</p> <p>* Students at this level may not have the level of vocabulary needed to clearly articulate their arguments for or against a topic. They can, however, discuss their opinions in L1 and then write and present 2-3 statements in English with their teacher’s support.</p>

GCO 4: *Students will be expected to respond critically to a range of texts, applying their understanding of language, form and genre.*

Specific Curriculum Outcomes

Students will be expected to:

- 4.3 use knowledge of basic English (i.e. grammar, vocabulary, punctuation) to comprehend, interpret and make inferences from a variety of prepared texts

Elaborations - Strategies for Learning and Teaching

The intent of this outcome is to give students several opportunities to use their knowledge of basic English grammar and vocabulary and to show their understanding and interpretation of a short prepared text (200-500 words). Students will also be asked to show whether ideas from a basic text can be inferred or explicitly stated. Teachers can show them exemplars prior to asking them to show their understanding of the differences.

Challenge students to:

- read basic texts and complete a variety of comprehension exercises, including true/false, short answer questions, sequencing, text completion, and summarizing.
- identify which ideas can be inferred from a basic text, defending their choices.
- identify from a choice of answers which statements are explicitly stated or implied in the sentence.
- read a short, prepared text (200-500) words. From a list of options, have students complete exercises where they are asked to identify which statements are explicitly stated or can be inferred from the paragraph, underlining the part of the paragraph in which the idea is conveyed or implied.

Invite students to:

- prepare a t-chart of ideas - those that are conveyed or implied - from a variety of texts.
- read and examine advertisement slogans, and then determine if the message is clearly stated or implied.

GCO 4: *Students will be expected to respond critically to a range of texts, applying their understanding of language, form and genre.*

Tasks for Instruction and/or Assessment

Pen and Paper

- Identify from a choice of answers which statements are explicitly stated or implied in the sentence.
- Read a short, prepared text (200-500 words). From a list of options, complete exercises where you are asked to identify which statements are explicitly stated or can be inferred from the paragraph, underlining the part of the paragraph in which the idea is conveyed or implied.

Observation and Presentation

- Create your own explicit or implied statements and share them with a partner, small group or they class, who acts as the audience, determining if something is explicit or implied.
- Create a collage of magazine advertisements and their slogans and discuss whether or not the message is inferred or explicitly stated.

Resources/Notes

North Star 1: Introductory Reading and Writing, Units 1 - 10, "Focus on Reading", "Focus on Writing", "Alternative Writing Topics", and "Research Topics" sections

North Star 2: Basic-Low-Intermediate, Reading and Writing, Units 1, 2, 6 & 10, "Focus on Reading", "Focus on Writing", "Alternative Writing Topics", and "Research Topics" sections

Newspapers: *The Guardian*, *The Journal Pioneer*, Online papers

* Teachers may encourage students to read newspapers from their home countries that are in their first language, and then write their summaries in English.

* Teachers may encourage students to peruse magazine advertisements and their slogans as another form to examining when looking at inferred or explicitly stated information.

* Student may be encouraged to bring in magazines from their home country as well.

GCO 5: *Students will be expected to use writing and other forms of representation to explore, clarify and reflect on their thoughts, feelings, experiences and learnings; and to use their imaginations.*

Specific Curriculum Outcomes

Students will be expected to:

- 5.1 use the process approach to writing, focusing on drafting and revising

Elaborations - Strategies for Learning and Teaching

Students will have several opportunities to focus on the process of writing as they explicitly learn its stages, which would include: brainstorming/prewriting, writing, conferencing, revising and editing (proofreading), and publishing/sharing. Students will practice revising and editing their own writing as well as other students' pieces of writing. As students pass through these writing stages, they will practice basic grammar, punctuation and capitalization, as well.

Challenge students to:

- write and revise short texts (e.g. short retells, simple summaries, paragraphs giving personal information, picture descriptions, personal letters, simple accident or news reports, posters, pamphlets, advertisements).
- write a 100-150 word text on a topic of personal relevance which is related to readings, listenings, vocabulary and language covered in class.
- identify correct usage and structures in mentor texts.
- identify his/her own errors in content and basic language.
- work with L1 students on the writing process.

GCO 5: *Students will be expected to use writing and other forms of representation to explore, clarify and reflect on their thoughts, feelings, experiences and learnings; and to use their imaginations.*

Tasks for Instruction and/or Assessment

Pen and Paper

Paragraph Composition

- Write a 100 - 150 word text on a topic of personal relevance which is related to the language strands (reading, listening, vocabulary, and grammar) and genres (description, narration, and persuasion) covered in class. After peer and teacher conferences, show evidence of proofreading (revising and editing) in a second and third draft. Evaluate the final draft for content/meaning, form/organization, style and conventions (See Writing Rubrics in the Appendices). Evaluate the process as well as the final product for evidence of proofreading (changes in language from draft to draft). Keep writing pieces in a portfolio for sharing and publishing and also to note challenges and learnings.
- Independently revise and edit paragraphs based on peer and teacher input.

Observation

- Work in pairs and/or small groups as they proofread their writing drafts. Observe their discussions for evidence of listening, asking, clarifying and advising, regarding their writing drafts (See rubric, "Self Assessment of Participation in Groups" as well); See Outcome 6.1 on collaborative work.

Presentation

- Present ideas (in paragraph form) which are clearly related to your topic.

Resources/Notes

North Star 1, Introductory Reading and Writing, Units 1 - 10, "Focus on Writing" and "Alternative Writing," Sections

North Star 2, Basic-Low-Intermediate Reading and Writing, Units 1, 2, 6 & 10, "Focus on Writing" and "Alternative Writing," Sections

From Writing to Composing An Introductory Composition Course, Units 2, 4, and 5

Writing from Within, "Preview: What is a Paragraph", p. 2. This can be a review for students.

If students are having difficulty with a writing topic, teachers can bring in a photo or ask students to bring in a photo of their own to use as a writing prompt. (See Lesson 2 in "Writing from Within Intro", page 36.

* Teachers should focus on one area that needs improvement at a time, since students at this level can only concentrate on one aspect of their writing at a time.

GCO 5: *Students will be expected to use writing and other forms of representation to explore, clarify and reflect on their thoughts, feelings, experiences and learnings; and to use their imaginations.*

Specific Curriculum Outcomes

Students will be expected to:

5.2 use language to express ideas in a comprehensible manner

Elaborations - Strategies for Learning and Teaching

The intent of this outcome is to give students more practice using the basic language skills necessary for writing (e.g. sentence structure, basic grammar, basic vocabulary, punctuation, etc.). Students will also have several opportunities to examine correct structures and grammar errors in other pieces of writing in addition to their own.

Challenge students to:

- practice the basic language skills necessary for writing (i.e., sentence structure, basic grammar, basic vocabulary, punctuation) by completing a variety of exercises (i.e., basic grammar in text; learning and usage of basic vocabulary; including spelling, usage of correct punctuation).

Invite students to:

- express their ideas orally and in writing, with other students, including L1 students where possible.

GCO 5: *Students will be expected to use writing and other forms of representation to explore, clarify and reflect on their thoughts, feelings, experiences and learnings; and to use their imaginations.*

Tasks for Instruction and/or Assessment

Pen and Paper

- Rewrite a paragraph, correcting language errors under content organization which have been studied in class (For example, if students need to add more specific details to explain a point, they can brainstorm such ideas with a partner before rewriting another draft.)

Resources/Notes

North Star 1, Introductory Reading and Writing, Units 1 - 10, "Focus on Writing" and "Alternative Writing," Sections

North Star 2, Basic-Low-Intermediate Reading and Writing, Units 1, 2, 6 & 10, "Focus on Writing" and "Alternative Writing," Sections

From Writing to Composing An Introductory Composition Course, Units 2, 4, and 5

Writing from Within, "Preview: What is a Paragraph," p. 2. This can be reviewed for students.

If students are having difficulty with a writing topic, teachers can bring in a photo or ask students to bring in a photo of their own to use as a writing prompt. (See Lesson 2 in "Writing from Within Intro," page 36.

* Teachers should focus on one area that needs improvement at a time, since students can concentrate on one aspect at a time.

GCO 6: *Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes.*

Specific Curriculum Outcomes

Students will be expected to:

- 6.1 demonstrate skills required for both independent and collaborative work (i.e. respect for others' ideas, ability to share, ability to work independently)

Elaborations - Strategies for Learning and Teaching

Students will have opportunities to work on exercises on the language strands: grammar, reading, listening and speaking exercises in pairs and/or small groups. Students will be encouraged to have respect for others' ideas and to share their own work. Students will be taught the linguistic functions necessary for group work. Such linguistic functions necessary for group work would include requesting clarification/further information, comparing answers, expanding and explaining. Students will also work independently as well as cooperatively.

Invite students to:

- complete a range of tasks, activities and exercises, on reading, listening, and speaking, in pairs and/or small groups respect for others' ideas and to share their own work.
- collaboratively write a simple text such as a chain story, practising one of the basic language elements taught (e.g. past tense).

Have students:

- prepare a written report of another country of which they know little about.
- divide the workload equitably in a group setting, assigning roles to each student (leader, organizer/time keeper, recorder, presenter).

Encourage students to:

- work both collaboratively and/or independently on assigned tasks, activities and exercises.

GCO 6: *Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes.*

Tasks for Instruction and/or Assessment	Resources/Notes
<p><i>Teachers should clearly define criteria for and assess</i></p> <p><i>Pen and Paper</i></p> <ul style="list-style-type: none"> • Research and prepare a written report on a country (in pairs or small groups) that is not their own home country. <p><i>Group Work/Observation/Presentation</i></p> <ul style="list-style-type: none"> • Reach consensus on information to be presented (they may choose 3 or 4 areas to focus on such as customs, beliefs, food, music, etc); divide the workload equitably amongst group members; work both collaboratively and/or independently on assigned tasks; present basic information clearly. 	<p><u>North Star 1, Introductory Reading and Writing</u>, Units 1 - 10, “Focus on Writing” and “Alternative Writing Topics” Sections</p> <p><u>North Star 2, Basic-Low-Intermediate Reading and Writing</u>, Units 1, 2, 6 & 10, “Focus on Writing” and “Alternative Writing Topics” Sections</p> <p><u>From Writing to Composing: An Introductory Composition Course</u>, Unit 1, “Introductions to Letters and Email,” p. 2</p> <p><u>Writing from Within Intro</u>, Unit 7, “Thank -You Letter,” p. 63</p>

GCO 6: *Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes.*

Specific Curriculum Outcomes

Students will be expected to:

- 6.2 use comprehensible language appropriate to an informal audience

Elaborations - Strategies for Learning and Teaching

Students are introduced to the concepts of formal and informal language. They will be asked to identify familiar situations as either formal or informal, according to the language used. Such situations may include those which require the use of greetings, leave-taking, and simple requests. Students are re-introduced to the basic language skills necessary for writing (e.g., sentence structure, grammar, vocabulary, punctuation).

Challenge students to:

- complete dialogue balloons according to the relationship between the speakers (characters in situations-meetings between friends, colleagues, student/teacher, child/parent, employee, employer). Balloons show relationships between the speakers.
- write two messages: the first an e-mail requesting a favour from a friend, and the second a letter requesting information or a brochure from a public organization or office.

GCO 6: *Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes.*

Tasks for Instruction and/or Assessment

Pen and Paper

- Evaluate letters according to basic differences in the degree of formality (e.g., “Dear Mrs. Smith”, “Hey Sue”).
- Complete exercises showing broad distinctions in formality, including differences in salutations, closings, types of information requested, use of basic idiomatic expressions and formatting.

Observation/Presentation

- Write and present role plays of common situations (meeting between friends, colleagues) where you show evidence of expressing requests clearly.

Resources/Notes

North Star 1, Introductory Reading and Writing, Units 1 - 10, “Focus on Writing” and “Alternative Writing Topics” Sections

North Star 2, Basic-Low-Intermediate Reading and Writing, Units 1, 2, 6 & 10, “Focus on Writing” and “Alternative Writing Topics” Sections

From Writing to Composing: An Introductory Composition Course, Unit 1, “Introductions to Letters and Email,” p. 2

Writing from Within Intro, Unit 7, “Thank -You Letter,” p. 63

GCO 6: *Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes.*

Specific Curriculum Outcomes

Students will be expected to:

- 6.3 produce short texts in a limited variety of forms

Elaborations - Strategies for Learning and Teaching

The intent of this outcome is to give students several opportunities to practice writing a variety of short texts. Such short texts may include a personal ad, short letter, biography, response, simple summary, etc. Students will have ample opportunities to express themselves and their opinions and to write short texts (150 words), practicing all of the writing skills they have learned thus far.

Have students:

- write a personal ad for themselves after reading personal ads from a prepared or authentic newspaper.
- write a letter from one character to another after viewing a short video.

Invite students to:

- write an evaluative response of the story after viewing a short video, listening to or reading a short, prepared story.
- write a descriptive narrative paragraph about a trip.

Challenge students to:

- write a biography on a person of interest.
- interview and write a descriptive paragraph about a classmate.

GCO 6: *Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes.*

Tasks for Instruction and/or Assessment

Pen and Paper

- Write a brief evaluative response (150 words), after viewing a short video or listening to or reading a short, prepared story (200 - 500 words).

Observation/Presentation

- Present all information central to the story; use logical organization to present information (in this case chronological sequencing); clearly retell the story and evaluate the story in a personal response (encourage critical thinking as you clearly explain what you liked/disliked and why).

Resources/Notes

North Star 1, Introductory Reading and Writing, Units 1 - 10, "Focus on Writing" and "Alternative Writing Topics" Sections

North Star 2, Basic-Low-Intermediate Reading and Writing, Units 1, 2, 6 & 10

From Writing to Composing: An Introductory Composition Course, Unit 4, "Sharing Stories", p. 25

GCO 7: *Students will be expected to use a range of strategies to develop effective writing and media products and to enhance their clarity, precision, and effectiveness.*

Specific Curriculum Outcomes

Students will be expected to:

- 7.1 use the process approach to writing, focusing on revising and editing

Elaborations - Strategies for Learning and Teaching

Students will have ample opportunities to practice the process approach by writing several drafts of basic, short texts (150 words). Students will focus on text organization, such as chronological sequencing, as well as peer and self evaluation. Students will have ample opportunities to revise and edit short texts, which can include story retells, short summaries, paragraphs giving personal information, picture description, personal letters, posters, pamphlets and advertisements.

Challenge students to:

- use basic English to express ideas in a comprehensible manner.
- organize the text simply but clearly identify and correct his/her own errors in content and basic organization.
- independently make proofreading changes with a peer or the teacher's support.
- present ideas which are closely related to the topic.

GCO 7: *Students will be expected to use a range of strategies to develop effective writing and media products and to enhance their clarity, precision, and effectiveness.*

Tasks for Instruction and/or Assessment

Pen and Paper

- Write a short 100 - 150 word text on a topic of personal relevance based on reading, listening, vocabulary and language covered in class. In a peer or teacher conference with the student, errors in content to be revised are indicated in the second draft. Evaluate the second draft (rubric), indicating areas of improvement in language to be revised in a third draft. Using a rubric that has been shared with the students prior to the assignment, evaluate the final draft. Use the rubric prior to the writing exercise to evaluate exemplars for further understanding of what is expected of you in this exercise.

Presentation

- Present your writing selections to a small group or the entire class.

Resources/Notes

North Star 2, Units 1, 2, 6 and 10, “Focus on Writing” and “Alternative Writing Topics” (or those sections of interest to students)

From Writing to Composing, An Introductory Composition Course

See Appendices for samples of writing rubrics for consideration.

Teachers can use writing exemplars and have students proofread them, using rubrics similar to those that would be used for this type of proofreading assignment.

Writing from Within Intro, Lesson 7
“Connecting Sentences,” p. 12 and “Commas with Because,” p. 50

GCO 7: *Students will be expected to use a range of strategies to develop effective writing and media products and to enhance their clarity, precision, and effectiveness.*

Specific Curriculum Outcomes

Students will be expected to:

- 7.2 use the mechanics of written basic language (i.e., punctuation, spelling) accurately and consistently

Elaborations - Strategies for Learning and Teaching

The intent of this outcome is to give students several opportunities to practice the use of correct spelling and punctuation in writing. Students will review the basic rules of spelling and punctuation, which will include general use of capital letters, commas, periods and apostrophes. Teachers should focus on one area at a time. Students can also make use of bilingual and learner dictionaries with teacher assistance so they may use these resources as effectively as possible without becoming over-reliant on them.

Challenge students to:

- locate and correct errors (a fixed number of errors in basic punctuation and spelling) in a student sample text (exemplar).
- identify and correct errors in spelling and punctuation in another student writing.
- locate and correct errors in punctuation and spelling in their own writing.

GCO 7: *Students will be expected to use a range of strategies to develop effective writing and media products and to enhance their clarity, precision, and effectiveness.*

Tasks for Instruction and/or Assessment

Pen and Paper

- Complete exercises and/or a test containing a fixed number of errors in basic punctuation and spelling appropriate for this level (see Grammar Reference Chart in Appendix). Locate and correct errors. Evaluate according to number of errors correctly identified and corrected.

Resources/Notes

North Star 2, Units 1, 2, 6 and 10, “Focus on Writing” and “Alternative Writing Topics” (or those sections of interest to students)

From Writing to Composing, An Introductory Composition Course

See Appendices for samples of writing rubrics for consideration.

Teachers can use writing exemplars and have students proofread them, using rubrics similar to those that would be used for this type of proofreading assignment.

Writing from Within Intro, Lesson 7
“Connecting Sentences”, p. 12 and “Commas with Because”, p. 50

GCO 7: *Students will be expected to use a range of strategies to develop effective writing and media products and to enhance their clarity, precision, and effectiveness.*

Specific Curriculum Outcomes

Students will be expected to:

- 7.3 use basic vocabulary appropriate to assigned academic tasks, with and/or without support

Elaborations - Strategies for Learning and Teaching

Students will have ample opportunities to learn new vocabulary, drawing attention to new words in context as they occur. They will practice using informal and basic vocabulary, prefixes and suffixes, synonyms and antonyms and various parts of speech. Parts of speech to be identified would include nouns, verbs, adjectives, adverbs, prepositions and pronouns (See Grammar Reference Chart, Appendix B as well as [The Writer's Guide](#)). Students will have several opportunities to practice dictionary usage and deduce meanings of new words both formal textual and visual contexts.

Challenge students to:

- write sentences incorporating newly and previously learned vocabulary.
- identify synonyms and/or antonyms of new words.
- select from a limited list (based on new words) the best word to complete the sentence.

GCO 7: *Students will be expected to use a range of strategies to develop effective writing and media products and to enhance their clarity, precision, and effectiveness.*

Tasks for Instruction and/or Assessment

Pen and Paper

- Complete exercises on using the correct vocabulary to complete sentences (within a given context)
- Write short texts to show your understanding of new vocabulary.
- Prepare sentence completion of new words.
- Select, from a limited list, the best word to complete the sentence.
- Write your own sentences or short text (a silly story, for example), using the new vocabulary you have learned.

Resources/Notes

North Star 2, Units 1, 2, 6 and 10, “Focus on Writing”, “Alternative Writing Topics”, and “Research Topics” sections

From Writing to Composing, An Introductory Composition Course, Appendix 4, p. 149

See Appendices for samples of writing rubrics for consideration.

Teachers can also use writing exemplars and have students proofread them, using rubrics similar to those that would be used for this type of proofreading assignment.

See Appendices for additional grammar resources (Betty Azar’s Basic English Grammar)

GCO 7: *Students will be expected to use a range of strategies to develop effective writing and media products and to enhance their clarity, precision, and effectiveness.*

Specific Curriculum Outcomes

Students will be expected to:

- 7.4 use basic grammar and sentence structure appropriate to assigned tasks with and without support

Elaborations - Strategies for Learning and Teaching

For this outcome students will have ample opportunities to practice writing short texts, using their knowledge of basic grammar and showing their ability to self correct. Students will use basic grammar appropriate to the assigned writing task. They will most likely need support in identifying some of their grammatical errors, but should also be able to self-identify and correct some of them. Teachers should limit their editing symbols/corrections to 3 per text for students at this level.

Challenge students to:

- practice writing short texts.
- provide clear explanations of basic grammatical concepts such as subject and object.
- identify basic differences between the grammar of English and the first language of the student (where possible).
- practice basic grammatical structures in various exercises (error correction, short writing tasks, and focus on form).

GCO 7: *Students will be expected to use a range of strategies to develop effective writing and media products and to enhance their clarity, precision, and effectiveness.*

Tasks for Instruction and/or Assessment

Pen and Paper

- Complete test-completion and error correction exercises with the correct grammar and vocabulary.
- Use low intermediate-level sentence structure and grammar correctly.
- Recognize and correct most errors in basic grammar.

Resources/Notes

North Star 2, Units 1, 2, 6 and 10, “Focus on Writing”, “Alternative Writing Topics”, and “Research Topics” sections

From Writing to Composing, An Introductory Composition Course, Appendix 4, p. 149

See Appendices for samples of writing rubrics for consideration.

Teachers can also use writing exemplars and have students proofread them, using rubrics similar to those that would be used for this type of proofreading assignment.

See Appendices for additional grammar resources (Betty Azar’s Basic English Grammar)

GCO 7: *Students will be expected to use a range of strategies to develop effective writing and media products and to enhance their clarity, precision, and effectiveness.*

Specific Curriculum Outcomes

Students will be expected to:

- 7.5 use technology effectively to meet learning needs

Elaborations - Strategies for Learning and Teaching

Students will have opportunities to use school computers to produce and edit short texts to improve their language skills. Students will be introduced/re-introduced to the Internet and word processing programs designed to assist the learning of English as an additional language.

Challenge students to:

- practise using the Internet to improve language skills (i.e. Internet grammar quizzes and word processing programs (TBA) designed for EAL students).
- format short texts on the computer.
- practise using the Internet to improve research skills.

GCO 7: *Students will be expected to use a range of strategies to develop effective writing and media products and to enhance their clarity, precision, and effectiveness.*

Tasks for Instruction and/or Assessment

Observation/Pen and Paper

- complete three web-based quizzes testing basic English (reading/listening/writing/grammar/vocals). Locate the site and successfully complete the quizzes assigned.

Resources/Notes

North Star 2, Units 1, 2, 6 and 10, “Focus on Writing”, “Alternative Writing Topics”, and “Research Topics” sections

From Writing to Composing, An Introductory Composition Course, Appendix 4, p. 149

See Appendices for samples of writing rubrics for consideration.

Teachers can also use writing exemplars and have students proofread them, using rubrics similar to those that would be used for this type of proofreading assignment.

See Appendices for additional grammar resources (Betty Azar’s Basic English Grammar)

Web-based quizzes (TBA)

Appendices

Skills	Aspect	<u>Level-Beginning</u>	<u>Level-Mid Beginning</u>	<u>Level - High Beginning</u>
Secondary Reading/ Receptive	Literacy L1	learner has some literacy skills in a language other than English	learner has some literacy skills in a language other than English	learner has some literacy skills in a language other than English
	BICS	learner has a minimal amount of basic interpersonal skills (BICS)	learner has some quite basic interpersonal communication skills (BICS)	learner has some basic interpersonal communication skills (BICS)
	CALP	has negligible academic skills in reading and comprehending English	has minimal academic skills in reading and comprehending English	has very limited academic skills in reading and comprehending English
	Strategies	demonstrates awareness that pages are read left to right, top to bottom, and that books are read front to back	may begin to read lower-level texts from left to right, top to bottom	begins to read lower-level texts from left to right, top to bottom
	*print convention			
	*letter and word recognition	recognizes the English alphabet; may be able to recognize a very limited number of familiar words	can recognize the English alphabet and a limited number of familiar words	can recognize the English alphabet and familiar words and phrases
*phonemes	may be able to recognize some common sounds	can recognize a limited number of common sounds	can recognize a number of common sounds	

	<p>*word skills</p> <p>*comprehension strategies</p> <p>*predict and confirm meaning</p> <p>Comprehension</p> <p>*retelling</p> <p>*predicting & drawing inferences</p> <p>*main ideas and details</p> <p>*knowledge of genres</p> <p>Response and Analysis</p> <p>*connecting to other information (prior knowledge and other selections)</p> <p>*articulating and supporting personal opinions</p> <p>*evaluation</p>	<p>begins to decode simple words</p> <p>is starting to develop some strategies to aid comprehension (e.g. sight words, vocabulary review)</p> <p>derives understanding from illustrations, graphics and print</p> <p>*begins to retell some parts of a simple narrative previously read</p> <p>*is able to predict the topic of a story based on visuals</p> <p>*begins to be aware of the topic of a story and its genre</p> <p>*begins to respond (orally, with gestures, using pictures, retelling or giving opinion) to material that he or she has read with extensive support</p> <p>*begins to answer literal questions (who, what, when, how?)</p>	<p>decodes simple words</p> <p>is developing strategies to aid comprehension</p> <p>begins to use context clues to gain meaning</p> <p>*begins to retell most parts of a simple narrative previously read</p> <p>*is able to predict events of a short story based on a short excerpt previously read</p> <p>*begins to locate details in simple narrative and expository text</p> <p>*begins to be aware of some of the basic elements of a story (beginning, middle, and end) and its genre</p> <p>*begins to respond to material that he/she has read with support and answers literal questions with support</p> <p>*begins to connect personal experience with a read story</p>	<p>decodes simple words, phrases and lower-level texts</p> <p>has basic strategies to aid comprehension</p> <p>continues to use context clues to gain meaning</p> <p>*reads text/simple narrative and retells the main idea</p> <p>*is able to predict the outcome of a simple nature</p> <p>*begins to understand simple content based materials where background information has been provided</p> <p>*begins to understand explicit ideas but may not notice or understand implied information</p> <p>*begins to demonstrate understanding of some story elements (plot, character, setting, etc. with the use of graphic organizers)</p> <p>*requires support to predict and interpret</p> <p>*begins to convey opinions or emotional responses to create material read, viewed or heard</p> <p>*answers literal questions</p> <p>*connects personal experience with a read story</p>
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Secondary Writing	Aspect	<u>Level-Beginner</u>	<u>Level-Mid-Beginner</u>	<u>Level-High Beginner</u>
	Form *connecting and transition words *sequence and organization *introductions and conclusions *paragraphs, text features, and graphics *awareness of genres	*may use some conjunctions (and, but, or) *organization and sequencing of ideas appears unclear or weak (guidance or support is required). * needs a graphic organizer or model to write	*uses some conjunctions (and, but, or) *organization and sequencing of ideas may appear unclear or weak (guidance or support most often required)	*uses conjunctions (and, or, but) *sometimes attempts use of subordination (because, so, but) *requires instructional support with sequencing, transitions, and unity *uses a graphic organizer or model to write coherent paragraphs for additional support
	Convention *capitals *punctuation *spelling *word choice (diction) *grammar *sentence structure (syntax)	* uses simple present tense *uses short sentences *writes mostly sentence fragments; may write patterned sentences *may begin to be aware of writing conventions (capitalization, punctuation) *makes frequent use of phonetic spelling that reflects personal pronunciation * may begin to make limited use of prepositions, articles,	* mostly uses simple present tense * uses short sentences with developing sentence patterns *may write mostly phrases (fragments) or patterned sentences * begins to be aware of writing conventions (capitalization, punctuation) *begins to make limited use of prepositions, articles, and plurals	*uses capitalization, punctuation, and spelling more consistently *usually recognizes sentence boundaries and demonstrates some control of sentence structure *makes incorrect word choices *makes grammatical and mechanical errors that sometimes diminish or obscure meaning *may omit words or word endings such as -s or -ed *may include run-ons and fragments *may omit prepositions, articles and plurals

Six Traits Writing Rubric

	6 Exemplary	5 Strong	4 Proficient	3 Developing	2 Emerging	1 Beginning
Ideas & Content <i>main theme supporting details</i>	<ul style="list-style-type: none"> Exceptionally clear, focused, engaging with relevant, strong supporting detail 	<ul style="list-style-type: none"> Clear, focused, interesting ideas with appropriate detail 	<ul style="list-style-type: none"> Evident main idea with some support which may be general or limited 	<ul style="list-style-type: none"> Main idea may be cloudy because supporting detail is too general or even off-topic 	<ul style="list-style-type: none"> Purpose and main idea may be unclear and cluttered by irrelevant detail 	<ul style="list-style-type: none"> Lacks central idea; development is minimal or non-existent
Organization <i>structure introduction conclusion</i>	<ul style="list-style-type: none"> Effectively organized in logical and creative manner Creative and engaging intro and conclusion 	<ul style="list-style-type: none"> Strong order and structure Inviting intro and satisfying closure 	<ul style="list-style-type: none"> Organization is appropriate, but conventional Attempt at introduction and conclusion 	<ul style="list-style-type: none"> Attempts at organization; may be a "list" of events Beginning and ending not developed 	<ul style="list-style-type: none"> Lack of structure; disorganized and hard to follow Missing or weak intro and conclusion 	<ul style="list-style-type: none"> Lack of coherence; confusing No identifiable introduction or conclusion
Voice <i>personality sense of audience</i>	<ul style="list-style-type: none"> Expressive, engaging, sincere Strong sense of audience Shows emotion: humour, honesty, suspense or life 	<ul style="list-style-type: none"> Appropriate to audience and purpose Writer behind the words comes through 	<ul style="list-style-type: none"> Evident commitment to topic Inconsistent or dull personality 	<ul style="list-style-type: none"> Voice may be inappropriate or non-existent Writing may seem mechanical 	<ul style="list-style-type: none"> Writing tends to be flat or stiff Little or no hint of writer behind words 	<ul style="list-style-type: none"> Writing is lifeless No hint of the writer
Word Choice <i>precision effectiveness imagery</i>	<ul style="list-style-type: none"> Precise, carefully chosen Strong, fresh vivid images 	<ul style="list-style-type: none"> Descriptive, broad range of words Word choice energizes writing 	<ul style="list-style-type: none"> Language is functional and appropriate Descriptions may be overdone at times 	<ul style="list-style-type: none"> Words may be correct but mundane No attempt at deliberate choice 	<ul style="list-style-type: none"> Monotonous, often repetitious, sometimes inappropriate 	<ul style="list-style-type: none"> Limited range of words Some vocabulary misused
Sentence Fluency <i>rhythm, flow variety</i>	<ul style="list-style-type: none"> High degree of craftsmanship Effective variation in sentence patterns 	<ul style="list-style-type: none"> Easy flow and rhythm Good variety in length and structure 	<ul style="list-style-type: none"> Generally in control Lack variety in length and structure 	<ul style="list-style-type: none"> Some awkward constructions Many similar patterns and beginnings 	<ul style="list-style-type: none"> Often choppy Monotonous sentence patterns Frequent run-on sentences 	<ul style="list-style-type: none"> Difficult to follow or read aloud Disjointed, confusing, rambling
Conventions <i>age appropriate, spelling, caps, punctuation, grammar</i>	<ul style="list-style-type: none"> Exceptionally strong control of standard conventions of writing 	<ul style="list-style-type: none"> Strong control of conventions; errors are few and minor 	<ul style="list-style-type: none"> Control of most writing conventions; occasional errors with high risks 	<ul style="list-style-type: none"> Limited control of conventions; frequent errors do not interfere with 	<ul style="list-style-type: none"> Frequent significant errors may impede readability 	<ul style="list-style-type: none"> Numerous errors distract the reader and make the text difficult to read

Adapted for Regina Public Schools from Vicki Spandel, Creating Writers. Regina, SK Canada

Student Friendly Writing Rubric
(From a School Using the 6 Traits of Writing)

IDEAS AND CONTENT	WORD CHOICE	CONVENTIONS
<p>5 - Focused, clear, specific. It keeps the reader's attention.</p> <p>a) I know a lot about this topic and added interesting tidbits. b) I showed what was happening instead of telling. c) My topic was small enough to handle. d) I can easily answer the question, "What is the point of this paper/story?"</p>	<p>5 - Extremely clear, visual, and accurate. I picked the right words for the right places.</p> <p>a) My words are colorful, snappy, vital, brisk and fresh. You won't find overdone, vague or flowery language. b) All the words in my paper fit. Each one seems just right. c) Look at all my energetic verbs! d) Some of the words and phrases are so vivid the reader won't soon forget them.</p>	<p>5 - Mostly correct. There are very few errors in my paper.</p> <p>a) My spelling is accurate. b) I have used capitals correctly. c) Every paragraph is intended to show where a new idea begins. d) Periods, commas, exclamation marks, and quotation marks are in the right places. e) My grammar/usage is consistent and shows control.</p>
<p>3 - Some really good parts, some not there yet!</p> <p>a) Some things are new, other things everyone else already knows. b) Details are general (nice, fun, some, good). c) I'm still thinking aloud on paper. I'm looking for a good idea. d) Maybe I'll write about this or maybe I'll write about that.</p>	<p>3 - Correct but not striking. The words get the message across, but don't capture the reader's attention.</p> <p>a) I used everyday words pretty well but I did not stretch for a new and better way to say things. b) Most of the time the reader will figure out what I mean even if a few words are messed up. c) My words aren't real specific. Better, juicy details. d) I used tired out cliches or phrases.</p>	<p>3 - About halfway there. A number of bothersome mistakes need cleaning up.</p> <p>a) Spelling is correct on simple words. It may not be on harder words. b) Most sentences and proper nouns begin with capitals, but a few have been over looked. c) At least one paragraph is present. Others might not all begin in the right spots. d) Problems in punctuation make the reader stumble and pause now and then. e) Several grammar problems are evident.</p>
<p>1 - Just beginning to figure out what I want to say.</p> <p>a) I haven't shared much information. I don't seem to know much about this topic. b) My details are so vague it's hard to picture anything. c) I'm still thinking aloud on paper. I'm looking for a good idea. d) Maybe I'll write about this or maybe I'll write about that.</p>	<p>1 - Confusing. The reader is often asking "What did they mean by this?"</p> <p>a) A lot of words and phrases are vague. (We were friends and stuff.) b) My words don't make pictures yet. (It was awesome.) c) Some of my words are misused. d) Over and over I used the same words over and over, until my paper was over.</p>	<p>1 - Editing not under control yet. It would take a first reading to decode and a second reading to get the message.</p> <p>a) Spelling errors are common, even simple words. b) Capital letters are scattered all over or not at all. c) I haven't got the hang of paragraphs yet. d) Punctuation is very limited and makes reading this paper difficult. e) Frequent grammatical errors, I haven't spent much time editing this paper.</p>

Student Friendly Writing Rubric
(From a School Using the 6 Traits of Writing)

ORGANIZATION	VOICE	SENTENCE FLUENCY
<p>5 - Clear and compelling. I have chosen an order that works well and makes the reader want to find out what comes next.</p> <p>a) My beginning grabs the reader's attention and gives clues about what is coming.</p> <p>b) Every detail adds a little more to the main idea or story.</p> <p>c) My details are in the right place.</p> <p>d) I ended at a good spot. I have a strong conclusion or ending.</p>	<p>5 - Really individual and powerful. My paper has personality and sounds different from the way anyone else writes.</p> <p>a) I have put my personal stamp on this. It's me!</p> <p>b) Readers can tell I'm talking right to them.</p> <p>c) I write with confidence and security.</p> <p>d) My paper is full of feelings and the reader will know how I feel.</p> <p>e) Nobody else sounds like this.</p>	<p>5 - Varied and natural. The sentences in my paper are close and delightful to read out loud.</p> <p>a) Some are long and stretchy. Some are short and snappy.</p> <p>b) It's easy to read my paper out loud. I love the sound of it!</p> <p>c) Sentence beginnings vary.</p> <p>d) Good sentence sense. My sentence flows.</p> <p>e) All excess baggage has been cut out.</p>
<p>3 - Some really smooth parts, others need work. The order makes sense most of the time.</p> <p>a) I have a beginning but it doesn't really grab you or give clues about what is coming.</p> <p>b) Sometimes it is not clear how some of the details connect to the story or main idea.</p> <p>c) Some of the details should come earlier or later. I may have lingered too long in some areas and sped through others.</p> <p>d) I have a conclusion, but it is ho-hum.</p>	<p>3 - Individuality fades in and out. What I truly think and feel only shows up sometimes.</p> <p>a) Although the reader will understand what I mean, it won't make them feel like laughing, crying, or pounding on the table.</p> <p>b) My writing is right on the edge of being funny, excited, scary, or honest - but it is not there yet.</p> <p>c) My personality pokes through here and there but gets covered up again.</p> <p>d) My writing is pleasant, but cautious.</p> <p>e) I've done more telling than showing.</p>	<p>3 - Routine and functional. Some sentences are choppy and awkward, but most are clear.</p> <p>a) Some of my sentences are smooth and natural, but others are halting.</p> <p>b) When I read my paper, most of the sentences have the same patterns.</p> <p>c) Many sentences begin the same way.</p> <p>d) My paper shows some interesting sentences.</p> <p>e) I have used more words than necessary.</p>
<p>1 - Not shaped yet. The order of my paper is jumbled and confused</p> <p>a) There really isn't a beginning or introduction to my paper. It just takes off.</p> <p>b) I'm confused about how the details fit with the main idea or story line.</p> <p>c) My ideas seem scrambled, jumbled and disconnected.</p> <p>d) Conclusion! Oops, I forgot.</p>	<p>1 - Not me yet. I'm not comfortable or don't know what I truly think or feel yet.</p> <p>a) If you didn't already know, you might not know who wrote this paper.</p> <p>b) I'm not comfortable sharing. I've taken the safest route by hiding my feelings.</p> <p>c) I sound like a robot.</p> <p>d) My paper makes the reader yawn.</p> <p>e) My paper is all telling and no showing.</p>	<p>1 - Paper needs work because there isn't enough sentence sense yet.</p> <p>a) As I read my paper I have to go back and read over, just to figure out the sentence.</p> <p>b) The sentence patterns are repetitive.</p> <p>c) I'm having a hard time telling where one sentence stops and another begins.</p> <p>d) I have to do quite a bit of oral editing to help the reader get the meaning.</p>

Appendix B: Grammar Reference Chart

This chart shows the structures students are expected to learn through work done in the listening and speaking strands. These structures should be embedded in context rather than taught in isolation (e.g).

<p>Nouns</p>	<ul style="list-style-type: none"> • Count nouns: singular/plural of regular and high frequency irregular nouns (e.g. table/tables: child/children); low frequency irregular forms (e.g. living room, city street, golf club, pop singer). • Non-count nouns (e.g. water, money, bread, coffee, sugar) • Compound nouns (e.g. living room, city street, golf club, pop singer) • Cardinal numbers (e.g.) • Ordinal Numbers (e.g., first, fifth, twentieth) • Possessive form of proper and common nouns (e.g., Pablo's hat; the girl's book, the girls' book) • Articles a/an/the/no article • Gerunds for activities and pastimes (e.g. skating, swimming, fishing)
<p>Pronouns</p>	<ul style="list-style-type: none"> • subject pronouns (I, you, he, she, it, we, they) • Object pronouns (me, you, him, her, it, we, they) • Demonstrative (these/this, that/those) • Impersonal expressions (<i>it + be, It is noisy in the classroom.</i>) • Possessive (e.g. mine, yours, his, hers, its, ours, theirs) • Reflexive (e.g. myself, yourself, himself, herself, ourselves, yourselves, themselves)
<p>Verbs</p>	<ul style="list-style-type: none"> • To be (e.g., I am a student.) • There <i>is/are</i>; There <i>was/were</i> • To have (e.g., I have a sister.) • Can: for ability and permission (e.g., I can dance. I can go to the dance.) • would like + noun phrase (e.g., We would like more time.) • Simple present (e.g., I live in Canada). • Simple past regular Verbs (e.g., They talked to me.) • Simple past high frequency irregular verbs (e.g., He came late.) • Simple past of low frequency irregular verbs (e.g., sink/sank, swim/swam, hold, held) • Modals: have to, must, can (e.g., I have to go now. I must stop because I'm tired.) • Simple future (e.g., We will meet in the library.) • Present progressive (e.g., She is sitting.) • Past progressive (e.g., She was waiting for the bus.) • Future with going to (e.g., They're going to be late.) • Contractions with be, do, (e.g., She's sitting. We don't like that music.) • Imperative forms (e.g., Come in. Sit down.) • Infinitive forms after want/start/like (e.g., She wants to work.) • Let's (e.g., Let's ask the teacher.)

Adjectives	<ul style="list-style-type: none"> • Possessive (my, your, his, her, its, our, their) • High-frequency adjectives (e.g., red, big, rainy, young, Canadian, round) • Noun + 2 adjectives (e.g., shiny, fast cars). • Comparative/Superlative and forms (e.g., taller/tallest; happier/ happiest; more beautiful, most intelligent) • Irregular forms + comparative, superlative (e.g. better/(the) best: worse (the)worst.) • some, any, every, all • a little, a lot of/much/many
Adverbs	<ul style="list-style-type: none"> • adverbs that modify adjectives (e.g. <i>very</i> tall, <i>really</i> late.) • some adverbs of frequency and time (e.g. today, always, never, sometimes, then) • too • Of manner (e.g., verb + adverb: We sat quietly.)
Transition Words and Phrases	<ul style="list-style-type: none"> • conjunctions: and, but, or, because, so, since • like/unlike, similar to/different from • first, secondly, next, finally, as well
Question Forms	<ul style="list-style-type: none"> • Yes/no (e.g. Are you a student? Yes, I am/No, I'm not. Do you live in Canada? Yes, I do. No, I don't. Will you join our group? Yes, I will/ No, I won't.) • Inverted word order: verb + subject (e.g., Was he studying?) • With do, can (e.g., Do you have it? Can I tell you?) • <i>Wh</i> questions (e.g., Where was this?)
Negation	<ul style="list-style-type: none"> • Be + simple present (e.g. He is not here/He isn't here.) • Be + simple past (e.g. They were not interested/ They weren't interested.) • Do (e.g., We don't like that; It doesn't work; We didn't watch the game.) • Will (e.g., They won't eat these cookies.) • Negative imperative (e.g., Don't sit there.)
Prepositions	<ul style="list-style-type: none"> • Of location (e.g., in, on, at, under, beside, on the right/left) • Of direction (e.g., to, from) • Of time (e.g., at, before, after, on, in) • With simple/literal phrasal verbs (e.g., take off, put on, put away, turn on/off, get up, wait for, look for, look at, talk over, etc.
Punctuation (Convention of Print but noted here for pronunciation purposes).	<ul style="list-style-type: none"> • Final punctuation (period, question mark, exclamation mark.) • Apostrophe: contractions and possessive forms (e.g. He's buying a hat/ the boy's hat.) • Comma (for items in a list, for direct speech)
Sentences	<ul style="list-style-type: none"> • Simple sentence: subject + verb+ object or prepositional phrase (e.g. She reads books. She reads in the classroom). • Direct speech (e.g. "I live on this street," said Milo.) • Indirect speech: no tense change (e.g. He said he lives on this street.)

Reference

Language Reference Charts ESL Levels 1 & 2, English as a Second Language and English Literacy Development, Ministry of Education, The Ontario Curriculum, 2007.

Appendix C: Reading Activities

Communicative Reading

In a communicative approach to reading, students are first given a reason to read. An example might be the following scenario: You must plan a tour for some exchange students coming to Charlottetown, PEI during Easter weekend. They would like the tour on Tuesday or Wednesday between 9 A.M. and 5 P.M. They wish to visit places of historical interest and would like to go as one group. Read the texts describing a number of tours. Make a list of suitable tours and write a letter to the tour operators to obtain more information. In this activity, the information gathered from the reading becomes input for a writing activity.

Information Gap/ Jig Saw

In an activity based upon this procedure, information required for the completion of the target task is distributed in two or three different versions of a text. These texts are then made available to subgroups within the class such that each group will obtain only some of the information required for the target task. Students read their text and exchange information so that information gaps are filled and the target task is completed. For example, two versions of a short mystery story might be distributed. Version 1 contains clues not available in Version 2 and vice versa. Students must read their text and exchange information to solve the mystery.

Reading Re-tells

After an appropriate pre-activity, the class is divided into two groups A and B, each group having one of a set of related texts. Students read their text in class (or outside the class for more complex texts). Then, within their groups, students work in pairs or triads to complete one of several comprehension tasks set according to the level of the students or the difficulty of the text. The questions should be of sufficient difficulty that students are required to pool the information they get from the reading and discuss possible answers with other members of the group. The teacher prepared worksheets help students focus on important information.

After completing their comprehension tasks, students are asked to regroup in pairs. Each pair comprises one student from the original group A and one from B. The partners take turns explaining the information in their texts, using the worksheets they have completed as an organizational framework and as an aid to memory. The listener is expected to ask for clarification and additional information and to note down the main points of the partner's presentation on a worksheet. Because the students have been working in pairs and groups on different texts, there is a need for a final step to synthesize the information. One way to accomplish this is to have a short wrap up class discussion. Students could be given copies of all texts, with or without worksheets to read in class or at home. Thus, within the retell activity, the student has:

- read a challenging passage;
- completed a comprehension task through interaction with students who have the same text;
- presented new information to people who did not have the same text;
- listened actively making brief notes;
- practised the functions of asking for clarification and additional information;
- reconstructed some or all of the information received during the activity.

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Appendix D: Writing Activities

1) Composing

This type of activity is concerned with the pre-writing and drafting stages during which writers get their ideas together, make rough plans or formulate mental outlines, and develop a sense of direction as they begin to draft their writing. The following are some examples of the activities used in the pre-writing stage:

- gathering information
- pyramid planning
- making mind maps
- using a diagram of ideas
- brainstorming
- using questionnaires
- interviewing people
- conducting a survey
- observing and making notes

2) Communicating

Skilled writers are sensitive to their audience. Less skilled writers produce what can be called 'writer based' rather than 'reader based' prose; that is, writing which focuses on the topic at the expense of the reader, and as a result is ambiguous and presents ideas less clearly.

The tasks described below focus on the need to develop a strong sense of audience. They demonstrate ways in which the teacher can create contexts for classroom writing and provide a range of readers.

Giving Directions

Divide students into pairs. Ask one student to locate a place on a street map which is his or her real or imagined home. Ask each partner to write a letter to the other sending a party invitation which includes directions to his/her home. The address should be given without the street or number. The directions should begin with reference to a landmark which is clearly marked on the map, for example, "Get off the bus at Charlottetown Park". Then ask each student to give the letter to his or her partner to trace the directions on the map and name the destination.

Jigsaw Story Writing

The use of picture stories to stimulate narrative writing in ESL is well established. This task uses a picture story and the principle of information gap to create task dependency. Each student has only one picture from a sequence, and students are required to pool their knowledge in order to piece the story together. Place students in pairs/triads. Give each pair/triad one of the pictures. Working together within the group, students write paragraphs describing events in their picture. In order to ensure coherence, suggest that everyone work in the past tense. When the paragraphs are completed and agreed upon, each student writes down his/her own copy. Collect the pictures. Then reorganize the class into groups of five, each student having a description of one picture in the story. Ask students to assemble the parts to produce a logical story with appropriate cohesive devices, tense sequences etc. A final stage could be reading the completed versions aloud to compare and assess them. There is an element of task dependency here, as the task cannot be completed without clear directions. It is particularly useful for students who have newly arrived in the area.

Asking and Giving Advice

A popular activity in ESL, writing letters to 'Dear Abby', can be modified into pair or group work in order to provide an audience, as well as a sequence of activities which work on the task dependency principle. A preparatory stage is needed for the teacher and class to discuss the concept of the advice column. Authentic examples from newspapers should be used as a reading activity to introduce the topic and provide models for the language. Ask each student, pair or group to think of a problem and formulate a letter to Dear Abby. When students have completed their letters, they exchange them with another student, pair or group whose task it is to prepare possible answers and write a reply in the role of Abby.

Writing Letters of Invitation

It is common in ESL classrooms to ask students to fill in a diary as a basis for language practice in giving, accepting and declining invitations. Ask students to fill in the blank pages of their diaries with a predetermined number of appointments, real or imagined. The teacher should ensure that students have a sufficient number of appointments so that two students may well have simultaneous engagements. Students should not see each other's diaries so that an information gap is created. Ask students to work in pairs. All students should write a letter to their partner inviting them to do something the following week. The letters can then be exchanged and students refer to their diaries to see whether or not they are able to accept the invitation. Students write a reply, accepting or declining the invitation. If they cannot accept, they should suggest an alternative arrangement.

Matching Descriptions to Pictures

Teachers need pictures of people cut from magazines/books. The pictures should be chosen for clarity, a degree of distinctiveness in the characters and should ideally show more than just the face or head, that is, some indication of clothing would be useful. Take one of the pictures for preparatory work with the whole class. Display it to students and elicit adjectives, descriptive phrases, and sentences for describing the person shown. Use the language collected in this way to write a description with the students, asking them to suggest a logical organization and the structure of sentences. Alternatively, display a prepared description as a model. Give each of the students one of the pictures, asking them to keep it concealed from the others. They should then write a similar description. Collect the pictures and completed descriptions. Display all the pictures on the wall and number them. Shuffle the descriptions and give them out to students, ensuring that every student has someone else's text. Students then try to match the descriptions with the pictures.

Writing to Real People

Teachers will need an assortment of newspapers and magazines. Take an interesting advertisement or small ad and discuss its language and content. Elicit from the class what needs to go into a letter of inquiry. Show a prepared letter of enquiry as a model and point out important aspects of layout, appropriate endings etc. Give students time to browse through a newspaper to find an advertisement of interest. (This part of the activity becomes a useful skim reading session). When students have selected an advertisement, monitor them as each one writes a letter. Many students want to actually send their letters. It is particularly motivating for students to discover that they can write a letter in English and receive information of personal interest as a result. The letters and brochures they receive are in themselves useful authentic reading materials and may give rise to further correspondence. The above mentioned tasks are merely examples of the multitude of tasks which can be completed in the communicating stage of the writing process. Successful authoring implies having a sense of purpose and a sense of audience. However, it should not preclude attention to another aspect of writing, that of crafting. This is the way in which a writer puts together the pieces of the text, developing ideas through sentences and paragraphs within an overall structure. The crafting process allows the students to focus on:

- form: e.g., letters, technical reports, memos etc. All have different forms which may have to be learned.
- discourse organization: Classroom writing tasks can make explicit reference to different types of discourse organization
- cohesive devices: Activities which focus on reference, conjunction, substitution, ellipses and lexical relationships show students how these devices signal the relationship between ideas.
- choice of vocabulary: The selection of appropriate words to communicate precise meanings, to create an effect or to develop a theme is very important. Work on vocabulary building is essential in the writing process.

Students will be expected to write texts from all of the following categories: personal writing, study writing, creative writing, public writing, social writing and institutional writing.

3) Crafting

The crafting process allows the students to focus on:

- form: e.g. letters, technical reports, memos etc. All have different forms which may have to be learned.
- discourse organization: Classroom writing tasks can make explicit reference to different types of discourse organization
- cohesive devices: Activities which focus on reference, conjunction, substitution, ellipses and lexical relationships show students how these devices signal the relationship between ideas.
- choice of vocabulary: The selection of appropriate words to communicate precise meanings, to create an effect or to develop a theme is very important. Work on vocabulary building is essential in the writing process.

Students will be expected to write texts from all of the following categories: personal writing, study writing, creative writing, public writing, social writing and institutional writing.

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Appendix E: Assessment

Scaffolding Assessments by Language Proficiency Level

Proficiency Level Scaffolding Approaches	Beginning	Intermediate	Advanced
1. Tap prior knowledge/personal experience (e.g., prereading, prewriting strategies).	✓	✓	✓
2. Read items aloud to student.	✓		
3. Use manipulatives.	✓	✓	✓
4. Allow an oral, pictorial, or physical response (e.g., gestures, illustrations).	✓	✓	
5. Add meaningful visuals, graphic organizers to task or question.	✓	✓	✓
6. Label parts or functions.	✓	✓	✓
7. Select from several options (e.g., word bank).	✓	✓	✓
8. Complete, given a list, examples, or sentence stem.	✓	✓	✓
9. Complete an outline, T-list, or semantic map.		✓	✓
10. Make a list of attributes.	✓	✓	✓
11. Provide vocabulary lists or glossary.	✓	✓	✓
12. Simplify language (reduce sentence length, use present tense only, enlarge font size).	✓	✓	✓
13. Simplify format (reduce number of items, remove distracting graphics, cut into smaller chunks or task).	✓	✓	
14. Use cooperative learning/collaborative tasks.	✓	✓	✓
15. Modelling by teacher.	✓	✓	
16. Show model performances.	✓	✓	✓
17. Use music, drama, role-play, puppets.	✓	✓	✓
18. Ask for evidence to support response.		✓	✓
19. Use native language.	✓		
20. Use taped directions.	✓	✓	

Figure 8.9 Scaffolding Assessments

Source: Adapted from L. Valdez Pierce, *Assessing English Language Learners* (Washington, DC: National Education Association, 2003).

Student Name _____

Date _____

Analytic Scoring Rubric for Oral Language - Grades 6 - 12, Intermediate English Proficiency

Domain Rating	Comprehensibility	Comprehension	Fluency	Vocabulary	Grammar and Syntax
4	Speaks comprehensibly, with some pronunciation errors that do not interfere with meaning.	Shows total comprehension with appropriate responses.	Speaks at length and without hesitation.	Uses a variety of precise vocabulary	Makes grammar or syntax errors that do not interfere with meaning.
3	Speaks with some breaks in meaning due to pronunciation errors.	Shows consistent comprehension, asks for clarification or repetition.	Speaks with some hesitations or only briefly.	Uses repetitive vocabulary or has problems with word choice.	Makes some grammar or syntax errors that interfere with meaning.
2	Speaks with many breaks in meaning due to pronunciation errors.	Shows some comprehension, asks for repetition and/or makes inappropriate responses.	Speaks with many hesitations.	Uses high frequency vocabulary.	Makes numerous grammar or syntax errors that interfere with meaning.
1	Speaks and is incomprehensible most of the time due to pronunciation errors.	Shows little comprehension through many inappropriate responses or no response.	Speaks only a few words.	Uses limited or high frequency vocabulary.	Makes grammar and syntax errors that severely limit meaning.

Figure 8.1 Sample Oral Scoring Rubric

Source: Adapted from material from Erin Chubb, ESOL Teacher and Rubric developed jointly by Lorraine Valdez Pierce and Fairfax County ESOL Assessment Team, Spring 2004.

Appendix F: Self-Assessment of Communication Strategies in Oral Language

Name _____	Date _____
Circle the answer that shows how often you do the following things.	
When I have problems talking in English, I:	
1. use my first language.	Never Sometimes Often
2. ask for help.	Never Sometimes Often
3. use gestures or facial expressions.	Never Sometimes Often
4. avoid communication totally or partially.	Never Sometimes Often
5. use a synonym or a description.	Never Sometimes Often
6. make up new words.	Never Sometimes Often
7. simplify what I want to say.	Never Sometimes Often

Adapted from a form developed by ESL teacher s. Copley (1994).

Self-Assessment of Speaking Ability

Name _____

Date _____

Part 1: Place an X on each line to show how much you agree or disagree

This week I used English to talk with _____

1. I think that I was successful. Disagree |-----| Agree

2. The person I spoke to understood me. Disagree |-----| Agree

3. I felt comfortable speaking with another person in English. Disagree |-----| Agree

4. I understood everything that this person said to me. Disagree |-----| Agree

5. I could do this again with no problem. Disagree |-----| Agree

Part 2: Complete the sentences below.

6. When someone doesn't understand me, I _____

7. When I don't understand someone, I _____

8. Now I know _____

Adapted from a form developed by ESL teacher M. Crossman (1994).

Peer Feedback Form: Explaining a Process

Speaker's Name _____	Date _____		
Your Name _____			
Part 1: Circle the word Yes, Some, or No to tell how you feel about the speaker's report.			
1. Understood what the speaker was talking about.	Yes	Some	No
2. The speaker described how everything worked.	Yes	Some	No
3. The speaker explained in steps I could follow.	Yes	Some	No
4. I think I could do this myself now.	Yes	Some	No
5. The directions were clear.	Yes	Some	No
Part 2: Complete the following sentences.			
6. I liked when the speaker _____	_____		

7. The speaker was good at _____	_____		

8. Maybe the speaker could _____	_____		

Adapted by ESL teacher M. Crossman from Hill and Ruptic (1994).

Self-Assessment of Participation in Groups

Name _____		Date _____		
How often did you do the following things in you group today? Put a check ✓ in the box that best describes your response and add comments.				
Task	Rarely	Sometimes	Often	Comments
1. I listened to others in my group.				
2. I summarized what others said.				
3. I asked for information.				
4. I gave information.				
5. I gave an opinion.				
6. I agreed or disagreed.				
7. I asked for clarification.				

Adapted from a form developed by ESL teacher M. Crossman (1994) and Nourse, Wilson, and Andrien (1994).

Story Retelling Checklist

Name _____ Date _____				
Title _____ Author _____				
Quarter:	1st	2nd	3rd	4th
Text Difficulty:	Highly predictability	Moderate predictability	Advanced	
Response:	Drawing/pictures	Oral response	Written response	
Performance Tasks	Initiates	Reponds to Prompt	Comments	
Names main characters				
Describes setting				
Starts retelling at the beginning				
Identifies problem or issues				
Reports events in chronological order				
Describes resolution				

Adapted from a format developed by ESL teacher K. Harrison (1994), Fairfax County Pubic Schools, and based on National Education Association (1993).

Literature Response Scoring Rubric

Outstanding	<ul style="list-style-type: none"> • Describes most story elements (characters, setting, beginning, middle, and end of story) through oral and written language or drawings • Responds personally to the story • Provides an accurate and detailed description of the story • Develops criteria for evaluating the story
Good	<ul style="list-style-type: none"> • Describes most story elements through oral or written language or drawings • Responds personally to the story • Provides an accurate description of the story with some details • Analyzes something about the story (plot, setting, character, illustrations)
Satisfactory	<ul style="list-style-type: none"> • Describes some story elements through oral or written language or drawings • Makes a limited personal response to the story • Provides an accurate description of the story • Explains why he or she likes or does not like the story
Needs Improvement	<ul style="list-style-type: none"> • Describes few story elements through oral or written language or drawings • Makes no response or a limited personal response to the story • Provides a less than accurate description of the story • States that he or she likes or does not like the story

Adapted from rubrics developed by elementary ESL teacher J. Eury (1994), Fairfax County Public Schools, and Lamme and Hysmith (1991).

Literature Response Scoring Rubric

Name _____ Date _____
Book/Story _____
1. How much did you participate in today's discussion group? (Circle one.) alot about the right amount too little
2. What did you do well in group discussion? (Check what is true to you.)
<input type="checkbox"/> I finished the reading assignment and came prepared to discuss it.
<input type="checkbox"/> I wrote in my journal.
<input type="checkbox"/> I listened to others.
<input type="checkbox"/> I responded to others.
3. What was an important idea expressed by someone in your group? (Name the person and describe what he or she said.)

Adapted from Hill and Ruptic (1994) and Rhodes (1993).

Literature Discussion Group: Teacher Observation Checklist

Book/Story Discussed _____	Author(s) _____					
Theme/Focus _____						Date _____
Names of Students:						
Preparation						
Brought book and other materials						
Read the assigned pages						
Noted excerpts to share						
Participation						
Contributed to discussion						
Used higher-level thinking skills						
Used text to support comments						
Elicited responses from others						
Listened to alternative points of view						
Inferred relationships not stated in text						
Referred to story elements (plot, characters, conflict, theme)						

Adapted from Hill and Ruptic (1994).

Literature Discussion Group: Teacher Observation Checklist

Student _____ Date _____			
Story/Text _____ Grade/Teacher _____			
Place a check <input checked="" type="checkbox"/> or write examples in the spaces.			
Reading Strategy	Frequently	Sometimes	Rarely
1. Uses prior knowledge			
2. Self-corrects words and sentences			
3. Rereads			
4. Makes predictions			
5. Forms opinions			
6. Paraphrases			
7. Summarizes			
8. Adds ideas			
9. Other:			

Adapted from Glazer and Brown (1993)

Reading Skills/Strategies Checklist (for Emerging Readers)

Student _____ Date _____				
Skill/Strategy	1st 9 Weeks	2nd 9 Weeks	3rd 9 Weeks	4th 9 Weeks
Pre-Reader				
1. Tracks left/right, up/down				
2. Distinguishes upper/lower case				
3. Associates sound/symbol				
4. Begins to sound out words				
5. Can locate words in text				
6. Can read a few words				
Developing				
7. Begins to self-correct				
8. Begins using reading strategies				
9. Locates details in simple text				
10. Reads short, predictable text				
Reader				
11. Uses several reading strategies				
12. Identifies main idea				
13. Recognizes logical order				
14. Recognizes cause/effect				
15. Reads short, simple texts				
Expanding				
16. Draws inferences				
17. Predicts outcomes				
18. Draws conclusions				
19. Recognizes paraphrasing				
20. Chooses to read				
21. Reads chapter books				

Adapted from a checklist developed by middle ESL teacher D. O'Neill (1994), Fairfax County Public Schools, Virginia.

Name:

Teacher:

Date:

Title of Work:

	Criteria				Points
	1	2	3	4	
Content/ Meaning (development of ideas; use of details)	the topic is not addressed; meaning is unclear; teacher must consult the student to comprehend the intended message; output is very short; cannot compose independently. 1-little to no control	the topic is very limited by the restricted known vocabulary; begins to convey meaning by writing a few familiar words; teacher usually consults the student to comprehend the meaning of the intended output; output is short; does not compose independently. 2-inconsistent control	the topic addressed is limited by the restricted known vocabulary; begins to convey meaning by writing some familiar words and phrases; teacher consults the students to comprehend the intended meaning; may require a long time to produce a few sentences; may not compose independently. 3-reasonable control	the topic is addressed (i.e. the central idea is apparent, but limited vocabulary may result in topic hopping or awkward phrasing; some elaboration and connection to the topic; begins to make connections between background knowledge, experience and new information to generate personal and context-area text with support. 4-consistent control	
Style (variety, impact, and clarity of language)	not controlled; ideas are disjointed, affecting clarity; writes simple phrases; frequent word omission. 1-little or no control	many ideas may be disjointed, affecting clarity; writes simple phrases and sentences; composition is overly informal/ conversational in tone; some word omission. 2-inconsistent control.	some ideas are disjointed, affecting clarity; composition is informal in tone; standard word order; some sentence fragments. 3-reasonable control.	ideas flow well for clarity; writes complete sentences (no fragments or run ons); begins to use idioms with support. 4-consistent control.	
Form (transitions, sequence and organization; awareness of genres)	omits conjunctions; sequence and organization of ideas appears very weak. 1-little or no control	may use some conjunctions; sequence and organization of ideas appears weak and unclear. 2-inconsistent control.	uses some conjunctions; some ideas are organized and sequenced clearly. 3-reasonable control.	uses conjunctions; sometimes attempts use of subordination; uses transitions with support; most ideas are organized and sequenced clearly. 4-consistent control.	
Convention (grammar and mechanics)	mostly uses simple present tense, but often shifts from one tense to the other; writes mostly sentence fragments; may write patterned sentences; misspells even simple words-frequent use of phonetic spelling that reflects personal pronunciation; little formatting evident. 1-little or no control.	uses simple present tense; sometimes shifts from one tense to the other; uses short sentences with few developing sentence patterns; some errors with spelling and punctuation that detract from meaning. 2-inconsistent control.	less frequent shifts in tense; uses simple present and begins to use past tense; uses short sentences with developing sentence patterns; mostly effective use of mechanics; errors do not detract from meaning. 3-reasonable control.	uses simple present tense and simple past tense without shifting tenses; recognizes sentence boundaries and demonstrates some control over sentence structure; effective use of capitalization, punctuation, spelling and formatting (paragraphs-noted by indentation). 4-consistent control.	
				Total	

Writing Rubric**Assignment:****Teacher:****Date:**

Criteria					
Aspect	Domain 1	Domain 2	Domain 3	Domain 4	Final Score
Content/ Meaning (Development of ideas; use of details; sense of message, purpose, audience)	* little to no control	*inconsistent control	* reasonablecontrol	* consistent control	
Style (variety, impact and clarity of language)	* little to no control	*inconsistent control	* reasonablecontrol	* consistent control	
Form (transitions, sequence & organization; awareness of genres)	* little to no control	*inconsistent control	* reasonablecontrol	* consistent control	
Conventions (grammar and mechanics)	* little to no control	*inconsistent control	* reasonablecontrol	* consistent control	

Appendix G - Glossary of Terms

Academic Language: The “complex network of language cognitive skills and knowledge required across all content areas for eventual successful academic performance at secondary and university levels of instruction” (Collier and Thomas, 1989 p. 127). This term was initially coined by Jim Cummins as “cognitive academic language proficiency” or CALP. This content- reduced or de-contextualized language represents a dimension of language proficiency that extends into increasingly cognitively demanding uses of language, with fewer contextualized clues to meaning.

Acculturation: A process in which an individual or group incorporates one or more cultural traits of another group, resulting in a blend of cultural patterns. Cultural change and accommodation through acculturation do not necessarily mean loss of the original cultural identity.

Adaptation (cultural): A means or path to acculturation in which the individual learns a new culture while retaining the best of his or her primary culture. This process is referred to the assimilation method of acculturation in which the individual is prompted to relinquish his or her primary culture (and often language) as he or she learns another.

Adaptation (educational): A means or path to accommodate the needs, interests and abilities of an individual student with exceptionalities by changing the learning resources, instruction (learning environment, scheduling, facilities, instructional techniques), and/or assessment. Adaptations retain curriculum outcomes and expectations while addressing the specific learning needs of the student. Full credit is granted to students using adaptations but the adaptations must be documented on the student’s file and transcript. The adaptations’ form should be signed by the student, parent and teacher.

Active Learning: An instructional approach to teaching and learning that understands education as a dynamic process. AL strategies engage students in activities involving the application of content area “real-life” situations. AL classroom foster a learning environment where students develop their own knowledge structures through dialogue, reading and writing, and reflecting and acting upon engaging and relevant material.

Alternative Assessment: Any type of assessment for finding out what students know or can do that is not a traditional multiple-choice or standardized test.

Assessment Bias: Bias that occurs when the cultural background of diverse students is not considered.

Assimilation: A process in which an individual or group completely takes on the traits of another culture, leaving behind the ancestral culture.

Attitudinal Bias: Bias resulting from differences in attitudes toward a particular language or dialect.

Authentic Assessment: assessments that are linked both to the instruction delivered in the classroom and to real world activities.

Benchmarks: models or examples of student work used to demonstrate various levels on a scoring rubric.

Bias: Threatens the validity of an assessment by factors irrelevant to what the test intends to measure, such as by favoring one group (cultural, racial, language or gender) over another, or ignoring variations in the language proficiency or cultural background of students being assessed, especially when compared to a norming group.

BICS: Basic Interpersonal Communication Skills

The skills involved in everyday communication-listening, speaking, carrying on basic conversation, understanding speakers, and getting one's basic needs met.

Biculturalism: The capacity to negotiate effectively within two different cultural systems. Being bicultural does not necessarily mean, however, giving equal time to both cultures in terms of behavior.

CALP: Cognitive Academic Language Proficiency

The skills that are needed to succeed in the academic classroom, which include problem solving, inferring, analyzing, synthesizing, and predicting. They go beyond the BICS, demanding much greater competence in the language.

Cognate: A word in one language, the form and definition of which resemble a word in a different language (e.g. animal [English] and animales [Spanish]).

Common Underlying Proficiency Interdependence: The theory, supported by research, that academic skills, literacy development, concept formation, subject knowledge, and learning strategies all transfer from the first to the second language as the vocabulary and communicative patterns are developed in L2 to express that academic knowledge.

Context-reduced Language: language that has few visual and/or aural cues to help the learner understand. This is demanding language because the learner's ability to understand the spoken or written message depends solely on his proficiency in the language. Examples of context-reduced language situations are lectures without demonstrations or visual aids; math word problems without illustrations; textbooks without charts, diagrams or photos.

Context-embedded Language: Language that is most easily understood is embedded in a context that is rich in cues such as concrete games, gestures, facial expressions, art, music, physical education, face to face conversations, games, hands on activities (as with science), math computation problems, and total physical response (TPR).

Cultural Bias: bias in favour of the cultural majority group and against minority groups.

Cultural Deficit Theory: A theory that implies that academic underachievement among minority students is due to socioculturally, economically, linguistically "impoverished" environments, due to innate pathologies located within the students themselves, their families, or their communities.

Culture: A deep, multilayered, somewhat cohesive interplay of languages, values, beliefs, and behaviors that pervades every person's life, and that is continually undergoing modifications. Culture is not an isolated aspect of life that can be used mechanistically to explain phenomena in an multicultural classroom or that can be learned as a series of facts.

Declarative Knowledge: Knowledge of facts (names, dates, characteristics) typical of that measured on standardized tests.

Differentiated Scoring: Assigning separate scores for language and content on content area work samples.

Discourse: A communication of oral and written language that occurs within a context in ways that directly influence the manner in which the individual constructs and expresses his or her thoughts and ideas.

English as an additional language (EAL): a program of instruction for students for whom English is an additional language that enables students to acquire both interpersonal communication skills and academic proficiency in spoken and written English. The EAL learner could be either at the preliterate, beginner, intermediate, or advanced level of English language proficiency in the areas of reading, writing, speaking and listening.

English as a second language (ESL): a program of instruction for students whose first language is not English that enables students to acquire both interpersonal communication skills and academic proficiency in spoken and written English. The ESL learner could be either at the preliterate, beginner, intermediate, or advanced level of English language proficiency in the areas of reading, writing, speaking and listening.

English language learner (ELL): a term favoured over limited English proficiency for it conveys that the student is in the process of learning English without having the connotation that the student is in the same way 'defective' until full English proficiency is attained. Like the term Limited English Proficiency (LEP), however, the ELL designation is still somewhat problematic in that it focuses on the need to learn English without acknowledging the value of the child's proficiency in L1. This term does not differentiate between native and non-native speakers learning English. The term is superficially less offensive, but it is also less precise. It conveys single-minded focus on learning English that tends to restrict discussion about the student's pedagogical needs.

Ethnocentrism: the belief in the superiority of one's own ethnic group.

Exemplars: models or examples of different levels of student work, for instance a piece of writing where a student has written a paragraph that contains a topic sentence, sentences providing supporting details, and a concluding sentence.

Globalization: Global education is an educational approach that involves learning about the problems and issues cut across national boundaries, and about the interconnectedness of systems-ecological, racial, cultural, economic, political, and technological. Global educators open-mindedness and the ability to find the threats that interconnect the myriad range of human affairs and their subsequent effects. The world, as a global community, is interdependent. The task of the global educator and students is to forge a dialogue through which cause-effect interconnections are uncovered, analyzed, and understood.

Immersion: an approach originally developed in Canada to help English-speaking children achieve proficiency in the French language. Bilingualism in two high status languages was the intended outcome, with children becoming bilingual and bicultural without a loss of academic achievement.

Input: the language the student hears and encounters on a daily basis. This includes directed input in the form of language lessons and ordinary conversation.

Language Experience Approach: a method of promoting reading in which the teacher begins with the experiences the teacher begins with the experiences the student brings to class (or experience together), and then develops oral and written activities around these experiences. The teacher uses the students' own words to write stories, which are then used in a variety of ways.

Linguistics: the science of languages.

L1: refers to the first language or language one that a student has been exposed to and in most cases has learned.

L2: refers to the second language or language two that a student has been exposed to or learned, and when compared to the term ESL, is referring to English as the second language.

Miscue Analysis: a miscue is defined as the difference between the oral response of a reader and the actual words printed on the page. Miscue-analysis, developed by Kenneth and Yetta Goodman, is a method of evaluating reading comprehension using a detailed analysis of the types of errors made when reading aloud. Particular strategies are then used to help the reader correct his comprehension errors.

Multicultural education: multicultural education is an idea or concept, an educational reform movement, and a process that forms the basis for teaching and learning based on democratic values and beliefs. It seeks to affirm cultural pluralism within culturally diverse societies and an interdependent world. It incorporates the ideas of democratic challenges and opportunities for school achievement regardless of race, ethnic background, gender, or socioeconomic status.

Multiculturalism: the dynamic and examples coexistence of multiple cultures in a society or country.

Output: the language the student speaks/produces on a daily basis. This includes directed output in the form of language lessons and ordinary conversation.

Paralinguistics: the study of behaviors that contribute to linguistic communication, such as body movements and voice pitch, duration, tone, and loudness.

Phoneme: the smallest unit of sound that conveys a distinction in meaning during speech production. For instance, the s in song is a phoneme.

Phonology: the study of sounds in speech, including their distribution and pronunciation.

Performance-based Assessment: this is defined as a test or investigation that requires students to demonstrate mastery of content or skills by performing a task or creating a product, rather than on a more traditional criterion-referenced assessment instrument.

Reciprocal reading comprehension strategy instruction: this is an intervention that teaches students skills in making predictions about the reading, asking clarification questions, generating questions about the reading, and summarizing what they have read, strategies shown to improve the reading comprehension of students with reading challenges and English language limitations.

Scaffolding: reducing the linguistic demand of instructional and assessment materials by using supporting aids and activities so that students can show what they know.

Scoring rubrics: these are guides that can help teachers focus on matching student performance to the established criteria rather than on comparing students to each other. They can also help teachers evaluate each student's work using the same standards rather than having higher expectations for some students and lower expectations for others.

Semantics: the study of linguistic meaning.

Silent Period: a natural stage of beginning L2 acquisition observed in some additional language learners, in which these learners mostly listen to the new language without producing it.

Social Language: First conceptualized by Jim Cummins as "basic interpersonal communicative skills" (BICS) or context-embedded, conversational, or contextualized language, this is a dimension of language proficiency in which meaning is negotiated through a wide-range of contextual clues. Given access to L2 speakers and social setting that encourage natural interaction, L2 speakers may acquire social language in two or three years.

SSR-Sustained Silent Reading- a period of time in the school day that is devoted solely to silent reading. Students read books of their own choosing. No book reports or record-keeping is required, nor are comprehension questions asked. SSR helps students develop a love of reading and increases fluency in the language.

Stereotype: A conventional, formulaic, and oversimplified conception, opinion, or image. (From the American Heritage Dictionary of the English Language.

Syntax: the manner in which words and other structural elements of language are arranged to construct the sentences of a language.

Target Language: the language around which words and other structural elements of language are arranged to construct the sentences of a language.

Teachers to Speakers of Other Languages (TESOL): an international and professional education association. Its mission is to develop the expertise of its members and others involved in teaching English to speakers of other languages to help them foster effective communication in diverse settings while respecting the individuals language rights. In English-speaking countries, ESL teachers work with immigrants and refugees at all levels of the education system-in primary, secondary, and higher education. According to the TESOL organization, ESL should be part of a larger bilingual program that also involves instruction in the student's L1 (for detailed information log on to www.tesol.org).

Threshold Hypothesis: the theory that academic and cognitive difficulties will occur for L2 learners if a certain academic and literacy threshold in their L1 is not first achieved.

TPR- Total Physical Response: Introduced by James Asher, this method uses physical actions to develop language skills in additional-language learners. Students are asked to respond physically to commands or directions, often in a game-like situation.

Word Bank: a collection of words that are related to a particular topic and that can serve as choices to be used to complete an activity

Appendix H: Glossary of Learning and Teaching Strategies

Anticipation Guides - series of statements to which students respond (usually with agree/disagree) prior to reading

Brainstorming - free flow of ideas to generate a list, web, or free-write related to the topic of the reading

Identifying Main Ideas and Supporting Details - facts or concepts communicated about the main idea that add clarification and enhance what is communicated

Identifying a Purpose for Reading - knowing the goal set by the student or teacher or the text for the reading experience

Jigsaw - co-operative learning strategy where a home group of four to six students is given specific information on a topic, and after reading the information, students meet in expert groups to discuss and learn specific information; the experts then return to their home groups to inform them about the specific information they learned in their expert groups

KWL (Know * Want * Learned) - instructional tool used most often with informational text and involving three steps - KWL - what I know, what I want to know, and what I have learned; used before, during, and after reading

Paired Reading - pairs of students alternate with roles as reader and coach; the reader reads the first paragraph or section aloud, and the coach summarizes the main idea and supporting details, asking the reader to help clarify where needed

Predicting - making educated, informed, and reasonable guesses based on evidence in the text and the reader's understanding of the text and/or the topic about "What happens next?" or about "What information will be presented next?"

Reciprocal Teaching - instructional strategy in the form of an interactive dialogue regarding segments of text, involving four strategies: predicting, questioning, clarifying, and summarizing

Skimming - reading technique of quickly moving the eyes over the text to find the main idea

SQ3R - (Survey/Question/Read/Recite/Review) - reading strategy whereby students are able to learn from text by understanding it and developing a mental framework into which facts can then be fitted

Summarizing - condensing the main idea(s) in a text, perhaps a paragraph to a single sentence, using one's own words

Think -Aloud - instructional approach in which readers verbalize their thoughts aloud as they read either fiction or non-fiction text

Think - Pair - Share - collaborative method where a teacher or student poses a thought - provoking question related to reading/learning, time is given to consider individual responses, then each student works with one other student to reach a response; pairs share responses with the class

Visualizing - seeing a text come to life in the mind of the reader, which allows the reader an imaginative opportunity to interact with a text

Vocabulary Study - instructional process to examine new and often “specialized” words within a reading selection

Word Study - examining the structure of an unfamiliar word to enable the reader to read (decode) it

Appendix I: Cultural Awareness/Sensitivity

Developing an awareness of another culture begins with the understanding of what culture is. As the definition states in the glossary of terms, culture can be defined as:

A deep, multilayered, somewhat cohesive interplay of languages, values, beliefs, and behaviors that pervades every person's life, and that is continually undergoing modifications. Culture is not an isolated aspect of life that can be used mechanistically to explain phenomena in an multicultural classroom or that can be learned as a series of facts.

When students enter a culture that is different from their own, they are exposed to new sights, sounds, ideas, people and feelings. Much time is spent experiencing their new world. At first this is exciting as they pass through the first stage of assimilation. However, reality of their new surroundings and loss of their own culture can often bring on feelings of depression and anxiety. Students need a great deal of support at this time. Please see page 16 "Valuing Social and Cultural Diversity" as well as the resources below.

Resources:

Mary Myers, Teaching to Diversity (in schools' EAL kits)

Websites:

<http://www.culturaldiversity.com.au/Default.aspx?tabid=81>

http://www.pbs.org/kcts/preciouschildren/diversity/read_activities.html

<http://www.kwintessential.co.uk/articles/interesting-facts-information-cultures.php>

<http://www.kwintessential.co.uk/resources/culture-tests.html>

<http://www.au.af.mil/au/aui/mwrt002/aware.html>

<http://www.getcustoms.com/2004GTC/quiz.html>

Appendix J: Introduction to the Main Resource Text

Introduction

North Star's approach to language teaching is based on the idea that language skills are not taught in isolation. Language is more authentic and natural for students when the skills are integrated. Such integration also allows for a wider variety of activities to stimulate and sustain motivation and offers more opportunities for practicing key vocabulary, grammatical structures and ideas. The integration of these skills also promotes retention for students since they have more ways and chances to assimilate information and language.

This text integrates the skills for reading and writing. There is another book integrating the skills of listening and speaking, which is used in the complimentary course, English as an Additional Language (EAL) Listening and Speaking: Introductory/ Beginner Level 701A. The units in each of the texts are on the same themes and the strategies for teaching and learning and the tasks for instruction and/ or assessment are explicitly tied to the curricular outcomes for each course. The following is a more detailed description of the integrated skills approach in the two strands. However, teachers are encouraged to use additional resources as well.

Reading/Writing

This text provides structured opportunities for students for students to practice their reading and writing skills at the beginning level of English language proficiency.

The "Focus on Reading" sections of the texts focus on understanding two contrasting reading selections: reading one is a literary selection, academic article, news piece, blog, or other genre that addresses the unit topic; reading two offers another perspective on the topic and usually belongs to another genre. At this level, readings are based on authentic materials. Students are challenged to question ideas, organize information, and synthesize it in a meaningful way.

The "Focus on Writing" sections emphasize development of productive skills for writing. This section also focuses on vocabulary, grammar and the writing process.

- Students practice a short pre-writing strategy, such as freewriting, clustering, brainstorming, interviewing, listing, making a chart or diagram, categorizing, or classifying.
- Students organize their ideas and write, using a specific structural or rhetorical pattern that fits the subject at hand.
- Students learn revising techniques withing a sentence - level or paragraph - level activity to help them move towards coherence and unity in their writing.

Grammar

Students learn grammatical structures when they experience them in context. The grammatical points presented in **North Star 1** are those that appear in the reading and writing texts or those that are useful for discussing and writing about the topics. The units in **North Star 1** follow a careful sequenced grammatical syllabus and the points have been selected to match the proficiency level of the students (See the “Grammar Book Reference” section on page 225 in the student text, and the *Grammar Reference Chart*, Appendix B). Teachers may choose to use additional resources for extra grammar exercises for students (See *Teacher Resources*).

Vocabulary

Vocabulary is taught both directly and indirectly and is reinforced in both texts (Listening/Speaking and Reading and Writing). The words and phrases are embedded in the context of the material and through the exercises students study the vocabulary, namely its meaning, usage, word forms, and pronunciation (See *Teacher’s Manual*).

Achievement Tests

The achievement tests are one of the *pen and paper* assessment tools. These tests are one tool to be used in conjunction with others (See *Assessment Tools*). The achievement tests allow teachers to evaluate students’ progress and identify challenges in various language strands. There are unit tests after each unit and End-of-Book Tests after the entire text (See *Teacher’s Manual*).

Topics

Each unit is designed around a particular topic or theme. The complimentary text, *Listening and Speaking*, also follows the same theme. The first theme lends itself to many introductory, welcoming activities for students to assist in their transition to a new school, language, culture and country. It also offers them a safe place in which they are invited to share their culture and reaffirm their own identity which is not left at the door when they arrive. Each unit also offers many adaptations to themes as well. For example, if a teacher did not want to focus on the Antiques Road Show in Unit 4, he or she could adapt this to another show of more interest to students. The objectives, design and curricular outcomes can still be met through the exercises on vocabulary, grammar, style.

Units:

1. The Friendship Page - Friendship
2. What Will I Wear? - Fashion
3. Art for Everyone - The Arts
4. What's it Worth to You? - Special Possessions
5. Strength in Numbers - Strength in Numbers
6. Going Out of Business - Business
7. Flying High and Low - Famous People
8. Are We There Yet? - Driving Problems
9. Full House - Family
10. How Young is Too Young - Sports

Links to the Curriculum Outcomes

As teachers realize in any subject area of instruction, there is no perfect text that will directly meet every specific curriculum outcome. A teacher often chooses his/her favorite resources in addition to what the curriculum suggests they use for a particular course. We know from the research on language learning that students progress when they are motivated to read and write, the topics are of interest, and when their cognitive, prior learning and knowledge experiences are activated and stimulated. As a result more opportunities to reaffirm their own identities and to think critically are created. In addition, the language skills are integrated with the usage of the accompanying text, **Listening and Speaking** for EAL701A and therefore, skills and strategies are repeated, reinforced and retained.

Each curriculum outcomes is directly linked to an activity or exercise in ***North Star 1*** (see Resources/Notes) in the fourth column. Specific curriculum outcomes are also reinforced as they can be practiced in multiple units. For example, the first outcomes deals with students demonstrating their understanding of the overall meaning or (gist) of a particular reading passage by looking at a visual or reading a title. Each unit of **North Star 1** begins with a photo which represents the overall content of the unit and is focused on getting students to think about the visual, make predictions and discuss their responses with their classmates.

There are tasks for instruction and assessment included in each unit and in the achievement tests accompanying the text as well. Students are given several opportunities to practice the outcome until they can demonstrate their achievement.

Students are also practicing several reading and writing strategies within each unit which helps them lay a foundation for progressing in their reception and production in and out of the classroom. The units provide students with interesting topics, which will motivate them to read and write, and there are several opportunities as well to tap into prior learning experiences students have had in their own cultures which will also enhance their learning.

Teachers may supplement this text with additional resources for teaching and practicing grammar and vocabulary skills as well (see Resources), but while keeping in mind that students will learn and retain such skills in the context of a topic rather than in isolation. Since it is important that students have several opportunities to practice their reading and writing skills at this level. Please see “Supplementary Resources” section as well.

Sequencing of Units

The units are designed to be completed sequentially, especially since the grammar skills and vocabulary build on the previous units and move from an extremely basic level to a higher beginner level throughout the course. Since the EAL701A course uses the accompanying text as well, teachers may want to consult one another to decide on the order of these units with students.

Resources

Teacher Resources

- [Basic English Grammar \(Teacher's Guide\)](#) - EAL Kit
- [Canadian Oxford Picture Dictionary](#)
- [English as an Additional Language](#) (Resource for Classroom Teachers-NS International Student Program) - EAL Kit
- [English as an Additional Language 701B Curriculum Guide](#)
- [From Writing to Composition, Teacher's Manual](#)
- [North Star: Focus on Reading and Writing, Introductory](#) (Teacher's Manual and Achievement Tests)
- [North Star: Focus on Reading and Writing, Basic/Low Intermediate](#) (Teacher's Manual and Achievement Tests)
- [Phonic Readers Teacher's Guide - Set 1](#) - EAL Kit
- [The Heinle Series \(Lesson Planner with Activity Book\)](#) - EAL Kit
- [Woodland Mysteries: Set 3 Lesson Plans](#) - EAL Kit

Student Resources

- [Basic English Grammar \(1 copy\)](#)- EAL Kit
- [Canadian Oxford Picture Dictionary](#)
- [Curriculum Plus Cambridge Idioms](#)
- [Cursive Writing Made Easy and Fun](#) - EAL Kit
- [First 100 Sight Word Super Fun Deck/Word Families Super Fun Deck](#) - EAL Kit
- [From Writing to Composition, Student Text](#)
- [North Star: Focus on Reading and Writing, Introductory](#) (Student Books/Class set; audio CDs)
- [North Star: Focus on Reading and Writing, Basic/Low Intermediate](#) (Student Books/Class set; audio CDs)
- [Phonic Reader Set A, B and C \(1-36\)](#) - EAL Kit
- [Phonic Reader Read at Home Book Set](#) - EAL Kit
- [The Heinle Series \(Picture Dictionary and Beginning Workbook\)](#) - EAL Kit
- [Vocabulary with Ease](#) (Activity Book) - EAL Kit
- [Vocabulary Cards \(Lang-O-Learn/1 set\)](#) - EAL Kit
- [Woodland Mysteries - Set 3 Chapter Book Set](#) - EAL Kit

Websites - current at time of publication

www.ikeepbookmarks.com/eal_pei

www.newmoves.ca

http://www.pps.k12.or.us/curriculum/PDFs/ESL_Modifications.pdf

<http://eslinfusion.oise.utoronto.ca/principles.asp>

<http://www.everythingsl.net>

http://www.everythingsl.net/inservices/graphic_organizers.php

<http://www.edu.gov.on.ca/eng/document/esleldprograms/esleldprograms.pdf>

<http://www.bced.gov.bc.ca/esl/policy/classroom.pdf>

<http://www.learningbydesign.ucalgary.ca/>

<http://wilearns.state.wi.us/apps/default.asp>

http://www.freeality.com/online_translation_dictionaries.htm

<http://dictionary.reference.com>

www.1-language.com

www.manythings.org

<http://owl.english.purdue.edu/handouts/esl/>

<http://owl.english.purdue.edu>

<http://www.drede.uscs.edu>

<http://www.pdictionary.com/about.html>

www.esl-lab.com

www.eslcafe.com

www.how-to-study.com

www.idiomconnection.com

www.tips4students.com

www.a4esl.org

<http://www.mes-english.com/>

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