English as an Additional Language (EAL)

EAL B20L

Level 4

Provincially Authorized

Locally Developed Course

SRPSD Adopted from:

Saskatoon
Public
Schools

Saskatoon Public Schools

Spring 2011

Course developers:

Laurie Anderson (Saskatoon Public Schools)

Arlene Fedorchuk (Saskatoon Public Schools)

Joanne Molaro (Saskatoon Public Schools)

Shauna Tilbury (Saskatoon Public Schools)

Rationale

Student's academic success is dependent on the acquisition of appropriate levels of English language proficiency. High school students who are new to the English language can benefit from explicit, targeted instruction in English as an Additional Language (EAL). Targeted instruction focusing on English language learners' (ELLs) needs will help students to improve English language proficiency, which will positively impact academic success in all subject areas.

Purpose

The purpose of the course is to provide students with a locally developed high school credit course in English as an Additional Language. The course is designed for students who are making transitions into secondary level academic areas of study to enhance their English language proficiency.. It is based on **100 hours of classroom instruction**.

Characteristics of the Student Target Group

This course is aimed at students who may have recently immigrated to Canada, or who may have been born in Canada and live in homes, and possibly communities, in which the primary language spoken is not English. These students come from diverse backgrounds and school experiences, and have a wide variety of strengths, skills, and needs. However, in all cases, the linguistic and cultural background of this student population is valued and respected as a vital part of their identity.

Newcomers from other countries arrive in Saskatchewan schools at various stages in their educational careers. Students who have arrived as part of a voluntary, planned immigration process have most often received formal education in their home countries. Some may have also studied English as a foreign language. However, some of the students may also have had limited or inconsistent access to formal education, depending on their circumstances.

Cross-curricular Competencies

The cross-curricular competencies are four interrelated areas containing understandings, values, skills, and processes which are considered important for learning in all areas of study. These competencies reflect the Common Essential Learnings and are intended to be addressed in each area of study at each grade level (*English Language Arts Curriculum Guide, Grade 9, 2008*).

Developing Thinking

English as an additional language (EAL) instruction provides students opportunities to use their prior knowledge and experiences to develop their language proficiency. Students apply their language skills to explore a variety of topics and themes.

Developing Identity and Interdependence

In this course, students examine their own identity as newcomers to Canada. They compare and contrast their prior experiences to their new academic and social environment. Students examine values from their home culture, from other cultures and from Canadian culture.

Developing Literacies

Students in this course use first language literacy and numeracy skills to develop additional language and numeracy skills. They use these skills to express ideas and knowledge in a variety of ways.

Developing Social Responsibility

In this course, students examine their community and explore ways of positively contributing to it. They examine social and academic conventions common to Canadian society.

Adaptive Dimension

The Adaptive Dimension is a component of Core Curriculum that enables teachers to respond to the diverse learning needs of students. In order to assist students to achieve the *outcomes** of the course, teachers may make changes and adjustments to three variables:

Course content (e.g., variations to content including themes, topics, and resources; adjustments to student assessment that do not compromise the course outcomes*)

Instruction (e.g., instructional strategies and methods; peer and cross-age tutoring; pacing and timing of instruction) and,

Learning environment (e.g., classroom climate; student groupings; support services and physical setting).

The Adaptive Dimension addresses the importance of providing multiple or varied ways for students to learn and for assessment, evaluation, and reporting of what has been learned in order to promote optimum success for each student. Adaptations are tailored to students' strengths, needs, and interests and are applied within all programs of instruction (regular and alternative). For further clarification, refer to the chart below which is adapted from the document *The Adaptive Dimension in Core Curriculum*, Saskatchewan Education, 1992.

** Note: The 1992 document refers to **objectives**. Most secondary–based curricula are objectives–based and as they are renewed will become outcomes-based. Regardless, the purpose of the Adaptive Dimension is to help students be successful in any course whether based on objectives or outcomes.*

The Adaptive Dimension Variables

The Learning Environment	Curriculum
• Classroom Climate • Grouping Students For Instruction • Technical Support and Support Personnel • Physical Setting	• Assessment of Curriculum Concepts and Skills • Variations to Curriculum Content • Selection of Instructional Materials • Student Evaluation

The Learner	Instruction
• Learning Style • Cognitive Development • Physical Development • Social Development • Emotional Development • Multiple Intelligences • Interests • Self-Concept • Cultural Identity	• Instructional Strategies, Methods, and Skills • Reflection • Pacing and Time Factors • Feedback Cycle

Source: The Adaptive Dimension in Core Curriculum (1992). Saskatchewan Education. Page 15

Core Curriculum Framework

Gaining proficiency in English is a key factor for student success with provincial Core Curriculum Components and Initiatives. The following broad statements highlight the importance of the addition of English to the language repertoire of students who are speakers of other languages.

Languages as tools for "Lifelong Learning"

Students who are actively engaged in constructing and applying literacy skills build a positive disposition towards learning. Through the purposeful acquisition of English as an additional language, students will gain the knowledge, capabilities and strategies to become confident and competent language users. They also gain an understanding of the central role of languages in conveying culture.

Languages as a reflection of "Self, Community, and Place"

To gain competence in any language, students need to learn *about* the language, *through* the language, and by *using* the language in interactions with others. Language learners gather knowledge and insights about themselves, others, and the world around them through differing linguistic and cultural reference points. They gain access to new resources which can help them to define and interpret who they are and explore who they might become. Their knowledge of languages allows for interactions with diverse cultural communities.

Languages as bridges to "Engaged Citizens"

Students learn how the addition of English to their first language(s) can empower them to make a difference in their personal, peer, family, and community relationships.   Literacy in more than one language allows for flexibility to interact in culturally appropriate ways within the local community and with others in more distant locations. Students have a heightened awareness of the interconnectedness of physical, economic, and social environments.

K–12 Aim and Goals of English as an Additional Language (EAL)

The aim of studying English as an additional language (K–12) is to provide Saskatchewan students with opportunities to develop English language proficiency, so that they may be successful in achieving provincial curriculum goals and outcomes in all subject areas.

K–12 goals are broad statements identifying what students are expected to know and be able to do upon completion of study in a particular subject or content area by the end of Grade 12. Through the study of *English as an Additional Language* in this course, students will:

- *Comprehend and Respond (CR):* Students will develop their abilities to use English to view, listen to, read, comprehend, and respond to a variety of texts (oral, print, electronic and other texts) in academic and social settings.

- *Compose and Create (CC):* Students will develop their abilities to speak, write, and use other forms of representing to produce a variety of messages in English for a variety of academic and communicative purposes and for a range of audiences.

- *Assess and Reflect (AR:)* Students will develop their abilities to assess and reflect on their use of the English language to achieve academically in all content areas and to use the English language in socially and culturally appropriate ways.

Links to English Language Arts (ELA) and Subject Areas

Links have been made between the goals of this course and the provincial English Language Arts curriculum. The overarching goals of Comprehending and Responding, Composing and Creating, Assessing and Reflecting provide a common context for outcomes and indicators, allowing for smooth transitions to ELA when deemed appropriate.

The arrows shown in the diagram below also indicate that EAL students have opportunities to work toward full integration into other academic areas of study. For this to happen, teachers must **introduce and reinforce the academic language needed for content area study.** This process requires careful planning and collaboration with teachers of other subject areas.

EAL
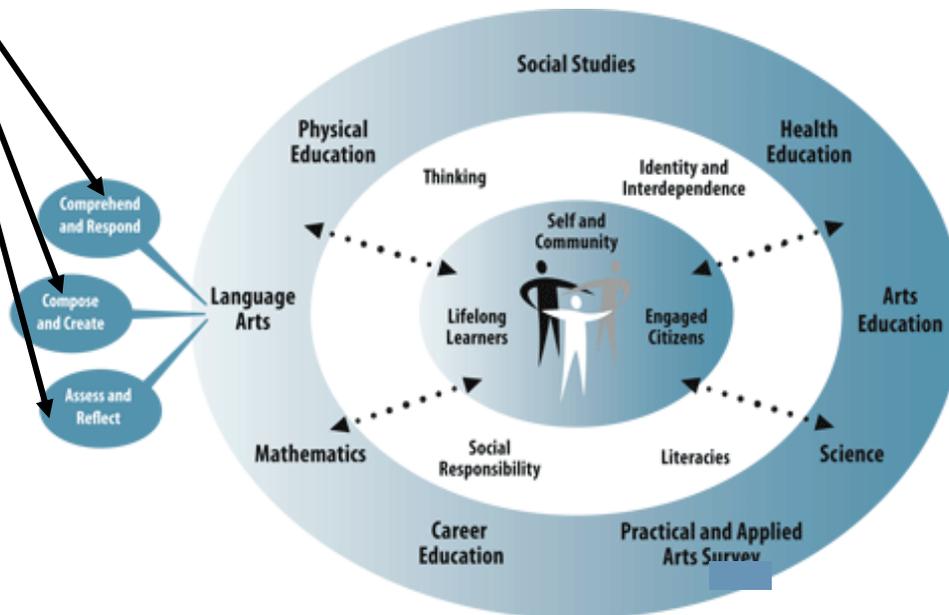
The research of Cummins (1979, 1981b) and his identification of Cognitive Academic Language Proficiency (CALP) raised awarenessof the importance of **appropriate levels of academic language for conceptual learning**. Some researchers (Luhn & Johns, 1983; Laufer, 1992, in Roessingh & Elgie, 2009) have indicated that as much as 95% of a selected text should be familiar to the learner in order to enable cognitive recognition and understanding in the subject area. Given these findings, it follows that the text-dense and culture-bound content of English Language Arts (which is written for native English speakers) requires language levels beyond the skills of learners who are new to English. Students who have recently arrived from another country, culture, and educational environment will require targeted English language instruction

to assist them in building a range of robust academic vocabulary, as well as an understanding of the cultural contexts contained in learning materials (Peterson & Coltrane, 2003).

It should be noted that this course does not replace compulsory ELA courses in Saskatchewan. Rather, it is designed to support incremental steps in a language learning process. As English language learners (ELLs) grow in their language proficiency and their confidence in using English, they will be ready to take on the expectations of ELA curricula.

Through a deep understanding of the goals of EAL, the process of language learning, and the importance of using effective instructional, assessment and classroom management strategies based on sound research (Marzano, 2007), teachers can create language-rich environments to support English language learners.

What EAL is…	What EAL is not…
Using visual, multimedia, oral and written communications for a range of purposes across curricular content areas	Focusing on achieving a minimum level of English proficiency before participating in any content area study
Studying English in addition to known language(s) to allow for full participation in Canadian society	Promoting English language study to replace known language(s)
Focusing on communicative competence	Focusing on grammar rules
Teaching and learning for deep understanding	Asking and answering solely teacher–driven questions
Incorporating many different world views	Reflecting one predominant world view
Emphasizing meaningful communication in authentic situations	Focusing on the memorization of words and phrases out of context
Creating and communicating meaning through both receptive and expressive language strands	Focusing exclusively on reading and writing in order to create and communicate meaning
Demonstrating learning in various contexts and reflecting on learning through self-assessment	Relying on teacher assessment and evaluation of English language progress
Approaching language study with a whole to part to	Approaching language study through vocabulary

whole orientation	lists
Approaching the learner as able and capable.	Approaching the learner as requiring remediation.
Approaching language study by using a range of instructional and assessment strategies	Approaching language study primarily through pencil and paper tasks and assessments
Learning how English is structured (e.g., discourse styles, registers, functions, cues and conventions) and consciously using the language for a range of purposes and contexts.	Focusing exclusively on grammar instruction as the means to achieving communicative competence

Planning for EAL Instruction

All successful teaching begins with an effective needs assessment and EAL instruction is no exception. Due to the wide diversity of learners, EAL teachers need to be aware of the strengths and challenges that each learner brings to the classroom. When planning instruction, teachers will need to consider students':

- age and grade placement (EAL students should be placed in age-appropriate class when possible);

- prior school experiences (are there gaps in the student's education?);

- prior knowledge and life experiences;

- timetable (ie. classes other than EAL);

- proficiency in various skill areas (listening, speaking, reading, writing, vocabulary, grammar);

- educational goals.

EAL teachers will need to use their professional judgment when deciding on the topics and language to be presented to their students. They will need to consider integration into other subject areas such as English language arts, mathematics, and science. Skills that can be transferred to other academic areas will be useful to students.

In planning for effective EAL instruction and support, teachers must focus on the appropriate use of standard Canadian English. This means that attention must be given to English language conventions, forms, functions, and cueing systems. (See *Appendix A*)

- **Conventions** are accepted practices or rules of the language, such as punctuation and capitalization, as well as presentation formats, such as headings, footnotes, charts, or captions.

- **Forms** are the ways in which we organize the use of language, including sentences, paragraphs, and essays, and the different methods of development such as chronological or comparative.

- **Functions** highlight the purpose of various texts such as descriptive, persuasive, narrative, and expository.

- **Cueing Systems** are sets of cues or clues that build effective reading and communication skills, such as use of visuals, repetitive patterns, clauses, key phrases, or combinations.

Equally important is the corrective feedback offered to language learners, through the use of strategies and tools which draw attention to language errors in positive, respectful, and supportive ways.

- **Corrective Feedback** ensures that students are receiving assistance and attention to language which is used incorrectly or requires attention.

An effective course of studies for English as an Additional Language is built around meaningful contexts, language learning outcomes, and appropriate strategies for teaching and learning, and assessment and evaluation. These course components are described in more detail in the segments which follow.

Meaningful Contexts

A well-structured EAL course of studies provides **contexts for appropriate and meaningful language use.** Through the study of English, students will gain an understanding of the skills and strategies which are helpful for language learning. They can work toward competence and confidence in using English in meaningful, authentic ways for academic success. Building language competence involves skill development in the six language arts strands of **viewing, representing, listening, speaking, reading, and writing**. In a larger context, language competence also encompasses dialogue, questioning patterns, problem solving and other meaningful learning activities with fluent speakers of English.

Outcomes and Indicators

An effective EAL course of studies focuses on attainment of **language learning outcomes**. The outcomes describe what language skills will be gained during a specific time frame as part of the language learning process. Outcomes specify the skills, knowledge, and attitudes that students are expected to know and be able to demonstrate through their study of English as an additional language.

Language learning outcomes:
- are observable, assessable, and attainable
- appropriately represent the process of language learning
- are written using action-based verbs
- guide course, unit, and lesson planning.

Indicators:
- offer a *representative list* (not a list of requirements) of what students need to know and/or be able to do in order to achieve the outcomes
- provide breadth and the depth for each language learning outcome.

Note: Additional and/or alternative indicators may be developed but they must be reflective of and consistent with the breadth and depth that is defined by the given indicators.

Critical and Powerful Learning Strategies

An EAL program which introduces students to **critical and powerful learning strategies** allows students to select the strategies which work best for their language needs and learning preferences.

In order to achieve the outcomes of *EAL B20L*, students need to learn how to use a range of language skills and strategies. Effective language teachers employ a variety of instructional approaches and strategies to help students move from teacher-supported and guided lessons to independent learning.

Scaffolding is just one example of a powerful teaching and learning strategy, which assists students to build on prior knowledge while internalizing new information. In scaffolding, contextual supports are provided using various approaches, such as simplified language, teacher modeling, visuals and graphics, cooperative learning, and hands-on learning (Ovando, Collier, & Combs, 2003). The language level and related activities are just beyond the level of the learner, and as the learner's abilities increase, the scaffolding is gradually removed (Hammond, 2001).

Students need to learn how to select and use language learning strategies **before, during**, and **after** instruction. If students are to be successful in EAL, they need to learn how to independently use thinking and learning skills and strategies involved in each of the language strands. In order to help students gain control over a repertoire of key skills and strategies, these skills and strategies need to be explicitly taught and practiced, using a model such as the one outlined below from Wiggins & McTighe, 2007 (p. 97-98).

Before…	During…	After…
Introduce and explain the purpose of the skill or strategy. **Demonstrate and model its use.**	**Provide guided practice for students to apply the skill or strategy with feedback.** **Allow students to apply the skill or strategy independently and in teams.**	**Reflect on the use of the skills or strategies and their effectiveness.** **Assess student ability to transfer the repertoire of skills or strategies with less and less teacher prompting over time.**

Regular Assessment and Evaluation of Student Learning

Formative, summative, and diagnostic assessments are critical to learning. Continuous and well-planned assessment practices, combined with an awareness of student needs and appropriate classroom adaptations, will result in successful, targeted support for ELLs.

Assessment and evaluation of English language learners requires:

- knowledge and practical insights into the stages of language learning
- attention to the student's prior learning experiences and first language skills
- attention to other factors which may impact assessment and evaluation processes.

Formative assessment involves the systematic collection of information about student progress with language learning with respect to:

- achievement of outcomes
- effectiveness of selected teaching and learning strategies
- student self-reflection on language progress.

Summative assessment requires evaluation of student achievement of learning outcomes. This information:

- highlights progress to students, teachers, parents, and others

- helps teachers to make informed decisions about next steps in the teaching and learning process.

There are three interrelated purposes of assessment. Each type of assessment, systematically implemented, can contribute to an overall picture of student progress with English language learning.

Assessment for learning involves the use of information about student progress to support and improve learning. It also engages teachers in using differentiated instruction practices and a variety of assessment tools to enhance learning experiences.

Assessment of learning evaluates student achievement of the course outcomes. It involves teachers' judgments based on evidence of student learning. It occurs at the end of a learning cycle using a variety of tools.

Assessment as learning actively involves student reflection on learning and monitoring of her/his own progress. It is student-driven with teacher guidance.

Some standardized assessment tools such as the Gates Macginitie Reading Test and the Woodcock Munoz Language Survey can provide useful information to teachers about EAL students' strengths and areas for improvement. Teachers should always be cautious when interpreting test scores that have been normed for native speakers. Often these tests rely on cultural knowledge that our EAL students may not have acquired yet. Diagnostic assessments, such as the Canadian Test of Basic Skills, should be used cautiously with EAL students as they can be linguistically demanding and culturally laden.

Course Delivery Options

Depending on the number and distribution of EAL students in a particular school, this course can be offered in a variety of settings:

- In an EAL class with students at approximately the same level of language proficiency
- In a tutorial or resource class with a small number of EAL students
- In conjunction with a subject-area class (e.g. English Language Arts, science) where the content is taken from one particular subject area.

Learning Outcomes

This course is aimed at building academic language skills and abilities, as identified in the chart of **Language Proficiency Levels (see Appendix B).** This course targets Level 4 of a total of six language levels outlined in this chart. In order to obtain a course credit, students are expected to **demonstrate a minimum of Level 4 language outcomes**.

Outcomes of the course focus on attaining observable, measurable and achievable language growth in the six skill areas of Viewing, Listening, Reading, Representing, Speaking and Writing (see left-hand column below). The outcomes are organized using the three overarching K–12 goals, which stem from ELA: Receptive Language Use (Comprehend and Respond), Expressive Language Use (Compose and Create) and Student Self-Assessment (Assess and Reflect).

Indicators offer ideas or suggested ways in which to approach attainment of outcomes. Teachers are encouraged to create and use their own indicators to attain the required outcomes; they are **not** limited to those that appear in the representative list.

Level 4 Course Development

LEVEL 4: Receptive Language Use (Comprehend and Respond)

K–12 GOAL **Comprehend and Respond (CR) Students will develop their abilities to use English to view, listen to, read, comprehend, and respond to a variety of texts (oral, print, electronic and other texts) in academic and social settings.**

LEVEL 4	Outcomes	Indicators *(suggested representative list)*
VIEWING	**CR 4.1** **Demonstrates understanding of most illustrations, visuals, and graphics found in authentic text.**	**The language learner:** • **Extracts selected information from grade-level texts such as charts, tables, maps, and other visuals.** • **Gathers meaning about purpose and context by examining headings, captions, or illustrations in content area texts in both print and electronic media.** • **Knows math and science symbols used at appropriate grade level.** • **Locates, navigates, and extracts meaning from grade-level texts, and other print and electronic media (e.g. research and reference books, textbooks, websites).**
LEVEL 4	**Outcomes**	**Indicators** *(suggested representative list)*

LISTENING	**CR 4.2** **Follows most social conversations delivered at a moderate rate of speech.**	**The language learner:** • **Follows most conversations on personally relevant topics (e.g. timetable, hobbies, home culture).** • **Participates in small group discussions.**
	CR 4.3 **Understands most spoken discourse in the content areas with the assistance of visual supports and contextual clues.**	• **Takes notes from a presentation using a teacher-prepared outline or template.** • **Identifies main ideas and some key details from classroom presentations.** • **Follows classroom instructions.** • **Identifies specific details in school announcements when personally relevant.**
	CR 4.4 **Understands main ideas and key words in longer spoken discourse, with scaffolding**	• **Follows text and identifies recurring patterns or main details (e.g. character, plot, setting, news story, sequence of a play).** • **Identifies factual information in an oral reading or presentation (e.g. answers comprehension questions, produces a summary).**

	techniques.	
LEVEL 4	**Outcomes**	**Indicators** *(suggested representative list)*
READING	**CR 4.5** **Reads a variety of genres (literary, informational, graphic).** **CR 4.6**	**The language learner:** • **Reads print and multimedia fiction and non-fiction texts adapted for EAL students (e.g. leveled readers, EAL texts).**

	Demonstrates comprehension of adapted and simple authentic text.	• Reads printed and electronic fiction and non-fiction short authentic text, (e.g. short novels, newspaper articles, brochures, graphic novels, readings from content areas). ▪ Reads longer texts supported by graphics (e.g. graphic novels, story boards, graphs and charts).
	CR 4.7 **Uses various reading comprehension strategies to extract meaning from text.**	• Participates in class discussion on topics related to a reading, with peer and teacher support. • Responds to reading (e.g. completes sentence frames, gives opinions in small group discussion). • Identifies main idea and factual details from adapted text and authentic text. • Identifies the organization and structure of multi-paragraph texts (e.g. compare/contrast, cause/effect, persuasion). • Follows written instructions (e.g. language of tests, instructions for assignments). • Completes a graphic organizer to show relationships in text (e.g. flow chart, Venn diagram, semantic web, cause and effect). • Responds to reading content in a variety of ways (e.g. class discussion, literature circle, book reports, personal response) with scaffolded support. • Skims longer text (several paragraphs) to find the main idea. • Scans longer text (several paragraphs) to find specific details. • Uses text features such as headings, captions, tables, graphics to understand text. • Identifies various story elements (e.g. character, plot, theme, technique, atmosphere). • Identifies some stylistic and literary devices (e.g. irony, jargon, simile, metaphor) in text.

	CR 4.8 **Uses a system to build and maintain vocabulary.**	• **Use context clues and other strategies to determine meaning of new words when possible.** • **Keeps a vocabulary log or personal dictionary for each subject area.** • **Uses bilingual and English dictionaries and thesaurus (online and print).** • **Recognizes the difference between synonyms, homonyms and antonyms.** • **Uses strategies to determine meaning by examining root words, prefixes and suffixes.** • **Has a vocabulary level of approximately 12,000 words or grade equivalent 4.**

LEVEL 4: Expressive Language Use (Compose and Create)

K–12 GOAL Compose and Create (CC) Students will develop their abilities to speak, write, and use other forms of representing to produce a variety of messages in English for a variety of academic and communicative purposes and for a range of audiences.

LEVEL 4	Outcomes	Indicators (*suggested representative list*)
REPRESENTING	CC 4.1 **Expresses and creates**	**The language learner:** • **Expands range and use of gestures/non-verbal communication strategies appropriately (e.g.**

	meaning using illustrations, key words, symbols and non–verbal communications.	nodding, pointing, gesturing, social cues, school and classroom procedures and etiquette. • Expresses understanding of adapted and authentic text by using various representational forms (e.g., charts, graphs, illustrations, movement) with some support. • Presents information using print and non-print media (e.g. presentation software). • Uses grade-appropriate symbols in the subject areas (math, science).
LEVEL4	Outcomes	Indicators *(suggested representative list)*
SPEAKING:	CC 4.2 Participates in conversations in most predictable and some unpredictable situations.	The language learner: • Shares a personal story or experience (e.g. anecdote). • Makes an appointment independently (e.g. with a teacher or counselor). • Requests clarification within the school and community when necessary. • Responds to questions with fewer pauses and delays. • Uses appropriate register (formal/informal) in most conversations. • Uses expanded vocabulary associated with a variety of topics and needs. • Uses a moderate rate of speech with limited use of jargon or colloquialisms.

SPEAKING:	**CC 4.3** **Delivers a short oral presentation on an academic topic.**	• **Gives short presentations (5-7 minutes) on academic topics (e.g. explaining First Nations contributions in Canada, comparing school systems in home country and Canada).** • **Uses appropriate presentation format (e.g. introduction, "hook", supporting details, conclusion).** • **Beginning to use public speaking skills and conventions (e.g. eye contact with audience, pace, volume, diction).** • **Uses relevant academic language with greater confidence.**
LEVEL 4	**Outcomes**	**Indicators** *(suggested representative list)*
WRITING	**CC 4.4** **Writes longer texts for academic purposes with scaffolding.**	**The language learner:** • **Writes a composition of 3-5 linked paragraphs based on a given model or format (e.g. descriptive, expository, narrative, persuasive, comparative).** • **Uses transition words and phrases to connect ideas.** • **Demonstrates greater accuracy with spelling and punctuation.** • **Experiments with a variety of sentence types.** • **Writes for a variety of purposes (e.g. short story, rewrite ending of story, poetry, research notes, study notes, note-taking, application forms).** • **Can extract relevant information from a reference book or online source for the purpose of**

		summarizing and paraphrasing (e.g. research book, presentation, chapter of a book).
	CC4.5 **Uses the writing process of drafting, editing and revising with support as required.**	• Uses word processing software to compose and edit text. • Participates in peer editing process. • Understands the structure, organization and coherence of a 5-paragraph essay. • Spells sight words with accuracy. • Uses simple, compound and complex sentences. • Displays ability to use a variety of verb tenses with greater accuracy (e.g. simple and continuous tenses, modals, begins to use perfect aspect), adjectives and adverbs. • Continues to complete a timeline or other graphic organizer (e.g. t-chart, Venn diagram). • Continues to access writing resources (e.g. dictionary, thesaurus, research books, websites).

	CC4.6 Writes longer texts for personal communication.	• Writes a personal and business letter with modeled support or guidance (e.g. cover letter to employer). • Writes personal letters and journal entries independently.

LEVEL 4: Student Assessment of Language Use (Assess and Reflect)

K–12 GOAL Assess and Reflect (AR) Students will develop their abilities to assess and reflect on their use of the English language to achieve academically in all content areas and to use the English language in socially and culturally appropriate ways.

LEVEL 4	Outcomes	Indicators *(suggested representative list)*
ASSESS & REFLECT	AR 4.1 Demonstrates an increased comfort level with English as an additional language.	The language learner: • Communicates frequently using the English language. • Exhibits increased confidence while using the English language.
ASSESS &	AR 4.2	The language learner:

REFLECT	Articulates and celebrates personal strengths and takes responsibility for areas requiring attention in the new language.	• Sets and articulates goals for improvement in expressive and receptive English language use. • Uses feedback to assess growth in the expressive and receptive aspects of the new language. • Recognizes and celebrates personal accomplishments when using English as the language of communication. • Takes personal responsibility for seeking ways to improve language development.

Suggested Topics and Themes

Four main themes are suggested for this level. Each theme is divided into topics. Teachers are encouraged to choose those themes and topics that are relevant to their students' needs and interests. Note that:

- Students will benefit from instruction which is **explicit, targeted, and focused** on subject-specific vocabulary.

- It is understandable that ELLs will face challenges with the content areas as they work toward English language proficiency. However, placing English language learners with **peers who are fluent speakers of English** dramatically increases their exposure to both conversational and academic language.

- Selected themes will give students opportunities to make **connections to prior learning** and their life experiences from another country or culture. Cummins et al. (2005) stresses the importance of affirming identity in multicultural classrooms.

Explicit language instruction combined with **frequent and varied scaffolding** opportunities, organized into units which focus on **relevant themes or topics** will result in increased levels of proficiency and a deeper understanding of the academic language used in content areas.

Themes	Topics
School and Community	Education Systems Relationships and Expectations
Canada	History First Nations, Inuit and Métis Contributions Natural Resources and Industries
Customs and Cultures	Cultural Values Worldviews
Planning for the Future	Career Exploration Canadian Workplace

ELA and EAL

EAL students, particularly those beginning to learn English, often struggle with English language arts because the courses require a high level of proficiency in English as well as a solid knowledge of Canadian and North American culture. While it is not ideal for these learners to be placed in ELA classes, it may be necessary in some schools. In this case, adjustments must be made to the expected ELA outcomes.

In general, students who successfully complete **EALB20L** are ready to take a sheltered ELA class or begin a regular ELA class. A sheltered class is one in which instruction and content have

been adapted for EAL learners. Students are able to work through the core curriculum and achieve grade-level outcomes. A sheltered course is not a modified course. EAL students in regular ELA classes will continue to need support in their learning.

Effective Teaching and Learning Strategies

Saskatchewan classrooms have a rich diversity of students with differing backgrounds, languages, experiences, cultures, and values. It is the responsibility of teachers to use their professional expertise in order to make decisions about instructional approaches which will address this diversity. By encouraging varied and flexible approaches to teaching and learning, classrooms become more responsive to student needs and progress can be made toward attainment of educational goals.

Effective teaching and learning strategies move from teacher-supported and guided lessons to independent learning, using a process of gradual withdrawal of support known as **scaffolding.** Language learning students, in particular, benefit from a **before-during-after approach** in which the skills and strategies are introduced and demonstrated; then they are practiced with feedback; finally, the skills and strategies are applied independently by students, with time taken to reflect on their use (see page 10).

A list of resources which contain extensive information on teaching and learning strategies may be found in the *Suggested List of Resources* as well as in the *Appendix* of this course.

Selected strategies and techniques which are particularly effective with language learners have been listed below. The linguistic skills which are targeted in each strategy are identified as follows: Listening (L), Speaking (S), Reading (RD), Writing (W), Viewing (V), and Representing (RP).

► **Audio and Video Supports (L, S, V)**

Audio (digital books, e-books, books on tape, radio, sound files, etc.) and video tools (television broadcasts, movies, video files, documentaries, etc.) allow EAL students to practice listening to a wide range of voices and viewing speakers with different types of nonverbal behaviours. Learners listen to previously recorded text and/or video. They may follow along, pausing and replaying when necessary. The text can take the form of questions or dialogue where they are required to respond with an answer or a comment.

► **Cooperative Learning Strategies (S, L)**

Cooperative learning strategies can be powerful tools for encouraging language acquisition. According to Hill and Flynn (2006) in their book *Classroom Instruction that Works with English Language Learners,* small groups allow for many more opportunities to speak than is possible in whole class instruction and there is an increase in sustained dialogue. Cooperative learning groups 'demand' speech because each member has a role to carry out if the group as a whole is to succeed.

► **Dialogue Journals (W, RD, R)**

A dialogue journal is a strategy in which students use journals (print and/or non–print) to hold conversations with their teacher. They regularly share ideas, print and other visual representations, and receive feedback (advice, comments, and observations) in the new language. In addition to developing written communication skills, the strategy increases student participation and builds a positive relationship between a teacher and the language learner.

► **Explicit Instruction (L, V, RD)**

Explicit instruction is a teacher-directed method and one of the most common methods of instruction with language learners. It is mainly used for providing information or developing step-by-step skills.

► **First Language Use (W, RD, S, L)**

Strategic use of first language (L1) can prove to be an effective learning strategy. It allows students the opportunity to build bridges between concepts they already know in their home language and the English words for those concepts. There are numerous forms this strategy can take including dual language book projects with text written first in the learner's language then recorded on tape in English; writing an initial draft in the first language before English is attempted; collecting articles from multilingual media sources on a common topic before reading about the topic in English, journal writing; creating personal dictionaries, etc.

► **Graphic Organizers (V, R, W, RD, S, L)**

Graphic organizers are visual communication tools that use symbols to express ideas and concepts. The organizers can be used, before, during, and after instruction as well as for assessment of learning. They may take many forms such as:
- Venn diagrams
- comparison and contrast charts
- mind maps
- K.W.L. (**K**now, **W**ant to Know, Have **L**earned) charts
- fishbone diagrams
- the 5W's information chart
- cause and effect flow chart
- concept ladder

Note**:** See http://www.nlc.state.ne.us/epubs/E2000/H082-1996.pdf and http://freeology.com/graphicorgs/ for numerous templates.

► **Information Gap (L, S, RD, V, RP)**

Information gap activities are part of authentic communication where the speaker and the listener hold different pieces of information. The speaker has to communicate with the listener to obtain information. In the classroom, we can use information gap activities to provide information to speakers and guided questions to listeners. For example, to help students practice learning the

capitals and provinces, teachers can give half of the class maps with provinces and half with capitals. Students must work together, asking each other questions, to complete the activity.

► Inside/Outside Circles (L, S)

This strategy has students actively engaged in listening and speaking. Students form concentric ~~circles, one person in a direct place~~ activity ~~with the~~ cross from them. The outer (or ~~inner~~) ~~and a new opportunity for~~ ~~ners.~~

This is technique used in many classrooms, including EAL classes. It is a useful way to provide manageable amounts of texts at varying levels of proficiency. Teachers can divide a topic into subtopics, assign groups of students to become experts in their subtopic and then to teach it to another group.

► Language Experience Approach (S, RD)

This approach, called LEA, uses students' words to create a text that becomes material for a reading lesson. Students describe a personal experience out loud to a teacher or peer. The teacher or peer) writes the story down, using the students' words as the student follows along. The student then reads his story either aloud or silently. The strategy allows students to be involved in a number of language functions while bringing their own life experiences into the classroom. It is particularly useful for learners at the beginning stage of learning English.

Small groups provide numerous other language learning opportunities. It is easier to check for understanding, monitor speech, supply more immediate feedback, provide support, and greatly reduce student anxiety.

► Nonlinguistic Representations (R)

Lessons using visuals are highly appropriate instructional strategies. EAL students, especially those at the early stages of language acquisition, will benefit from having visuals attached to words and being able to express their own understanding through such representations.

► Reading Aloud (S, RD)

Having students read a text aloud can have many benefits, jncluding building reading fluency and confidence, practicing spoken fluency, and listening for meaning. However, EAL students must be given the opportunity to first read the text for meaning. Students should not be forced to read aloud and should not be assessed on their ability to read aloud.

► Role Play (S, L)

Role play allows students to simulate a variety of situations, using different registers of language for different purposes and audiences. Through role plays, ELLs can practise English as it is used in authentic situations outside the classroom, such as in job interviews, meetings, and formal gatherings. The role-play strategy also allows students to take different perspectives on a situation, helping them to develop sensitivity and understanding by putting themselves in the shoes of others. Even students who are at the beginning stages of English language learning can participate in role-play activities – for example, by choosing a non-verbal role-play format, or by sticking closely to the script of a simple folk tale or story read in class. For students at more advanced levels of English proficiency, a "vocabulary role play", into which the student must creatively integrate certain vocabulary items, can create an enjoyable challenge. An important phase in any role-play activity is the follow-up. Debriefing after a role play allows students to analyse the role-play experience and the language used, and to make suggestions for other language choices in future situations.

Source: *The Ontario Curriculum, Grades 9 to 12: English as a Second Language and English Literacy Development*, 2007, p.45.)

► Story Strips (R, S, V)

This strategy (which may be done individually or with a partner) has text cut into sections for students to reassemble in proper order. Teachers may use this strategy to work on transition words or cohesion in paragraphs. This can also be done as an oral activity for more advanced learners. Each learner in a group takes a strip, memorizes it and works with the group to recreate the correct order of the strips.

► SQ3R Strategy (RD, S)

SQ3R works with the before, during and after principle of making meaning to enhance a student's understanding and retention of text. There are five steps in SQ3R. First, **survey** (or preview) the text, noting previous knowledge (or opinions) about the topic or theme. Then pose **questions** and/or make predictions about what the text will contain. **Read** the text. **Recite** answers to the earlier generated questions. **Review** the text's main idea(s).

► Word Walls & Personal Dictionaries (RD, V, S)

Word walls are organized collections of words prominently displayed in a classroom and used to support teaching and learning. They can be used both interactively with the teacher as well as independently as a reference for learners in their daily communications.

Students should be encouraged to keep personal dictionaries with vocabulary learned in the EAL class as well as in other classes. Keeping the words in separate themes will aid retention.

Effective Assessment and Evaluation Strategies

Student assessment and evaluation are an integral part of good teaching practices. These practices must be well planned, purposeful, and attached to specific learning outcomes. They must also inform classroom instructional approaches and strategies, so that improvements to students learning are always being made. Assessment tools guide both teachers and students in making decisions about attainment of learning outcomes. For students who are learning English as an additional language, assessment activities should:

- Focus on observable, measurable, and attainable skills which show growth in **language use and communicative abilities**
- Involve a **variety** of language competencies (as in real life)
- Take place in a variety of contexts which target **academic learning**

Assessment and evaluation strategies which are particularly effective for students who are learning English as an additional language have been identified below. These are followed by summative checkpoints which can be used to assess language progress.

► Checklists

Checklists are an efficient method of gathering information on student's language development. Teachers write dates, checkmarks and/or notes next to specific skills, behaviours or concepts. Both teachers and language learners can use check lists as assessment instruments.

► Cloze

Cloze (fill in the blanks exercises) can assess students' reading and writing strategies as well as the ability to make sense of text.

► Interviews and Conferences

Conferences with individual students allow teachers to gain insight into a student's strengths, progress and learning needs. Dated notes on the conversations can be kept in binders, on discs or in student files.

► Observations and Anecdotal Records

Observations provide a way of gathering information that may not be picked up in other types of assessments. Anecdotal records are a form of ongoing assessment of student(s) in the classroom. These 'jot-notes' provide the teacher with information as to how the student is processing information, collaborating with students as well as general observations on learning styles, attitudes and behaviours. Such records are a valuable form on ongoing assessment.

► Oral Presentations

Students should be prepared to present information orally to their class or in small groups. Teachers will need to provide considerable structure for beginners and less structure as students gain confidence and proficiency.

Some students may choose to do an oral presentation, role play, or demonstration. Students can read passages of text. A checklist or rubric may be used to assess specific language elements such as word recognition, pronunciation, and intonation.

► Portfolio Assessment

Portfolios are purposeful, organized collections of materials from a student's classroom activities. Collecting and maintaining a portfolio of student artifacts including samples of work, tape recordings, and journals is an excellent way to record and demonstrate a student's progress over time and from a variety of sources. Each sample is dated and may include a brief explanation about the reason for its inclusion. Portfolios allow students and their parents/caregivers to see various stages of work in progress. They provide a self-portrait of students as learners.

► Response Logs

A response log gives a teacher insight into the language abilities and understandings of language learning. The log can be used in conjunction with a conference with the student.

► Rubrics

Rubrics are scoring guides or sets of expectations used to assess student level of understanding and allow students to know the expectations and what they need to do in order to be learning at a higher level. They have been called, road maps, telling students and teachers where they're going and how to get there. See **Appendix D** for sample rubrics.

► Self-Assessment

Students should be encouraged to reflect on their learning, using either their first language or their newly acquired English skills. They can set personal goals on their own or in partnership with educators and or family members. Students benefit from learning the language of self-assessment through oral discussion and teacher modeling. Student engagement increases as students actively think about their learning.

► Writing Scaffolds (RD, W)

Writing scaffolds are temporary frameworks that facilitate a student's ability to use new words and phrases within sentences, paragraphs and other forms of writing at a level that they are not yet able to produce without guidance or support.

Cloze procedures, the simplest form of writing scaffold, involve inserting missing words and phrases to produce meaningful text.

Sentence completion strategies provide students with a prompt or a framework which helps them to construct sentences of various types.

Paragraph frames provide support for longer pieces of writing which require fluidity and well-constructed patterns of thought in the target language. For example, to answer the question "Should we have school uniforms?" a paragraph frame might be constructed as follows:

> *In my opinion, we should have/should not have a school uniform.*
> *First of all…*
> *Also…*
> *Another reason is…*
> *In addition…*
> *Finally,…*
> *Therefore, I believe that…*

Suggested Learning Resources

The following list provides an extensive list of suggested resource material for this course, in keeping with the provincial *Resource-based Learning* initiative. Electronic links to publishers' sites have been provided wherever possible.

Level Four Resources

Print Resources

Title	Author	Year of Publication	Publisher	ISBN
Amazing 2! Canadian Newspaper Stories	Susan Bates	1999	Pearson Longman	0-13-742487-6
Totally True Book 2 – Building Vocabulary Through Reading	Jann & Linda Huizenga	2005	Oxford University Press	0-19-43020302
Canadian Concepts 4	Berish, L. & Thibaudeau, S	1997	Pearson Longman	9780135917107
What a Life! Stories of Amazing	Milada Broukal	2001	Pearson Longman	0-13-093967-6

People 3				
That's Very Canadian	Vivien Bowers	2004	Maple Tree Press	9-781897-066058
Symbols of Canada			Government of Canada *www.pch.gc.ca/pgm/ceem-cced/symbl/101/101-eng.pdf*	None
How Canadians Govern Themselves			Eugene A. Forsey http://www.parl.gc.ca/about/parliament/senatoreugeneforsey/home/index-e.html	Library of Parliament
Open Book – English	Lynne	2002	Pearson Longman	2-7613-1280-5

Skills	Gaetz			
The Grab Bag of Canada: A collection of activities about Canada for ESL classrooms	E. Ganong & D Ingram		ESL Resources www.eslresources.com	0-9682863-9-9
Canadian Superlatives: For all beginners	D DeRocco		Full Blast Productions	1-895451-26-4 or 978-1-894799-10-2
Callan's Thematic Jigsaws 2: Interactive stories for Intermediate ESL	Nancy Callan		www.ESLJIGSAWS.com	978-0-9730398-8-7

Illustrated Everyday Idioms with Stories Book One	C. Malarcher		Compass Publishing	978-1-932222-15-9
Can You Believe It?: Stories and Idioms from Real Life **Book 2**	Jann Huizenga	2000	Oxford University Press	ISBN: 978-0-19-474048-7
Take Part: Speaking Canadian English	Karen Bardy, Lucia Peitrusiak Engkent	1992	Pearson Longman	0-13-882275-0
Take Charge: Using Everyday Canadian English	Lucia Peitrusiak Engkent	1996	Prentice Hall Allyn & Bacon Canada Inc.	0-13-185653-0
When's the Next Holiday			Canadian Resources for ESL http://www.eslresources.com/cart.php	0-9680797-0-9

Concepts for Today: A High Intermediate Reading Skills Text	Lorraine Smith, Nancy Nici Mare	2010	Heinle & Heinle Publishers	978-1111033057
Take Charge: Using Everyday Canadian English	Lucia Petrusian Engkent	1996	Pearson Longman	0-13-185653-7
The Reading Teacher's Book of Lists	Edward Frey, Jacqueline Kress	2006	Jossey-Bass	0-13-028185-9
Our Country, Our Parliament: A Guide For Learners of English as a Second Language and an Introduction to how			Library of Parliament *www.parl.gc.ca/About/**Parliament**/.../**OurCountryOurParliament**/.../Booklet-e.pdf*	n/a

Parliament Works				
Canadian Intermediate Dictionary			Gage Educational Publishing Company	0-7715-1995-8
Grammar In Use: Intermediate	Raymond Murphy	2004	Cambridge University Press	978-0521537629
Piece by Piece: Stories About Fitting Into Canada	Teresa Toten	2010	Penguin Group	978-0-670-06849-4
Reason to Write (intermediate)	Robert Cohen & Judy Miller	2003	Oxford University Press	978-0-19-436771-4
Being Canadian	Judy Cameron & Tracey Derwing	2003	Pearson Longman	9782761314275
Focus on	Marjorie Fuchs,	2005	Pearson Longman	9780131899841

Grammar 3	Margaret Bonner and Miriam Westheimer			
Vocabulary Power 2	Jennifer Recio Lebedev & Kate Dingle	2007	Pearson Longman	978-0132221504
Collins Cobuild Learner's Dictionary:		2005	Heinle & Heinle	978 0 00 712640 8
Collins Cobuild Intermediate Dictionary of American English:			Heinle & Heinle	978 1 4240 0776 9
Oxford Student's Dictionary:			Oxford University Press	978 0 19 431747 4

Oxford Learner's Thesaurus:			Oxford University Press	978 0 19 475200 8
Oxford Picture Dictionary (Canadian edition)	Jayme Adelson-Goldstein and the late Norma Shapiro	2009	Oxford University Press	9780195431162

List of Electronic Resources

Links about Canada, history, government, geograpahy:

http://atlas.nrcan.gc.ca/site/english/index.html

http://www.kidzone.ws/geography/canada.htm

https://www.cia.gov/library/publications/the-world-factbook/geos/ca.html

http://www.statcan.gc.ca/edu/index-eng.htm

http://www.parl.gc.ca/About/Parliament/Education/Resources/index-e.asp

http://www.parl.gc.ca/AboutEducation.aspx?Language=E

http://www.legassembly.sk.ca/

http://www.cbc.ca/manitoba/eal/

CultureGrams: http://online.culturegrams.com/kids/index.php

http://olc.spsd.sk.ca/edlinks/intropage.html

Resource Tools:

http://www.internet4classrooms.com/lang_write.ht (writing activities/writing process)

http://www.internet4classrooms.com/grade_level_help/research_organize_information_language_arts_fifth_5th_grade.htm (writing activities/writing process)

http://www.elllo.org/index.htm (listening activities)

http://www.esl-lab.com/index.htm (listening activities)

http://www.manythings.org/ (reading, writing, pronunciation, vocabulary, listening activities)

http://www.superteacherworksheets.com/index.html (worksheets)

http://iteslj.org/questions/ (conversational starters)

http://www.canteach.ca/elementary/prompts.html (journal or conversational prompts) I use this site for journal topics and class discussion topics.

http://www.victoria.ac.nz/lals/resources/academicwordlist/ (academic word lists)

http://www.esl-galaxy.com/ (grammar, vocabulary, games—worksheets)

Purchased Software:

Tense Buster (NAS)

My Canada (NAS)

➡ **Professional Resources**

Carr, John et. Al. (2009). *Making Mathematics Accessible to English Learners: A Guidebook for Teachers;* Grades 6-12. San Francisco: WestEd.

Coelho, E. (2004). *Adding English: A guide to teaching in multilingual classrooms.* Don Mills, ON: Pippin Publishing.

Echevarria, J., Vogt, M. & Short, D. (2008). *Implementing the SIOP model through effective PD and coaching.* Pearson. (ISBN 978-0-205-53333-6)

Echevarria, J., Vogt, M. & Short, D. (2008). *Making content comprehensible for English learners: The SIOP model.* Pearson. (ISBN 13:978-0-205-51886-9)

Fathman, Ann K & Crowther, David T. Eds. (2006). *Science for English Language Learners: K-12 Strategies.* Arlington Virginia: National Science Teachers Association.

Freeman, D. & Freeman, Y. (2007). *English language learners: The essential guide.* Scholastic. (ISBN 0—439-92646-7)

Hamayan, E., Marler, B., Sanchez–Lopez, C. & Damico, J. (2007). *Special education considerations for English language learners: Delivering a continuum of services.* Philadelphia, PA: Carlson.

Haynes, J. (2007). *Getting started with English language learners.* Alexandria, VA: ASCD. (ISBN 978-1-4166-0519-5)

Helmer, S. & Eddy, C. (2003). L*ook at me when I talk to you: ESL learners in non-ESL classrooms.* Pippin. (ISBN 0-88751-108-20)

Herrell, A. L. & Jordan, M. (2008). *Fifty strategies for teaching English language learners* (3rd ed.). Upper Saddle River, NJ: Pearson. (ISBN 0-13-199266-X)

Hill, J. D. & Flynn K. M. (2006). *Classroom instruction that works with English language learners*. Alexandria, VA: ASCD. (ISBN 10-1-4166-0390-5)

Hoover, J. J. (2009). *Differentiating leaning differences from disabilities.* Pearson. (ISBN 10:0-205-60827-2)

Kress, J.E. (2008). The ESL/ELL teacher's book of lists. San Francisco, CA: Jossey–Bass. (ISBN 978-0-470-222-676)

Law, B. and Eckes, M. (2000). *The more than just surviving handbook: ESL for every classroom teacher*. Winnipeg, MB: Peguis Publishing Ltd. (ISBN 1-894110-53-6)

Marzano, R.J. (2010). *Teaching basic and advanced vocabulary: A framework for direct instruction.* Alexandria, VA: ASCD. (ISBN 978-1-4240-6713-8)

Marzano, R. J. (2004). *Building background knowledge for academic achievement. .* Alexandria, VA: ASCD. (ISBN 978-0-87120-972-6)

Marzano, R. J. & Pickering, D. J. (2005). *Building academic vocabulary: Teachers' manual*. Alexandria, VA: ASCD. (ISBN 978-1-4166-0234-7)

Piper, T. (2001). *And then there were two: Children and second language learning.* Pippin. (ISBN 0-88751-100-7)

Vogt, M. & Echevarria, J. (2008). *99 Ideas and activities for teaching English learners with the SIOP model*. (ISBN 978-0-205-52106-7)

Rojas, V. P. (2007). *Strategies for success with English language learners*. Alexandria, VA: ASCD. (ISBN 978-1-4166-0383-2)

Stoops, L. & Migliacci, N. (2008). *Inclusive pedagogy for English language learners*. Lawrence Erlbaum Associates. (ISBN 978-0-8058-5720-7)

Raising the literacy achievement of English language learners: Facilitators guide. Alexandria, VA: ASCD, 2006. Print. (ISBN 978-1-4166-0410-5)

Evaluation of Locally Developed Course (Pilot)

The provincial policy for locally developed courses requires all pilot sites to submit an evaluation of the course to the Ministry of Education, Curriculum and E-Learning Branch, Attention: anna.schmidt@gov.sk.ca An evaluation form has been provided below.

School Division Information

Name: _____ Date: _____

Address: _____

Phone: _____ Fax: _____ E-mail: _____

_____

Please provide comments for each section of the course.

1. Rationale

2. Purpose

3. Characteristics of the Student Target Group

1. **Aim and Goals of This Course**

5. **Examples of Learning Outcomes**

6. **Topics/Themes To Be Covered In This Course**

7. Incorporation of Core Curriculum Components and Initiatives, *including Adaptive Dimension, Aboriginal Content and Perspectives, Gender Equity, Resource-based Learning and Multicultural Education.*

Note: Initiatives should include a respectful approach to the linguistic background and cultural norms of EAL students.

8. **Incorporation of Career Development Competencies**

9. **Examples of Instructional Approaches**

10. **Examples of Assessment and Evaluation Techniques**   *Note: Assessment and evaluation techniques should be based on outcomes which are clear, observable, measurable and achievable.*

11. **Instructional Materials** *(using principles of Resource-Based Learning*)

12. **Evaluation of This Locally Developed Course**

Does this course meet the needs of the target group? Why or why not?

Do you intend to use this course of study following the pilot phase?

Appendix A – Cues, Conventions, Forms and Functions

Language study is at the centre of EAL instruction. The study of the forms and functions of the six strands of language (listening, speaking, reading, writing, viewing, and representing) and of the elements and conventions associated with each language cueing system (i.e. pragmatic, textual, syntactical, semantic/lexical/morphological, graphophonic) enables students to understand language and to use it appropriately in a variety of communicative and academic situations.

Language Forms

Throughout this course, the following language forms will be introduced, reviewed and recycled within various language functions. Teachers may choose the context in which to teach particular forms. For example, when students are writing about a famous Canadian, the teacher may want to focus on the present and past tenses. Grammar instruction is most effective when it is taught within context and not in isolation.

Nouns

- collective nouns (e.g., *team*, *crowd*, *group*, *family*, *police*, *audience*) + verb agreement

Pronouns
- indefinite: *some*, *no*, *any*, *every* + body/thing
- relative: *who*, *that*, *which*, *whose* in defining relative clause (e.g., ***The girl who sits beside you plays tennis. That's the man whose daughter sits beside you.***)

Verbs
- simple past of low-frequency irregular verbs (e.g., *sweep/swept*, *rise/rose*, *light/lit*, *shine/shone*)
- present perfect (e.g., ***He has just arrived.***)
- past perfect (e.g., ***They had studied English before they arrived in Canada.***) ***used to*** (e.g., ***They used to eat in the cafeteria.***)
- modals: ***should***, ***could***, ***would*** (e.g., ***I should leave before it rains. We could do that tomorrow.***)
- simple passive (e.g., ***The book was found in the desk yesterday. Ferraris are made in Italy.***)
- simple use of infinitives with ***would like***, ***ask***, ***tell*** (e.g., ***I would like to go to the concert. The teacher asked me to study hard.***)
- simple use of gerunds: ***go + ing*** (e.g., ***They are going skating.***); gerund with verbs of like/dislike (e.g., ***She hates cooking. We love skiing.***); gerund as subject (e.g., ***Writing in English is hard.***) ***know***, ***think***, ***hope***, ***believe***, ***feel*** + ***that*** (e.g., ***I think that you are right.***)
- conditional: type 1 / probable (e.g., ***If it rains***, ***we will stay home.***)

Adjectives

- irregular comparative/superlative (e.g., ***better/best***, ***worse/worst***, ***more/most***)
- comparative using ***er/more*** + ***than*** (e.g., ***bigger than***, ***more interesting than***)
- superlative using ***est/most*** + ***in/of*** (e.g., ***oldest of the group***, ***most expensive in the store***)
- comparative using ***as … as*** (e.g., ***My plans are as important as hers.***)
- adjective phrases (e.g., ***The man lives close to me.***) ***other***, ***another***, ***each***

Adverbs

- verb + two adverbs (e.g., *They drove very slowly through the storm.*)
- adjective + *ly* (e.g., *happily*, *truly*, *extremely*, *beautifully*) *somewhere*, *nowhere*, *anywhere*, *everywhere*

Transition words and phrases

- conjunctions: *before*, *after*, *when*, *then*, *while*, *both … and*, *in contrast*, *in conclusion*, *yet*, *for example*, *therefore*, *similarly*, *as a result*, *on the other hand*, *at first*

Question forms

- information questions + some variety of tenses (e.g., *When can I leave? How have you been?*)
- negative yes/no questions (e.g., *Don't you live here?*)
- simple tag questions (e.g., *It's hot today*, *isn't it?*)

Negation

- negation + some variety of tenses (e.g., *He hasn't finished. She shouldn't go.*)

Prepositions

- with (simple figurative) phrasal verbs (e.g., *give up*, *look after*, *bring up*, *get along*, *clear up*, *go through*, *hang around*, *hold on*, *point out*, *put down*)

Sentences

- some variety of compound sentences
- main clause + one subordinate clause (e.g., *I saw lots of people when I got near\ the school.*)
- direct speech + correct punctuation (e.g., *Juan said*, *"I'm late so I have to take the bus." "I'm late so I have to take the bus*,*" said Juan.*)
- indirect speech + present tense (e.g., *They said you go to the movies every week.*)
- indirect speech + *say*, *tell*, *ask* + some variety of tenses (e.g., *They said he wanted you to call.*)

Punctuation

- colon before a list (e.g., *Bring the following items: pen*, *pencil*, *and paper.*)
- parentheses (e.g., for additional information)

Source: Ontario Ministry of Education. (2007). *English as a second language and English literacy development.* Electronic source: www.edu.gov.on.ca.

Language Cueing Systems

The following aspects of language study are central to teaching and learning:

➢ *Pragmatics* is the study of how people choose what and how to communicate from the range of possibilities available in the language and how the receiver will be affected by these choices. For example,
- street language, standard English, formal registers

➢ *Textual* cues and conventions refer to how the ideas and information are organized in oral, written, and other formats. Textual cues and conventions include the form or structure and elements of a text. For example,
- headings
- bullets

- titles
- tables of content
- text boxes

➢ *Syntax* is the predictable structure of a sentence and the ways words are combined to form phrases, clauses, and sentences. Syntax includes classes of words (e.g., verbs) and their functions (e.g., subject). For example,
- sentence patterns in different types of sentences–declarative, interrogative, etc.
- simple, compound, complex sentences
- paragraph structures in different types of constructions–compare/contrast, chronological, etc.

➢ *Semantic/lexical/morphologica*l cues and conventions refer to how the words and vocabulary of a language are used or understood by a particular person or group. Words can also be studied for their meaningful parts. For example,
- prefixes
- suffixes
- root words
- Latin and Greek roots

➢ *Graphophonics* is the study of the relationship between the symbols and sounds of a language and includes letter or sound relationships and patterns. For example,
- consonant blends
- vowel blends
- silent letters
- long and short vowel sounds

Other cues and conventions are also found in communication acts. These include such elements as graphics, layout, colour, sound, movement, font choices, and handwriting.

Appendix B – Language Proficiency Levels

The six proficiency levels in the charts which follow were created by the provincial EAL working group . The charts are the result of a thorough review of existing language reference scales, standards, and benchmarks from interprovincial EAL/ESL documents, Western and Northern Canadian Protocol (WNCP) language documents, and the Common European Framework of Reference (CEFR) for languages.

The first row of the chart gives short **behavioural descriptors** of English language learners as they move between the six levels of language proficiency. Note that the descriptors are **general in nature** and may not necessarily characterize all language learners.

The remaining rows identify the English **language competencies or skills** which develop (at varying rates) along the continuum. The competencies describe what students will know and be able to do in the new language as they move along the continuum.

Transitions between levels are dependent on a number of factors, such as student age, background experiences, academic skills, instructional time and intensity, environment, and 'language distance' between the first language(s) and English. However, the chart clearly shows

the linguistic differences between beginner levels of language learning and the final level (Level 6), which describes near-native fluency.

Language Proficiency Levels

	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Behavioural Description	Student is generally a silent observer. There may be signs of anxiety. Communication will be largely non-verbal with reliance on visual clues, gestures and pointing. Student may use first language in an attempt to communicate.	Student may be quiet or somewhat reserved. There may be some confusion, frustration and/or uncertainty exhibited. Communication may be accompanied by gestures, pointing, or use of props. Communication deals with concrete subjects and situational needs.	Student is beginning to demonstrate increased comfort and confidence in routine or familiar classroom situations. Student attempts simple conversations in the new language.	Student has the confidence to initiate conversation with native language speakers using the target language.	Student has the confidence and competence to participate in classroom activities using the new language. Student communicates with teachers and peers using the new language.	Student is comfortable when communicating with teachers and peers and will participate in classroom activities with minimum reservation. Student uses the target language confidently for both social and academic purposes. Language use is approaching that of a native language speaker of the same age.
Receptive Language Use **Viewing (V)** **Listening (L)** **Reading (RD)**	May recognize some environmental print/signage (V) May recognize some basic words related to daily living (L), (V) Knows most letters of the English alphabet and their corresponding sounds (RD) May recognize some early reading sight words in context (RD)	Understands the basic meaning of visuals, illustrations and graphics used in simple text. (V) Can understand simple, recurring words and phrases. (L) Has a limited sight vocabulary of basic words (RD) Can point out basic information in simple text (RD)	Comprehends visuals, illustrations, and graphics used in basic text. (V) Comprehends and tries to respond to text about familiar topics, with the help of repetition and common or recurring phrases. (L) Can read and understand short text which uses high frequency words. (RD) Has a moderate sight vocabulary. (RD)	Can derive some meaning from visuals used in texts. (V) Can understand the main ideas of everyday conversations provided the text is clear/at a slow pace. (L) Can comprehend a limited range of vocabulary needed for academic learning. (RD) Can read and get main ideas from simple text dealing with familiar topics. (RD) Can read new and/or more complex text with support. (RD)	Can derive meaning from most visuals. (V) Has the necessary listening strategies to comprehend a variety of simple new texts. (L) Can understand most social conversations without support, and academic conversations with support. (L) Has a working sight vocabulary and is intentionally learning specialized vocabulary associated with subject areas. (RD) Can recognize patterns of word structure and use them to determine contextual meaning. (RD)	Derives meaning from a range of visual representations (V) Can understand academic speech independently when delivered at a normal rate. (L) With rehearsal, can read with expression and attend to punctuation signposts. (RD) Can distinguish between fact and opinion; cause and effect; comparison and contrast. (RD) Can recognize bias and inference. (RD) Identifies new words encountered in a variety of unfamiliar text and can derive meaning from context, or search out

*It is important to note that **text** refers to any form of communication, whether oral, written, visual, or multimedia, which constitutes a coherent, identifiable communicative function. (Definition is adapted from Saskatchewan ELA documents)

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	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
					Has the necessary reading strategies to comprehend a variety of basic informational texts. (RD)	meaning as required. (RD)
Expressive Language Use **Representing (R)** **Speaking (S)** **Writing (W)**	Records ideas and expressions with visual images and symbols (R) Expresses some understanding through visuals (R) Uses common phrases, greetings and expressions of politeness. (S) May repeat text*, with limited understanding (S) May copy text*, with limited understanding (W) Recognizes that print has meaning, but is unable to create text* independently (W)	Can express some understanding of simple text containing symbols, graphics, or visual supports. (R) Can provide short (one or two word) responses accompanied by prolonged pauses as student searches for a word. (S) Develops and uses word banks of functional expressions to aid communication (S) Can produce a few simple structures (W) Can use a limited number of conventions like capital letters and periods. (W)	Can express understanding of simple text through a range of illustrations and graphics (R) Can imitate phrase and sentence patterns using alternative words and phrases. (S) Demonstrates ability to generate simple words and phrases using vocabulary associated with daily living. (S) Can respond appropriately to simple questions on a familiar topic with some automaticity. (S) Can copy phrase and sentence patterns using alternative words and phrases. (W) Can fill in forms with personal details. (W) Uses basic language conventions with some accuracy. (W)	Can express understanding of functional text through a range of illustrations and graphics. (R) Can write and deliver a simple, short oral presentation on a familiar topic. (S) Can interact without lengthy pauses searching for a word .(S) Can respond to the 5W questions using simple sentences. (S) Begins to modify interactions to reflect different audiences, purposes, and contexts. (S) Can use some vocabulary associated with academic learning. (S) Can write simple sentences. (W) Experiments with more complex constructions. (W) Applies basic language conventions accurately. (W)	Can express understanding of most texts through a range of illustrations and graphics. (R) Can present academic ideas and information orally in simple, structured situations. (S) Usually adjusts message for audience, purpose, situation. (S) Oral communication demonstrates an understanding of context. (S) Without support, student can create and compose a variety of organized and coherent texts. (W) Exhibits accuracy when using most language conventions. (W)	Can express understanding of functional and academic text through a range of illustrations and graphics. (R) Can converse fluently in academic and social conversations. (S) Interacts appropriately considering audience, purpose, and context. (S) Can present academic ideas and information at or very near age–appropriate level. (S) Can create and compose a variety of cohesive compositions which demonstrate understanding of the language features specific to the text type. (W) Uses a range of strategies to produce communications very near to age–appropriate fluency levels.(W)

*It is important to note that **text** refers to any form of communication, whether oral, written, visual, or multimedia, which constitutes a coherent, identifiable communicative function. (Definition is adapted from Saskatchewan ELA documents)

Appendix C – EAL and Subject Area Integration

The process of learning the English language through subject area study can be a major challenge for English language learners, yet research indicates that simultaneously learning content, and the language needed to understand that content, is far more effective than learning language and content separately (Alberta Education, 2007). It follows that **teachers must plan for integration** of explicit language instruction into their content area lessons.

The aim of language learning through content area instruction is to help students to learn key terms and phrases in the context of a topic or theme within a discipline. In other words, language is best learned when framed by the topics, tasks, or situations in which it makes sense; vocabulary is given meaning because it is not isolated from its context.

The following chart illustrates how aspects of content area study might be integrated with English language skill-building:

In mathematics, students:
• read and restate problems
• interpret graphs and charts
• make lists and charts
• gather and organize data
• ask questions
• make generalizations
• communicate mathematical ideas
• present ideas
• document solutions and processes
• use appropriate group behaviour
• paraphrase

In science, students:
• record data
• formulate questions for inquiry
• classify information
• compare and contrast information
• recognize relationships; e.g., sequence, cause and effect
• express data in charts, graphs and maps
• explain
• generalize
• summarize and communicate findings
• make decisions
• establish criteria
• work in groups.

In English language arts, students:
• use language to talk about language
• use appropriate language for the audience, purpose and situation
• write to clarify and share
• talk to organize, interpret and communicate experience
• use reading strategies appropriate for particular purposes
• write letters, reports, narratives, arguments and reflective essays.

In social studies, students:
• locate, gather, interpret and organize information
• state issues
• synthesize, evaluate and analyze information
• express and present information and ideas
• speak, demonstrate and write
• interact with others
• propose solutions to problems
• make decisions
• write persuasively
• use reference materials
• use context to gain meaning
• read for a variety of purposes
• recognize relationships; e.g., sequence, cause and effect

Appendix D – Sample Rubrics for Assessment and Evaluation

The following rubrics are intended to be used as examples only. Teachers should modify them according to the context of studies and the needs of their own students. These samples have been adapted from Nebraska K–12 Language Framework (1996). For other sample rubrics, see: http://www.nlc.state.ne.us/epubs/E2000/H082-1996.pdf

ORAL PRESENTATION RUBRIC – SAMPLE A

	4 **Yes!**	**3** **Yes, but…**	**2** **No, but…**	**1** **No**
Pronunciation	Accurate throughout, near native	Understandable with very few inaccuracies	Some inaccuracies, yet generally understandable	Difficult to understand oral speech due to pronunciation
Fluency	Smooth delivery	Fairly smooth	Unnatural pauses	Halting, hesitant, long gaps
Comprehensibility	Easily understood	Understandable	Difficult to understand	Incomprehensible
Vocabulary	Extensive use of targeted vocabulary	Some use of targeted vocabulary	Minimal use of targeted vocabulary	Targeted Vocabulary is not used
Performance	Lively, enthusiastic; good eye contact	General enthusiasm; some eye contact.	Low energy; limited eye contact	Reads from cards, monotonous; no eye contact

ORAL PRESENTATION RUBRIC – SAMPLE B

	Exceeds Expectations	**3**	**2**	**1**
Usage	Excellent	Uses what is being studied very well	Some errors with application of what is being studied	Does not appear to understand what is being studied
Vocabulary	Creative use of vocabulary	Vocabulary is appropriate to present level of study	Some use of current vocabulary; key words missing	Minimal use of targeted vocabulary at present level of study; words used incorrectly

Appendix E – Sample Assessment and Evaluation Resources

ASSESSMENT OF LEARNING GRID

The following table contains samples of instructional activities which can provide evidence of learning.

|					
Completing a worksheet in class	Participate in KWL exercise	Peer feedback	Playing a game	Small group working together	Journal entry in response to teacher's comments
Venn diagram	Listening when students correct an exercise using 2x4 strategy	Homework assignment	Using manipulatives	Guided reading	Unit exam
Oral quiz	Learning log	Individual conference	Exit pass	Problem of the week	Group conference
Class meetings	Role play	Student response to a story, poem, song	Teacher listens as student assesses his/her work in relation to criterion	Inside/outside circle	Student to student interview
Oral presentation	Dialogue	Email or letter	Writing/producing an advertisement	Submission to a class newsletter	Writing a recipe or other instructions

STUDENT PORTFOLIO FOR EAL

- o Cover page or file folder to personalize portfolio
- o Table of contents
- o Statement of EAL goals and course outcomes
- o Items that represent student understanding of concepts
- o Items that illustrate language learning progress, which could include excerpts from learning logs and journals, and samples of work in all stages from conception to final product, along with student comments or explanatory remarks
- o Dual language projects (first language, English)
- o Visuals, audio, video, or CD demonstrating language use

- o Performance items demonstrating language progress through themes or topics
- o Items chosen by teacher
- o Items chosen by students
- o Rubrics, including student self assessments
- o Captions with each selection: student identifies the pieces, explains the context in which they were produced and discuss reasons for this particular selection. This could form the table of contents; e.g. My Most Challenging Project, The Piece I like Best, My Best Writing, etc.

Adapted from Alberta Education (2007) *http://education.alberta.ca/media/507659/eslkto9gi.pdf*

BEFORE-DURING-AFTER READING SELF-ASSESSMENT CHECKLIST
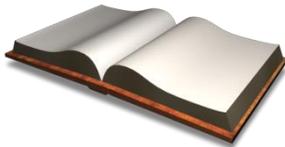
Before Reading

- ✓ I ask myself…what do I have to do?
- ✓ I read the title
- ✓ I look at the illustrations
- ✓ I think of what I know about the subject
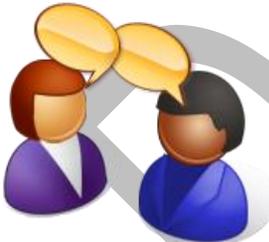- ✓ I predict what will happen

During Reading

To help me understand the story:
- ✓ I look for important elements: people, places, objects
- ✓ I notice the words I know
- ✓ I guess the meanings of words I do not know
- ✓ I look at pictures and captions

After Reading

- ✓ I check to see if my predictions were correct
- ✓ I discuss the story with someone else
- ✓ I re-read parts of the story

SAMPLE PLAN

EAL B20L (level 4)
Theme: School and the Community
Topic: Education systems -- School uniforms
Time: 10 hours

Outcomes:

CR 4.1

Demonstrates understanding of most illustrations, visuals, and graphics found in authentic text.

CR 4.3

Understands most spoken discourse in the content areas with the assistance of visual supports and contextual clues.

CR 4.4

Understands main ideas and key words in longer spoken discourse, with scaffolding techniques.

CR 4.5

Reads a variety of genres (literary, informational, graphic).

CR 4.6

Demonstrates comprehension of adapted and simple authentic text.

CR 4.7

Uses various reading comprehension strategies to extract meaning from text.

CR 4.8

Uses a system to build and maintain vocabulary.

CC 4.4

Writes longer texts for academic purposes with scaffolding.

CC4.5

Uses the writing process of drafting, editing and revising with support as required.

Suggested Lesson Plans

The genre of persuasion is linked to the English Language Arts curriculum but can be applied in many content areas.

- To begin, teachers should review the components of a paragraph including topic sentence, supporting details, and concluding sentences. The end goal is to write a multi-paragraph text.

- The persuasive writing process is then introduced. Students should be given a graphic organizer (persuasion map) that will be used as the process of persuasive writing is explained. An example of a persuasion map can be found at http://www.eduplace.com/graphicorganizer/pdf/persuasion.pdf.

- Students will fill in the some of the information suggested by the teacher and other information they will create themselves using information they have gathered in their pro/con list.

- Students are given the topic of school uniforms for their persuasive composition. They listen to podcasts and read texts about the advantages and disadvantages of students wearing a uniform to school, noting details about each side, which are listed on a pros/cons graphic organizer from which a position can be supported in a persuasive composition.

-
- Focus is later made on the development of introductory and concluding paragraphs using examples provided by the teacher.

- Using what they have learned through the listening and reading activities, students work through the writing process in pairs to develop a five-paragraph persuasive essay. Students should be tasked with writing one paragraph at a time. The job of writing should be shared with each student taking turns for each paragraph. The teacher can monitor as the groups work and meet with each group once their paragraph is complete to gauge progress. Each group edits another group's essay.

- The following rubric may be used to assess students' writing: http://web.rbe.sk.ca/assessment/rubrics/languagearts/Holistic%20Rubric%20for%20Persuasive%20Writing%20(Cochrane%20HS)%202004.doc.

-

Appendix G – Samples of Graphic Organizers

Graphic organizers are useful in instruction and assessment to support English language learners. Some simple, yet useful, graphic organizers follow.

COMPARE AND CONTRAST MATRIX

SAME   DIFFERENT

5-W CHART

WHO ?

WHAT ?

WHERE ?

WHEN ?

WHY ?

Other examples of graphic organizers may be found using these links:

Alberta Education. *ESL Guide to Implementation (K-9)* . Appendix 4, Appendix 5. Electronic source: *http://education.alberta.ca/media/507659/eslkto9gi.pdf*

Nebraska State Department of Education. *K-12 Foreign Language Framework*. Graphic Organizers. Electronic source: http://www.nlc.state.ne.us/epubs/E2000/H082-1996.pdf

New Jersey State Department of Education. (1999) New Jersey World Languages Framework. Appendix B, E, N, X, Y, Z. Electronic source: http://www.nj.us/education/framework/worldlanguages/appendd.pdf

Society for the Promotion of the Teaching of English as a Second Language in Quebec (SPEAQ). *Let's Talk: A Handbook on Oral Interaction* (Secondary Level). Electronic source: www.speaq.qc.ca

Appendix H – Glossary

Academic language: A style of language incorporating specialized terms and used to communicate for academic purposes.

Adapted text: A text that has been rewritten for a particular audience. Adaptations for EAL learners may include simplifying and/or defining relevant vocabulary, using simple or basic sentence constructions, and maintaining a consistent format (e.g., a topic sentence followed by several sentences providing supporting detail).

Authentic language task: A language learning task that involves using language to communicate a message and/or accomplish a purpose in a real-world situation.

Basic Interpersonal Communication Skills (BICS): Face to face language skills used in everyday communication to meet one's basic needs. Typically, English language learners acquire basic interpersonal communication skills before they develop proficiency with more complex academic language.

Cognitive Academic Language Proficiency (CALP): Language proficiency associated with schooling and the abstract language abilities required for academic work. A more complex, conceptual, linguistic ability than conversational language, CALP includes facility in analysis, synthesis, and evaluation. Typically, English language learners require at least five years to develop cognitive academic language proficiency in English.

Cloze technique: A passage of text with words omitted (e.g*., Canada's mineral resources include nickel, copper, and _____*). Students complete cloze passages to demonstrate reading comprehension, knowledge of subject matter, and proficiency with specific items of vocabulary, spelling, and usage.

Communicative competence: The ability to comprehend and produce fluent and appropriate language in all communicative settings.

Comprehensible input: Language that can be understood by (made comprehensible to) the learner through the use of visual aids, familiar content, rephrasing, repetition, and other means.

Content –based language instruction: An instructional approach in which topics related to curricular content are used as the vehicle for second–language learning. These topics are often delivered through thematic units. Students acquire important curriculum–based knowledge and skills at the same time as they learn language.

Conventions: Accepted practices or rules of a language. Some conventions help convey meaning (e.g., punctuation, capital letters, rising inflection at the end of a sentence to indicate a question) and other conventions aid in the presentation of content (e.g., table of contents, headings, footnotes, charts, transitional words/phrases, lists).

Cueing systems: Cues or clues that effective language users employ to process unfamiliar words, phrases, and sentences and construct meaning from both printed and visual text. For example, *semantic cues* deal with the *meaning of text* based on context and prior knowledge. *Syntactic cues* help learners make sense of text using *patterns of language combinations* such phrases, clauses, and sentences. *Graphophonic cues* help in *decoding text* using such things as knowledge of letters, sound relationships and sight words.

Environmental print: Written text encountered in the surrounding environment, e.g., product labels, street signs, billboards, company logos, packaging, warning labels.

EAL: English as an Additional Language. Many English language learners already speak a number of other languages and English is being added to their repertoire.

ELL: English language learner.

ESL: English as a Second Language, or the language learned after one's first language(s).

Explicit language instruction: A teaching strategy which involves direct instruction in grammatical concepts, vocabulary, language forms and functions, for communicative purposes in authentic contexts.

First (home) language: The language spoken at home between family members. Generally, this is the language a child first learned in the formative years within family circles.

Graphic organizers: Visual representations of the relationships between and among ideas (e.g., pie charts, diagrams, bar graphs, timelines, tables).

Guided reading: A reading process in which the teacher guides learners through a text, using a series of structured activities before, during, and after reading.

KWL: A strategy which involves learners identifying prior *knowledge* (K), determining what they *want* or need to know (W), and then identifying what has been *learned* (L).

L2 - Any language learned after the first language (L1).

Picture dictionary: A dictionary for language learners in which entry words are accompanied with illustrations or photographs in order to clarify meaning.

Register: A style of language (e.g., formal, colloquial) appropriate to a specific audience, purpose, or situation. Register is determined by the level of formality in a particular social setting, the relationship among the individuals involved in the communication, and the purpose of the interaction

Rubrics: A scoring guide consisting of a set of general criteria used to asses a student's performance in a given area. Rubrics consist of a fixed measurement scale, a list of criteria that describe the characteristics of products or performances at each level. Expectations are made specific and can be used to determine the degree, understanding, or proficiency revealed through students' assignments or presentations.

Scaffolding: The provision of sufficient supports (e.g., learning strategies, environmental supports, resources) to guide student learning. The "scaffolds" selected by the teacher are intended to help the student move to higher levels of achievement and gradually transfer the responsibility for learning from the teacher to the student, to foster independence.

Sentence starters: The first few words of a sentence provided by the teacher to help students structure their written or oral response. It allows students to use constructions slightly more complex than their current proficiency level.

Sheltered instruction: A method of delivering grade-level content from a subject area to EAL students.

Sight words: Words that can be recognized or read as a whole unit without sounding them out letter by letter or syllable by syllable.

Target language: The language being learned.

Text: Any form of spoken, written, visual, non–verbal, or multimedia communication. Oral texts include conversations and songs. Written texts include labels, letters, and stories. Visual texts include posters, cartoons, and advertisements. Non–verbal texts could be gestures and facial expressions while multimedia texts encompass electronic presentations using sound, visuals, and print.

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