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# **Guidelines for Delivery of ESL Services in the Intermediate School**



**Table of Contents**

<b>Acronyms</b> .....	<b>iii</b>
<b>Acknowledgements</b> .....	<b>iv</b>
<b>Chapter 1: ESL Services</b> .....	<b>1</b>
Introduction and Rationale.....	1
The Role of the ESL Teacher.....	1
Collaboration for Integration .....	2
The ESL Learning Plan.....	2
Determining Eligibility for ESL Service .....	3
<b>Chapter 2: The ESL Student</b> .....	<b>5</b>
Cultural Sensitivity .....	5
Stages of English Language Acquisition .....	7
Supporting Parents.....	7
<b>Chapter 3: Teaching ESL</b> .....	<b>9</b>
Effective Use of ESL Teacher Time.....	9
ESL Courses and Curriculum Guides for Grades 7-9.....	9
The Four Language Skills.....	13
ESL Classes .....	14
Forms of ESL Support .....	15
Communicative Language Teaching .....	15
<b>Chapter 4: ESL and Literacy Development: From oral language to reading</b> .....	<b>23</b>
ELD Students .....	23
Fundamental Principles.....	23
Phonological Awareness.....	25
Reading Readiness and Concepts about Print.....	26
Emergent and Early Reading Strategies .....	27
<b>Chapter 5: Listening and Speaking</b> .....	<b>30</b>
Fundamental Principles.....	30
Supporting Development of Listening and Speaking .....	31
<b>Chapter 6: Reading and Viewing</b> .....	<b>33</b>
Reading Strategies .....	33
The Cueing Systems .....	34
Reading and Viewing Components .....	37
<b>Chapter 7: Writing</b> .....	<b>45</b>
Writing: Fundamental Principles .....	45
Modelling.....	45
Writing Readiness.....	46
The Cueing Systems .....	46
Types of Writing.....	48
The Writing Process.....	50
<b>Chapter 8: Assessment, Evaluation and Reporting</b> .....	<b>54</b>
Initial Assessment .....	54
Ongoing Assessment.....	55
Reading and Vocabulary Assessment.....	56
Writing Assessment .....	56

## Table of Contents

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Evaluation and Reporting .....	57
Parent-Teacher Interviews .....	58
Identifying Students with Exceptionalities .....	58
Benchmarks for ESL Developmental Stages .....	61
<b>Bibliography .....</b>	<b>64</b>
<b>Appendix 1: ESL Initial Assessment .....</b>	<b>67</b>
<b>Appendix 2: Stages of Language Acquisition.....</b>	<b>68</b>
<b>Appendix 3: Text for Parent Brochure (sample) .....</b>	<b>69</b>
<b>Appendix 4: ESL Learning Plan, Grades 7-9.....</b>	<b>71</b>
<b>Appendix 5: Learning Strategies.....</b>	<b>77</b>
<b>Appendix 6: ESL Reporting Insert (sample).....</b>	<b>79</b>
<b>Appendix 7: ESL Student Supports and Inclusion.....</b>	<b>80</b>
<b>Appendix 8: Community Contacts .....</b>	<b>82</b>

## Acronyms

ELD English Literacy Development: An ELD student is one who, due to limited prior schooling, has an achievement gap in literacy and numeracy skills. The student is developing the skills needed to integrate into an age-appropriate grade. Most of these students will be ESL students but some may speak English as their first language.

ESL English as a Second Language: An ESL student is one whose mother tongue is not English. The student is learning English to live in an English environment.<sup>1</sup>

L1 First Language or Primary Language

L2 Second Language or Secondary Language

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<sup>1</sup> Related terms: ELL (English Language Learner), EAL (English as an Additional Language), LEP (Limited English Proficiency)

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## **Chapter 1: ESL Services**

### ***Introduction and Rationale***

Canada is a multicultural country. In recent years Newfoundland and Labrador has seen both an increase in immigration as well as a change in ESL clientele. In the past, most immigrants settled in the St. John's area; ESL teachers were first allocated to St. John's area school boards in the late 1980s. With increased immigration to other areas of the province, in 2008 the Western School District was allocated two ESL teachers.

With the creation of the Office of Immigration and Multiculturalism in 2007, this province committed to the promotion of immigration. Furthermore, since the enactment of the Immigrant and Refugee Protection Act of 2002, a change in ESL clientele has been observed; the population of Government Assisted Refugees has increased. The arrival of students from refugee camps, some of whom have little or no prior schooling, has necessitated an increased emphasis on literacy development in ESL teaching.

Each student is an individual; some require intensive support for language learning and integration while others integrate quickly. ESL services aim at supporting the student in acquiring English, including literacy skills and lifelong learning strategies, with the ultimate goal of successful social and academic integration.

### ***The Role of the ESL Teacher***

*The ESL teacher will assess the English language skills of newcomers in the K-12 school system. The ESL teacher will be a member of the team that determines programming.*

*The role of the ESL teacher is to support a student in developing English language skills and language learning strategies such that and until the student has sufficient proficiency to experience success with prescribed curriculum and continue building language skills in the regular classroom.*

*The ESL teacher is a member of the support team for the student and will work closely with other members of the school team, including parents, classroom teachers, administration and/or guidance counsellor, in reaching outcomes and developing goals for the student. The ESL teacher will use a variety of strategies, depending on the student's needs, and will report on student progress at regular reporting times.*

ESL Review Advisory Committee Report, 2009

The services of the ESL teacher may take various forms, including direct language skills instruction, in-class support, monitoring, consultation and language assessment.

## ***Collaboration for Integration***

While the classroom teacher is responsible for programming for all students in his/her classroom, the ESL teacher will work in close collaboration with classroom teachers and other personnel working with the ESL student. The ESL teacher will support the student to gradually integrate into the prescribed curriculum and meet grade level success. The ESL teacher shares information about the student's language abilities and acquisition process as well as ways to promote second language (L2) learning in the classroom; at the same time, the classroom teacher provides valuable information on content expectations and the student's progress.

ESL teachers may use the language of the *Benchmarks for ESL Developmental Stages*, found in this document, to help classroom teachers set realistic expectations for ESL students. The teachers will share ideas and collaborate on teaching strategies to ensure that the student is developing both language and content in the ESL class as well as in the grade level classroom.

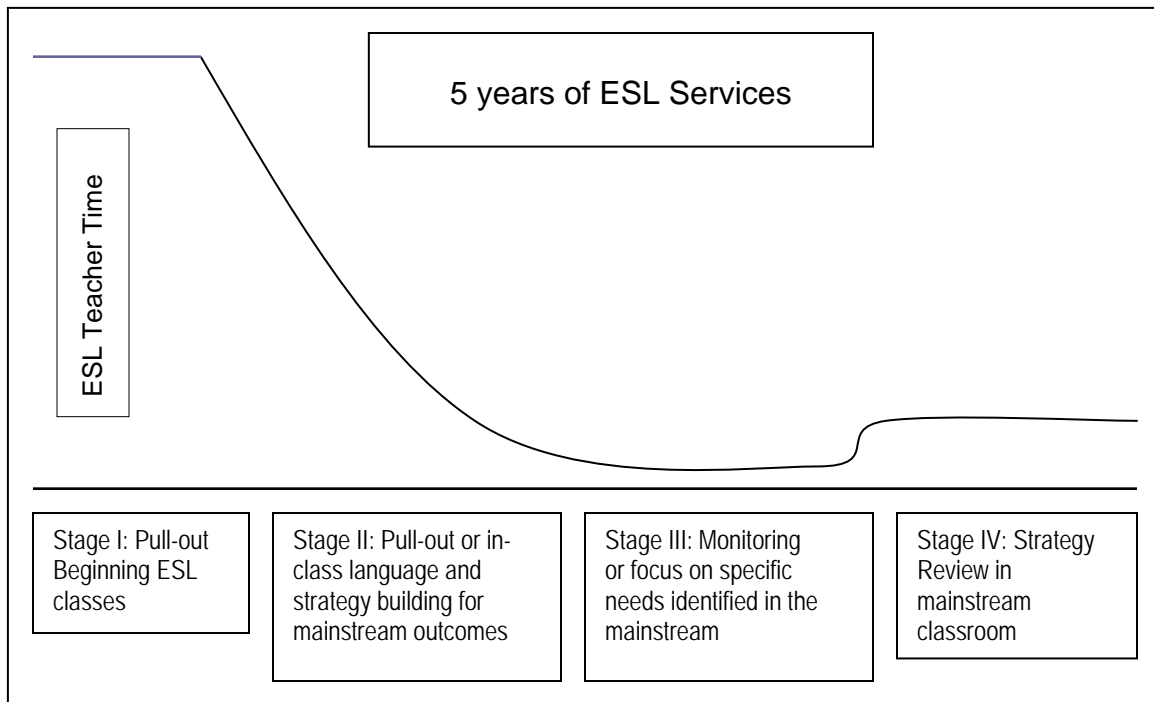
The ESL teacher will work directly with students in the early stages of L2 acquisition. As the student gains language skills ESL direct instruction declines and focus shifts to supporting the student in the mainstream. The ESL curriculum documents reflect this shift. *ESL A* and *ESL Foundation* are beginning level courses intended to be offered to Stage 1-2 language learners. Stage 3 – 4 learners will be monitored with little direct service. The curriculum *ESL Strategies for Advanced Learners in Grades 4-12* is intended for Stage 4 students and to be offered in conjunction with content studies.

## ***The ESL Learning Plan***

ESL support is designed to take into account the needs of the individual and is ultimately a service aimed at integration.

The ESL teacher and the classroom teacher will collaborate to develop a yearly ESL Learning Plan for each student (See Appendix 4). The plan should include classroom accommodations, strategies for developing language skills, and a schedule for ESL courses or interventions. For students not enrolled in *ESL A* or *ESL Foundation*, the ESL teacher will draw up individual outcomes or note that the student is being monitored only. For Stage 4 students the curriculum *ESL Strategies for Advanced Students in Grades 4-12* will be implemented.

Based on a language assessment, the ESL teacher, in consultation with school administration, will determine appropriate ESL services for the student. ESL teachers will consider the stages of language acquisition (See Appendix 2) and *Benchmarks for ESL Developmental Stages* and may consult classroom teachers and prescribed curriculum. ESL teachers will consider the development of reading, writing, listening and speaking but may focus on the areas of most need.



### ***Determining Eligibility for ESL Service***

An ESL student is one whose first language (L1) is other than English and who is in the process of building the language skills needed to adequately access the grade level prescribed curriculum.

Newcomers are assessed for English language proficiency by the ESL teacher assigned to the school or by a language arts teacher where there is no ESL teacher available. The assessment will include an oral component (i.e. listening and speaking) and an assessment of the reading and writing skills. Knowledge of English vocabulary and grammar is assessed at this time (See Appendix 1).

The initial assessment is an important first step in getting to know the ESL learner. It is an opportunity to get a clearer picture of the student's educational, cultural and personal background. Initial assessment results can be a starting point to inform ESL service and instruction. Results of this initial assessment should be expediently communicated to the classroom teacher and parents.

A team, including the ESL teacher, classroom teacher, administration and parents, will determine whether ESL services are appropriate.

### **When does a student exit ESL support?**

ESL students will receive ESL support until they have acquired the skills and strategies needed to continue building language skills through the prescribed curriculum. When students have reached Stage 4 in all areas of language proficiency they are deemed to

have a level of English Language skills for grade-level success. In general, this is completed within the five years allowable for ESL service<sup>2</sup>. For assessment benchmarks, see *Benchmarks for ESL Developmental Stages*.

A student's integration and progress may be monitored by the ESL teacher for a period of up to two years, while the student is not receiving direct ESL instruction; however, this monitoring period must be included in the five years allowable for ESL service. During the monitoring period, the ESL teacher will consult with the classroom teacher and determine whether ESL instruction should be reinstated.

It is recommended that ESL students who enter the school system in K-9 receive ESL support services for the full five years. Services may begin with direct instruction and move to monitoring and in-class supports. Monitoring of the ESL student may include conferencing with the classroom teacher, additional assessment and observation. Before the student exits ESL support services, emphasis will be on learning strategies as outlined in *ESL Strategies for Advanced Learners in Grades 4-12*.

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<sup>2</sup> ESL service may be offered for a maximum of five years. Exceptions may be made for ELD students who enter our school system in the elementary grades or higher.

## Chapter 2: The ESL Student

*The Government of Newfoundland and Labrador is committed to the promotion of multiculturalism and cross-cultural understanding where the cultural diversity of all people is valued, supported and enhanced to collectively build a self-reliant, prosperous Province.*  
*(Policy on Multiculturalism, 2008)*

The school population has much to gain from interacting with people from diverse cultures. The immigrant child brings a wealth of knowledge and experiences and, like all children, benefits from opportunities to share these with the school community.

### ***Cultural Sensitivity***

The immigrant student needs time to adapt to a new culture and teachers who are sensitive to the acculturation process. Some students may be experiencing school life for the first time and are not accustomed to the structured routines. Students acculturate at different rates based on their personal experiences in, exposure to, length of time in and interaction with the new culture. Variables such as age, language proficiency, socioeconomic status, education, family structure and values and social support may impede or facilitate acculturation. Teachers should be familiar with the cultures represented by their students. Issues that arise due to cross-cultural differences need to be handled with sensitivity and a lack of ethnocentricity.

The following table, taken from the website of the Ministry of Education of British Columbia, gives examples of behaviours that are sometimes misinterpreted.

**Cultural Differences in Student Behaviour  
 Ministry of Education, B.C.**

Perceived Behaviour	Possible Cultural Explanation
The student avoids eye contact.	Keeping eyes downcast may be a way of showing respect. In some cultures, direct eye contact with a teacher is considered disrespectful and a challenge to the teacher's authority.
The student tends to smile when disagreeing with what is being said or when being reprimanded.	A smile may be a gesture of respect that children are taught to employ to avoid giving offence in difficult situations.
The student shrinks from or responds poorly to apparently inoffensive forms of physical contact or proximity.	There may be taboos on certain types of physical contact. Buddhists, for instance, regard the head and shoulders as sacred and would consider it impolite to ruffle a child's hair or give a reassuring pat on the shoulder. There are also significant differences among cultures with respect to people's sense of what is considered an appropriate amount of personal space.
The student refuses to eat with peers.	Some students may be unaccustomed to eating with anyone but members of their own family.

## Chapter 2: The ESL Student

<p>The student does not participate actively in group work or collaborate readily with peers on cooperative assignments.</p>	<p>Cooperative group work is never used by teachers in some cultures. Students may thus view sharing as "giving away knowledge" and may see no distinction between legitimate collaboration and cheating.</p>
<p>The student displays uneasiness, expresses disapproval, or even misbehaves in informal learning situations or situations involving open-ended learning processes (e.g., exploration).</p>	<p>Schooling in some cultures involves a strict formality. For students who are used to this, an informal classroom atmosphere may seem chaotic and undemanding, while teachers with an informal approach may seem unprofessional. Such students may also be uncomfortable with process-oriented learning activities and prefer activities that yield more tangible and evident results.</p>
<p>The student refuses to participate in extra-curricular or in various physical education activities (e.g., swimming, skating, track &amp; field).</p>	<p>Extra-curricular activities may not be considered a part of learning or may even, along with some physical education activities, be contrary to a student's religious or cultural outlook. Some students may also be required to use after-school hours to generate income.</p>
<p>The student seems inattentive and does not display active listening behaviours.</p>	<p>In some cultures, the learning process involves observing and doing or imitating rather than listening and absorbing (e.g., through note-taking).</p>
<p>Performance following instruction reveals that the student is not understanding the instruction, even though she or he exhibited active listening behaviours that suggested understanding and refrained from asking for help or further explanation.</p>	<p>In some cultures, expressing a lack of understanding or asking for help from the teacher is interpreted as a suggestion that the teacher has not been doing a good enough job of teaching and is considered impolite.</p>
<p>The student is unresponsive, uncooperative, or even disrespectful in dealing with teachers of the other gender.</p>	<p>Separate schooling for boys and girls is the norm in some cultures. Likewise, in some cultures the expectations for males and females are quite different. The idea that females and males should have the same opportunities for schooling and play comparable roles as educators will therefore run contrary to some students' cultural conditioning.</p>
<p>The student appears reluctant to engage in debate, speculation, argument, or other processes that involve directly challenging the views and ideas of others.</p>	<p>In some cultures, it is considered inappropriate to openly challenge another's point of view, especially the teacher's. In other cases, there may be a high value attached to being prepared, knowledgeable, and correct when one opens one's mouth.</p>
<p>The student exhibits discomfort or embarrassment at being singled out for special attention or praise.</p>	<p>To put oneself in the limelight for individual praise is not considered appropriate in some cultures, where the group is considered more important than the individual.</p>
<p>The student fails to observe the conventions of silent reading.</p>	<p>Some students may be culturally predisposed to see reading as essentially an oral activity and will therefore read aloud automatically. For others reading aloud is associated with memorization.</p>

## ***Stages of English Language Acquisition***

The best teachers for ESL students are those who understand the language acquisition process. The more we know about how languages are learned, the better we are able to help students acquire language skills. ESL teachers will consult with classroom teachers to help them better understand second language acquisition.

Language learning is very individualistic; however, English language development follows some predictable patterns and has basic tenets. All students go through the same language stages but not at the same rate (See Appendix 2).

Learning the linguistic structures and rules of a second language (L2) occurs in much the same way as in the L1, through exposure to comprehensible language and effective interactions. Learning an L2 as needed for academic success requires a conducive environment, sequenced practice in meaningful applications, guidance and time.

Learning a language requires development of a number of skills and sub-skills. Within the broad fields of speaking, listening, reading and writing, students must develop analytical skills, strategies, grammar, vocabulary, pronunciation and sociolinguistic skills.

There are two distinct types of language that students need: firstly, the day-to-day conversational language, which is normally picked up by young children through exposure and, secondly, academic language skills. Social language, referred to as BICS (Basic Interpersonal Communication Skills), is generally acquired in a relatively short period of time. Academic language or CALPS (Cognitive Academic Language Proficiency Skills) takes much longer to develop and requires teaching interventions.

## ***Supporting Parents***

The parents of ESL students are a diverse group and have a wide range of expectations. It is essential to meet with parents early on and discuss the ESL support their child is receiving.

Many ESL parents feel that they are unable to help their child with school work due to limited English proficiency and lack of familiarity with Canadian school expectations. There may also be cultural differences in the way that school and education is viewed.

Parents should be assured that listening to their child read and sharing books is a very important part of literacy learning. Talking about stories in their native language and discussing things that the child is learning in school tells the student that the school work is valued. It is important to remind students to talk about their day with parents and discuss things that they learned at school in their own language. This will help consolidate their understanding and perhaps allow parents to clarify or expand on the topic. Students should retain and continue to increase their knowledge of their mother tongue and, if feasible, develop literacy skills in that language.

The education of the ESL student must be a school wide, team based initiative embraced by parents, administrators, classroom teachers and ESL teachers. Schools need to be inclusive and welcoming for immigrant families.

***Suggestions for Creating a Welcoming and Supportive Environment***

All school staff members should work towards creating a welcoming and supportive atmosphere for ESL students. Schools can create this atmosphere by

- Posting visual images that represent all students in the school.
- Honouring the various cultural and faith celebrations within the school.
- Recruiting bilingual employees and/or volunteers.
- Promoting ESL professional development opportunities.
- Including time for ESL issues in staff meetings.
- Making resources for effective teaching of ESL students accessible to teachers.
- Allocating funds for the purchase of inclusive curriculum resources.
- Giving students access to books that reflect their cultures and identities.
- Sending home regular memos in simplified language.
- Providing parent sessions, modelling ways parents can help their child with reading and homework.
- Providing information about access to community resources.
- Embracing the cultural diversity in the school; have multicultural events, displays and opportunities for parents to share their culture and knowledge.

For sample text of a parent brochure, see Appendix 3.

## Chapter 3: Teaching ESL

The majority of ESL teachers in Newfoundland and Labrador are itinerant and must weigh a number of factors in determining how best to provide ESL services. Moreover, there is continuous intake and priorities can change quickly. In consultation with classroom teachers and principals, ESL teachers will determine how best to meet the needs of each student, using the time and resources available.

### *Effective Use of ESL Teacher Time*

Using time efficiently is a challenge for the ESL teacher. ESL students come with a variety of needs, at various skill levels and many require intensive support in English language and literacy development. Itinerant ESL teachers work with students in a number of schools. Thus, it is essential to consider ways to utilize time effectively.

### **Prioritizing**

When scheduling, it is necessary to prioritize students for direct intervention. For example, in the case where a teacher is working with a large number of beginner ESL or ELD students, a more advanced English learner who is performing adequately in the prescribed curriculum may be monitored for a period of time or receive minimal direct support.

Prioritizing should be based on the following criteria using the order below.

- Students with major academic achievement gaps and limited English
- Students with L1 literacy who are beginners in English
- Students with L1 literacy and intermediate ESL skills
- Students who are performing close to grade level

To use time effectively, ESL groupings may be composed of students of different ages and somewhat differing language levels.

### *ESL Courses and Curriculum Guides for Grades 7-9*

There are two provincial ESL courses for the intermediate school, *ESL A* and *ESL Foundation*. A third ESL curriculum guide, *ESL Strategies for Advanced Students in Grades 4-12* is also available for ESL teachers and classroom teachers to use collaboratively. These guides can be found on the Department of Education website.

*ESL Foundation* is a beginner ESL course for students who have very limited or no prior schooling. *ESL Foundation* focuses on developing oral language skills and beginning literacy skills in English. The course should be offered during a minimum of 5 periods per 7 day cycle. *ESL Foundation* should be offered to students who are simultaneously enrolled in *LEARN-1 Language Arts: Basic Literacy*.

*ESL A* is designed for beginning ESL students who have an educational background similar to their same age peers in Canada. The course is designed for Stage 1 and 2 learners and would normally be used with ESL students in their first and/or second year in Canada. Students who have reached the outcomes of *ESL Foundation* may continue with *ESL A*. The course should replace grade level language arts and be offered during a minimum of 5 periods per 7 day cycle.

### **Multi-level and Multi-age Grouping**

For beneficial interaction among students as well as for efficient use of time, multi-grade groupings are recommended. Where feasible, students may be grouped according to language level and needs; however, at times ESL classes will consist of multi-level as well as multi-age groups. Working with students on a one-to-one basis is discouraged; not only is it an inefficient use of time but it is not the ideal learning environment. One-on-one tutoring, except in small doses, isolates the child, encourages reliance on the teacher and does not allow for the interaction among students that can be a key to development of thinking and language skills. Multilevel grouping allows more advanced students to act as models and mentors for less advanced ESL students, a relationship beneficial to both.

Open ended activities such as writing activities and story time lend themselves well to multi-age and multi-levels groups. Teaching language learning strategies is also effective in multi-level groups; after instruction and demonstration, students are able to practise the strategy using differentiated resources.

### **Differentiated Instruction**

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

Differentiated instruction is based on the assessed needs of each student in the group and a recognition that students have to be given the opportunity to get on with learning – to engage, somewhat independently, in differing activities in the same classroom or the same activities but with differing expectations. Each student is involved in an activity that meets his or her individual needs. It entails developing active, autonomous learners, students who are taught to take responsibility for their own achievement and who feel confident working independently. It works best in an atmosphere of respect, trust and interdependence.

Differentiated learning takes place when students

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

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

Instruction can be differentiated in several ways:

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

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

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

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

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

##### **Reading**

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

**Beginner:** Students will match a simple sentence with key vocabulary from the text to a picture

taken from the text. Students will complete a word search of basic sight words from the text (if it is a book that has been previously read by an intermediate group, they may have created the word search for the beginners). Students play memory/go fish with sight words from the text.

**Intermediate:** Students will sequence the events of the story using teacher made sentence strips. Students will role play of a section of the book. Students will match words with definitions. Students will find a sentence from the text that proves the given statement is correct.

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

### Writing (representing)

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

**Beginner:** Students will take turns writing all the words they know (items of clothing, colours, patterns, etc.) on the theme or students will label the clothing in the pictures taken from catalogues or magazines.

**Intermediate:** Students will take turns writing simple patterned sentences based on the sample sentence – *I am wearing a blue sweater.*

**Advanced:** Students will take turns writing sentences to create a collaborative paragraph which describes the picture from the magazine.

### Listening

Activity: Teacher read/recorded story, song or information text on the theme *Animals*

**Beginner:** Students will circle the pictures of each animal mentioned in the text.

**Intermediate:** Students will fill in the blanks or complete a chart with specific information (animals, colours, size) as they listen to the text.

**Advanced:** Students will participate in a dictogloss, creating a summary of the text.<sup>3</sup>

### Speaking

Activity: Speaking with partner after reading a picture book

**Beginner:** Students will use think-pair-share to talk about an illustration.

**Intermediate:** Students will use think-pair-share to explain their favourite parts of the book to their partners.

**Advanced:** Students will create a song or role play based on the story or illustrations.

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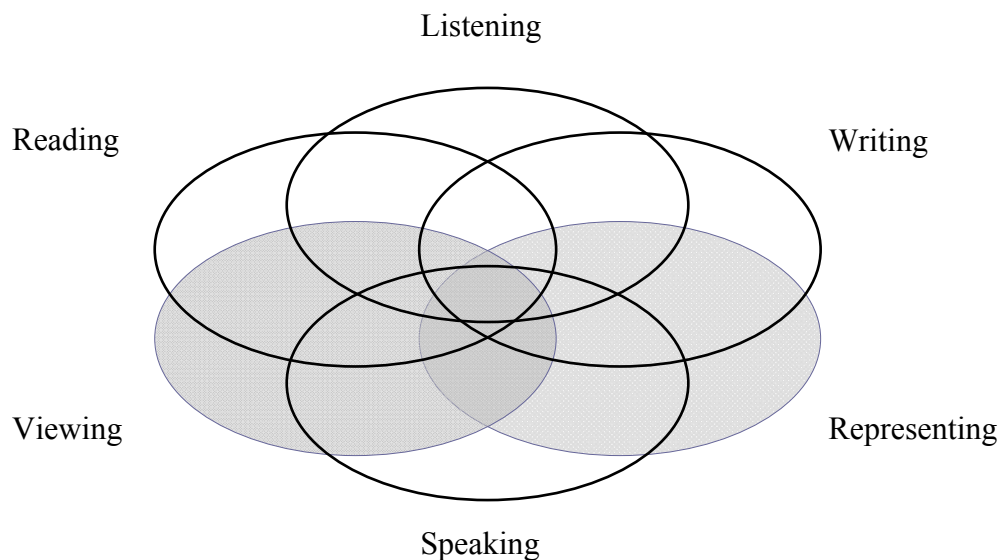
<sup>3</sup> Dictogloss: The teacher reads a passage related to a familiar topic or theme aloud. Students take notes as they listen and then reconstruct the information in their own words.

## *The Four Language Skills*

ESL support will focus on developing the four language skills, listening, speaking, reading and writing. Viewing and forms of representation other than writing will be integrated into ESL instruction and L2 development. All skills should be developed in the context of meaningful communication and activities that are relevant to the student's interests and needs.

At the beginning stages of L2 acquisition emphasis is placed on development of receptive language, listening to understand simple English and some recognition of written English. Speaking follows listening. A student who is not literate in the L1 will need to develop a good foundation in oral English before embarking intensively on reading and writing activities. However, exposure to print and development of reading and writing readiness skills are important at this stage.

Visual literacy develops as ESL students learn to read graphs, tables, maps, websites, illustrations and other visual images; viewing is integrated into speaking and writing activities as students interpret, think critically, express opinions and discuss images and objects. Viewing aids reading comprehension as students look to illustrations and other graphics as a strategy for understanding language, building vocabulary and gaining information.



Representing in ways other than writing should be integrated into ESL instruction. In other words, the role of ESL teachers is to develop the four language skills and viewing and other ways of representing are used as they enhance those skills. For example, representing, such as expressing meaning through drama, can help develop comprehension, provide teachers an opportunity to assess comprehension and develop essential speaking skills. Art projects which involve working collaboratively, reading, or interacting can be an effective medium for representing as well as for language

development. ESL students can use graphic organizers to represent and clarify understanding of texts they read and hear.

For students with limited English writing skills, alternate forms of representing may serve as accommodations in the regular classroom. However, when employed in the ESL classroom, alternate forms of representing are to aid the development of language abilities, not to accommodate for lack of such.

### *ESL Classes*

The main purpose of ESL services is accelerated and comprehensive language learning. Beginner ESL learners struggle in school; the ESL classroom offers these students the opportunity to engage in appropriately levelled, comprehensible activities which will promote English language acquisition and literacy skills. ESL classes are multi-age, enabling classes which prepare students for successful integration.

ESL students need to take part in lessons designed specifically to meet their language needs. These classes must be held in a comfortable, risk-free environment. The ESL classroom must be properly equipped for language and literacy instruction. Literacy materials at various reading levels and from a variety of genres must be available.

ESL classes facilitate multi-age and multi-level grouping, with specific skills focus as well as individualized or differentiated instruction in the group. The ESL sessions are a time for the student to be engaged fully in the language environment. As Samway points out, ESL class allows the student a time when she can be an “expert”, a much needed relief from the grade-level environment, where the beginning language learner finds most language non-comprehensible (Samway, 2010).

Stage 1 ESL students would ideally receive ESL instruction for up to 40% of the school day. Themes should be planned to develop basic language on personal, social and subject area topics. ESL classes should be scheduled so as not to interfere with the student’s continued education in mathematics. ESL classes should not interfere with the student’s inclusion in regular classes such as physical education, music and art, where the student can benefit from the interaction with native speaking peers.

Some advanced learners may receive limited ESL instruction focused on specific, assessed needs directly related to reaching provincially prescribed outcomes, or to build advanced language learning strategies. For example, ESL intervention, with a limited time frame, may have a singular focus on clarity in writing, reading comprehension, grammar or vocabulary building strategies. Outcomes for the intervention should be determined according to individual need and stated at the outset. Topics used in ESL instruction of Stage 3 and 4 students, must be drawn from the prescribed curriculum and materials should be authorized texts and/or other grade level resources recommended by the classroom teacher.

## ***Forms of ESL Support***

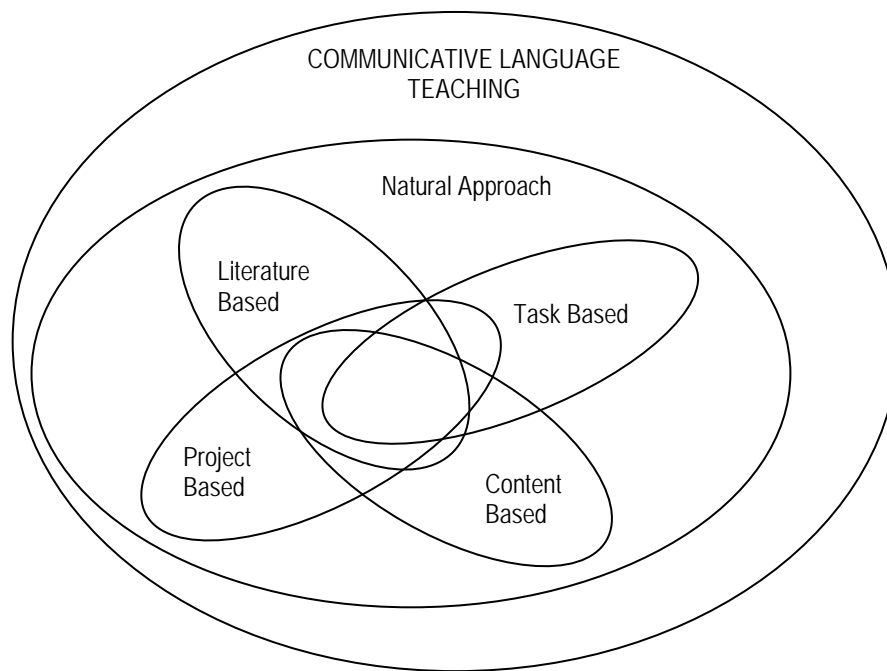
ESL teachers may support the integration of ESL students in a number of ways. ESL teachers will use a variety of delivery methods depending on the needs of the student. The following are suggested:

- Multi-age ESL classes for Stages 1 and 2 students, when accelerated language and literacy growth is crucial to enabling integration. The ESL teacher will follow the curriculum guide for either *ESL Foundation* or *ESL A* with Stage 1 and 2 students.
- In-class support for individuals or groups where feasible to reach ESL outcomes.
- Intervention to focus on specific L2 areas of need for Stages 2-4 ESL students. Areas of need should be determined in consultation with classroom teachers.
- Monitoring of Stage 3-4 ESL students, including conferencing with the classroom teacher at regular reporting times.
- Strategy instruction for life-long learning for students who are soon to exit the ESL service list. In this case, the ESL teacher should consult the curriculum document *ESL Strategies for Advanced Students in Grades 4-12*.
- Collaborate with classroom teachers to enhance inclusive practices for ESL students and model strategies that aid L2 acquisition.
- In cooperation with classroom teachers, set up and monitor in-school supports such as buddy reading, peer tutoring, peer mentors, listening center, computer center, etc.
- In-class observation, consultation and collaboration with the classroom teacher to support provincially prescribed outcomes.
- Consultation with classroom teachers in determining if a student should be put on pre-referral for student support services.

## ***Communicative Language Teaching***

An approach is a general philosophical orientation that may encompass a range of methods. Today language acquisition is better understood than in the past. In the last half century the teaching of second languages has taken a dramatic shift from focus on form to focus on communication. This is not to say that grammar, writing conventions and sentence structure are ignored but it is to say that we now recognize that the ultimate goal of language learning is communication and that language is best learned in the context of meaningful communication. Form develops gradually and requires specific attention from time to time but should be considered in the context of meaningful communication and be specific to the individual student's needs.

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



## The Natural Approach

It has long been recognized that people have a natural ability to learn language, be it a first, second or foreign language. The Natural Approach was introduced by Terrell and Krashen in the late 1970s and continues to have a major influence on English language teaching today. The underlying belief is that language will develop naturally through meaningful communication. It is important for anxiety and stress to be kept to a minimum. With a natural approach classroom, comprehension generally precedes production.

The Natural Approach is based on the following five tenets:

- **The acquisition/learning hypothesis:** Language acquisition (an unconscious process developed through using language meaningfully) is different from language learning (consciously learning or discovering rules about a language) and language acquisition is the only way competence in a second language occurs.
- **The monitor hypothesis:** Conscious learning operates only as a monitor or editor that checks or repairs the output of what has been acquired.
- **The natural order hypothesis:** Grammatical structures are acquired in a predictable order and it does little good to try to learn them in another order.
- **The input hypothesis (i+1):** People acquire language best from messages that are just slightly beyond their current competence.<sup>4</sup>

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<sup>4</sup> i+1 refers to input that is comprehensible to the learner but 1 step more advanced than the learner's current language level, which can be referred to as interlanguage (i).

- **The affective filter hypothesis:** The learner's emotional state can act as a filter that impedes or blocks input necessary to acquisition.

### **Task and Project Based Learning**

Task based and project based learning fall under the umbrella of the natural approach. People learn language as they need it and through authentic communication; expression and understanding of meaning take precedence and form develops naturally. Language and literacy skills will develop through tasks and projects that engage the student in reading, writing, listening and speaking. Focus is primarily on meaning. Errors in grammar, spelling and other miscues are corrected gradually as skills develop and students are ready to monitor for particular forms and to self-correct.

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

### **Content Based Instruction**

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

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

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

Content Based Instruction (CBI) is a natural medium for language development. In the ESL classroom, CBI entails teaching students about topics of interest with the primary goal that the student will acquire the language skills related to various themes and topics. Students engage in teacher or student led activities, tasks and projects. Through Content Based Instruction, ESL and ELD students are prepared for and supported in content areas as they build necessary skills and knowledge. A content based thematic approach recycles vocabulary as students work with texts at their language level and from various genres on a central theme.

CBI in the ESL context can optimize the student's acquisition of both language and content in a number of ways. Firstly, in the ESL classroom the learner is exposed to content texts that are at the student's instructional level thus aiding language acquisition. Secondly, ESL targeted instruction focuses on the content and on vocabulary, sentence structures and discourse features of texts, helping L2 learners recognize how these features are used in different genres and subject areas. Thirdly, ESL teachers design lessons to develop L2 learning strategies in the context of CBI.

### ***Linking to Classroom Content***

Content Based Instruction should employ themes that link to provincially prescribed curriculum. With this approach, the materials used for ESL instruction should get

progressively closer to grade level texts as the student's English language abilities grow. Advanced learners should be supported in the use of their grade level content texts. Grade level textbooks and materials linked to the prescribed curriculum are authentic, meaningful texts for ESL students. Students are motivated to perform in ESL classes in recognizing the link between ESL instruction and classroom success. As students experience greater academic success their confidence and engagement increases.

### **Literature Based Approach**

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

(Reid, 2002, p. 35)

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

Children's picture books are used for interactive read aloud with follow-up activities, guided reading, shared reading, literature circles and independent reading. Through children's literature, students develop a myriad of skills and knowledge. Beginning learners can be exposed to simple vocabulary and sentence structures in context while more advanced learners pick up colloquialisms and complex sentence structures. A literature based approach sees children's literature as a springboard for development of reading, writing, listening and speaking skills.

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

Pattern books offer:

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

Higher level picture books can be used to develop both basic and more advanced skills.

Illustrated story books offer:

- A natural and engaging language experience (Even for beginners the pictures and read aloud are engaging.)
- Engagement for multi-level and multi-age groups
- Universal themes
- Enriching language
- Stories short enough to tackle
- Opportunities for the teacher to simplify text, use gestures, expression and intonation, to aid engagement and comprehension during read aloud
- Illustrations that support comprehension
- Opportunities to build comprehension skills and strategies
- Opportunities to build cultural knowledge (Western and other cultures)
- Exposure to vocabulary in context, which is often recycled in the text
- Opportunities for integrated skills development: reading, listening, speaking, writing
- A means of heightening interest in books and reading
- Multicultural characters– students may see themselves in the book
- Opportunities for text-to-self discussion that can lead to students opening up about their own experiences
- A chance to develop skills for understanding and analysis of English literature, an area ESL students often find challenging
- Opportunities for teaching of literacy terms (character, setting, conflict, etc.)
- Opportunities to teach figurative language and cultural metaphors
- Links to content studies
- Visual art for appreciation and study
- A springboard for creative writing activities

Carefully selected chapter books or novels may also be used for read aloud. As students are ready for a novel study, the teacher may heighten curiosity and engagement by introducing the novel through pre-reading activities and some read aloud. Students are expected to do at least one novel study in *ESL A*.

### **The Interactive Read Aloud**

An interactive read aloud is an invaluable activity for development of language skills. To fully explore a story and strengthen comprehension skills and strategies, story time should include pre-reading and interactive reading activities as well as follow-up or extension activities.

#### ***Preparation***

After choosing a book, the teacher should take the following steps to prepare for the read aloud.

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

### *Pre-reading*

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

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

### *During Read Aloud*

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

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

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

We **interact to check and extend comprehension**. We ask specific students questions according to the student’s ability. To involve more students we may ask an opinion question to the group and take various answers without judging “correctness”.

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

We **interact to teach vocabulary and vocabulary building strategies**. When teaching vocabulary we generally focus on words that may be useful or most common and we

revisit these words in a follow-up activity. During the reading, the teacher may focus on words that are crucial to understanding the story. Attention to vocabulary may focus on words that can illustrate a strategy, such as guessing meaning from context or identifying root words, prefixes and suffixes. Literary devices and cultural expressions found in idioms, similes or alliteration can be explored.

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

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

Here are some tips for reading to ESL students:

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

### ***Follow-up Activities***

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

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

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

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

- Retell (orally or in writing).
- Write about personal experiences related to the content or theme of the story.
- Write a description or critique of an illustration.
- Make a time line (starting from scratch or putting events in order).

- Compose questions and ask partners.
- Create a questionnaire to survey classmates on opinions related to the story or about the story itself.
- Create a word web.
- Draw a picture, label, show and tell.
- Discuss and write a commentary on the art work.
- Find ten new words and write a sentence for each.
- Write an imaginary dialogue between characters in the story.
- Answer an open ended comprehension question.
- Apply vocabulary, grammar or discrete language points to a free writing activity.
- Complete or create crossword puzzles to reinforce vocabulary or story details.
- Create exercises related to cause and effect or fact and opinion.
- Match-up adjectives to characters.
- Create a Venn diagram of character traits.
- Write a poem about a character.

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

## **Chapter 4: ESL and Literacy Development: From oral language to reading**

### ***ELD Students***

In recent years we have seen a marked increase in the number of immigrant children with limited or no prior schooling. Many are adolescents functioning at a low primary level in literacy skills. They are referred to as English Literacy Development (ELD) students. These students need a different approach to ESL development than an adolescent who has a strong literacy base in another language.

Students who have limited or no prior schooling are likely emergent or early readers and have limited numeracy skills. The Department of Education currently has three courses available designed specifically for this clientele: *ESL Foundation*, *LEARN-1 Language Arts: Basic Literacy* and *LEARN-1 Mathematics*. The ESL course is intended to enhance the student's English language development, both oral and written, while the student is simultaneously enrolled in *LEARN-1 Language Arts: Basic Literacy*, a compacted language arts course based on provincial primary language arts outcomes. Some immigrant students, who are native English speakers with very limited or no prior schooling, may be enrolled in *LEARN-1 Language Arts* but would not be enrolled in *ESL Foundation*.

In many ways, learning to read in an L2 is similar to learning to read in the L1. All emergent and early readers need a planned sequential reading program. All need reading readiness skills and concepts about print. All students need to develop decoding as well as comprehension strategies. L2 readers rely largely on the same cueing systems as L1 readers. All students need extensive practice reading texts at an independent reading level as well as guided reading at their instructional level.

For more information on emergent and early literacy development, see the *LEARN-1 Language Arts: Basic Literacy* curriculum guide, available on the Department of Education website. ELD students require far more time, guidance and direct instruction to develop English literacy skills than students who are already literate in at least one language. ELD students have had limited or no prior schooling and hence fall far short of their Canadian born peers in literacy and academic skills.

### ***Fundamental Principles***

ESL acquisition begins with building receptive skills. ESL students may experience a silent period to listen and acquire basic sounds and words before they are ready to speak. ESL learners who are literate in another language may engage in reading and writing activities from the start. However, an ESL student who has little or no reading skill in any language needs time to develop English oral skills and literacy readiness skills. These include a good sense of the 'sounds' of English and comfort with simple English sentence structures and vocabulary. Developing this basic oral English may

take several months, when the student is immersed in an English school and is receiving regular instruction aimed at developing oral skills.

ESL students build an oral foundation in English when

- They are immersed in the language.
- Language directed to them largely matches language they have acquired.
- They are in situations that require oral response or expressing a need.
- They have many opportunities to engage in language at their current level of acquisition and slightly higher (i+1).
- Language exchanges are meaningful and focus on communication rather than form.
- Students are encouraged to be risk takers and are in an accepting environment.
- They are involved in language activities that link words to kinaesthetic activities, such as use of manipulatives, realia and Total Physical Response.
- They hear simple, well formed language structures that acts as models.
- They have many opportunities to interact with ESL classmates and native speakers.
- They are given the opportunity to draw on the literacy skills they have and link these to the spoken words (e.g., reading and printing their own names, reading names of family members and friends, identifying some environmental print).

When ELD students are ready, the ESL program needs to switch its focus from oral language to reading development. As students learn to read, a wide variety of vocabulary and language is open to them. As they become readers, reading becomes a pathway to ESL acquisition. Reading and writing skills do not develop without explicit instruction and engagement in appropriately levelled literacy activities.

Students learn to read most easily when

- They have a good oral base in the language.
- They have developed some concepts about print.
- They are immersed in reading and viewing.
- What they read largely matches language they have acquired.
- They read content that is interesting to them.
- They develop ownership by having choice in what they read and how they respond.
- They receive response and feedback.
- They see strategies demonstrated.
- Reading and viewing are regarded above all else as meaning-making processes.
- Risk taking and approximation are supported.
- Reading and viewing skills and strategies are developed in context.
- They see the value of reading.
- A balanced approach is used—a combination of shared reading, guided reading, independent reading and read-aloud, with modelling, exploration and direct teaching.
- Listening, speaking and writing are integrated in a balanced reading program.

## ***Phonological Awareness***

Phonological awareness, an understanding of the sound of language, develops initially in oral language. Research indicates that well developed phonological awareness is a reliable indicator of success for beginning readers and lack of such correlates highly with reading difficulties in English (Smith et al., 1995). Phonological awareness includes phonemic awareness, awareness of the individual phonemes or sounds of a word and acts as a foundation for phonics. Students with well developed phonological awareness are able to map their knowledge of sound and letter correspondence onto an underlying understanding of how language can be segmented and blended into its component parts.

Researchers have found that phonological awareness in the L1 will transfer to the L2: thus ESL students can enjoy and benefit from activities that heighten awareness of the phonemes and syllables in English as well as in their own native language (Geva et al., 2000). Development of phonological awareness of English will take time. Due to the underdevelopment of the student's ability to hear and reproduce some English sounds, the student may be learning to read in English without the benefit of the phonological awareness of a native English speaking emergent reader. The beginning L2 learner will also have difficulty discriminating sounds and words within the flow of speech. Interlocutors are advised to speak slowly.

Phonological awareness continues to develop as students learn to read. Here are some ways the teacher can help the process:

- Read repetitive and pattern books aloud. Have students join in.
- Provide experiences with rhyme (songs, chants, rhymes, etc.) in contexts such as shared language, read aloud and games so that students can develop the ability to recognize and generate rhymes automatically.
- Have students clap out syllables in a word or sentence.
- Point to the syllables, tapping out as you read text from the board or flip chart.

### **Phonemic awareness**

Phonemic awareness is a branch of phonological awareness. ESL emergent readers need to develop awareness of the phonemes in English words.<sup>5</sup> Rhyming activities and activities in which students have to segment words into phonemes help to develop phonemic awareness. Many students may have already developed phonemic awareness in their L1; this knowledge will transfer to the L2 and they may learn to read in English with little effort. Other students need more scaffolding.

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<sup>5</sup> Phonemes are the smallest distinct units of sound. For example, in the word *cat*, there are three phonemes: /c/ /a/ /t/. There are only two phonemes in *shoe*: /sh/ /oe/.

To develop phonemic awareness

- Model sounding out for spelling; have students practise sounding out, especially the salient consonant sounds and long vowels.
- Provide follow-up activities to guided reading sessions (e.g., *What word on this page begins with the sound /t/?* or *I'll read slowly and you stop me when I say a word that has the /s/ sound at the end.*)
- Guide students in identifying and manipulating the phonemes in words. (e.g., Say words slowly, enunciating each phoneme, such as c..a..t, and invite the student to do the same with simple words. Ask the student to replace the /k/ sound with a /b/ sound.)
- Monitor the student's progress for some time and identify sounds the student is unable to hear or distinguish. Focus on those through listening games, exercises and pronunciation practice. Point out how to form the sound (position of lips, tongue) and encourage the student to monitor his/her speech for that sound. Progress gradually with one sound at a time.

### ***Reading Readiness and Concepts about Print***

Emergent readers need reading readiness activities to develop phonological awareness, concepts about print and visual discrimination of letters. Alphabet puzzles, clapping songs, rhymes, manipulating magnetic letter, story time and a print rich environment are all a part of building reading readiness skills and should continue as the reading program progresses.

ESL students who are at the very beginning stages of learning to read should be prepared with phonemic awareness as well as other reading readiness skills, including:

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

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

## ***Emergent and Early Reading Strategies***

Strategies instruction is a key element of any language and literacy program. Students need a variety of strategies for decoding and comprehension, as well as strategies for independent and lifelong language learning. Strategy training shows students how to learn, develops independence and confidence, increases academic motivation and develops self-awareness of thinking and learning processes.

Strategies should be taught explicitly. Teachers can model reading strategies by demonstrating or thinking aloud when reading to students or during guided reading sessions. Teachers can provide models for predicting, questioning and looking for main ideas. Students need guidance and practice using each strategy and should understand its purpose. Strategies should be practised in the context of meaningful language and literacy activities. Students need to reflect on and discuss how the strategy is helpful. Through discussion students may share other strategies that they have found helpful for reading, writing, spelling, and overall language learning. Students will likely need to be reminded to use strategies as they work in the content areas. See Appendix 5 for suggested strategies.

Emergent and early readers rely on sounding out, a sight word vocabulary, and predicting based on context clues.

### **Decoding: Sounding out**

Reading is an active process in which learners make meaning. Emergent readers need ample opportunities to put into practice what they know and to develop reading strategies. Decoding through sounding out is a critical skill for emergent readers. Students need to be risk-takers and use the knowledge they have to predict and attempt new words in the context of making meaning. Picture clues, semantics, syntactic knowledge, and background knowledge can support students as they attempt to decode words.

### **Sight Vocabulary**

In the same way that preschoolers can recognize the golden arches for McDonalds or the Toys R Us logo, emergent readers can relate meaning to many words without using letter-sound relationship cues. Having a sight vocabulary enables the reader to increase fluency and ease of reading. The sight words also become a bank of words the student can draw on to decode other words. A sight word vocabulary is acquired gradually in context through a variety of activities. As readers gain reading fluency, they read primarily through sight words; focus shifts away from the mechanics of reading. Sight words, words that a person can recognize and understand quickly without sounding out, can be developed in a number of ways, such as:

- Extensive reading, seeing the words and phrases repeated in different contexts.
- Writing, using common words and phrases repeatedly, such as in journal writing.

- Shared reading and writing, contexts in which students' attention can be focused on sight words.
- Re-reading of familiar texts to build fluency.
- Games and activities with flash cards, sight word bingo, sight word puzzles, etc.

Some sight words that are normally expected of emergent L1 readers may not be recognized easily by ESL students due to the acquisition order of vocabulary. ESL students will more easily focus on concrete words, and familiar words, whereas words such as *away*, *for* and *hers*, which are on the pre-primer Dolch list, come relatively late into the ESL student's vocabulary. Sight words for an emergent adolescent reader may also differ from those of an early primary child as the day-to-day vocabulary and topics for reading differ between the age groups.

To build sight words in a systematic way, beginning with the most common words, a reading program with carefully levelled texts is required. For emergent readers in the intermediate grades, texts need to be chosen to be engaging for adolescents.

### **Predicting, Confirming or Self-Correcting**

Students must attempt to make sense of what they read and attempt to confirm or self-correct. Readers make use of the pragmatic, syntactic, semantic and graphophonic cues in an integrated way to identify new words.

Readers make predictions from what they have sampled of the text by using the cueing systems in an integrated way. This entails making predictions based on:

- What would make sense (e.g., What is happening in the story? What does the picture suggest?) — semantic cues
- What would sound right grammatically (e.g., What kind of word might sound right there?) — syntactic cues
- What the print suggests (e.g., What letter does it start with?... end with? Do I know another word that looks like that?) — graphophonic cues

Effective readers are constantly monitoring their predictions, looking for confirmation. They ask themselves the following questions:

- Did that make sense? (semantic cues)
- Did that sound right? Can I say it that way? (syntactic cues)
- Does it look right? (graphophonic cues)

When readers are uncertain about their predictions, they need to have a variety of self-correction strategies to draw upon, such as

- Read on and come back to make another prediction that fits.
- Go back to the beginning of the sentence and try it again, thinking about what fits.
- Sample more of the print information, for example:

- ✓ look at more of the letters
- ✓ break the words into parts
- ✓ think about a word you know that starts the same way or looks similar
- ✓ look for small words in the big word
- ✓ check illustrations or graphics for a clue

Students learn these strategies over time when they are focused on the contexts of guided reading, shared reading, mini-lessons and reading conferences. As students become more proficient readers they need to continue to build strategies for use with more complex texts and language

Like all readers, ESL readers should be asked to read texts that they are able to understand and make sense of; readers are unable to use semantic or syntactic cues for word identification if they have not already acquired the vast majority of sentence structures and vocabulary in the text. For this reason, texts created by students are a good supplement to professionally published, levelled readers.

ESL students may not have the English vocabulary or sentence structure to fully utilize the cueing systems. However, older students bring life experience and the ability to analyze, monitor and apply strategies consciously that a 4-7 year old may not. An adolescent emergent reader may learn to use graphic and graphophonic cues more effectively than a younger child and will gradually apply these to learning new English vocabulary. Moreover, there is evidence that older children and adults are more likely to learn from mistakes than younger children (*Learning From Mistakes*, 2009).

## Chapter 5: Listening and Speaking

Development of listening and speaking skills is an integral part of L2 acquisition. ESL students need many opportunities to interact with each other and with native English speakers.

ESL teachers, and all teachers working with the ESL student, must offer students opportunities to strengthen oral language through presentations, pair and group work, and teacher interaction. ESL students can use speaking as a means of consolidating both content and language skills being developed. Speaking can also be practised by reading text aloud in literature circles and other group activities.

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

Adolescent students will develop pronunciation gradually through exposure and interaction.

### *Fundamental Principles*

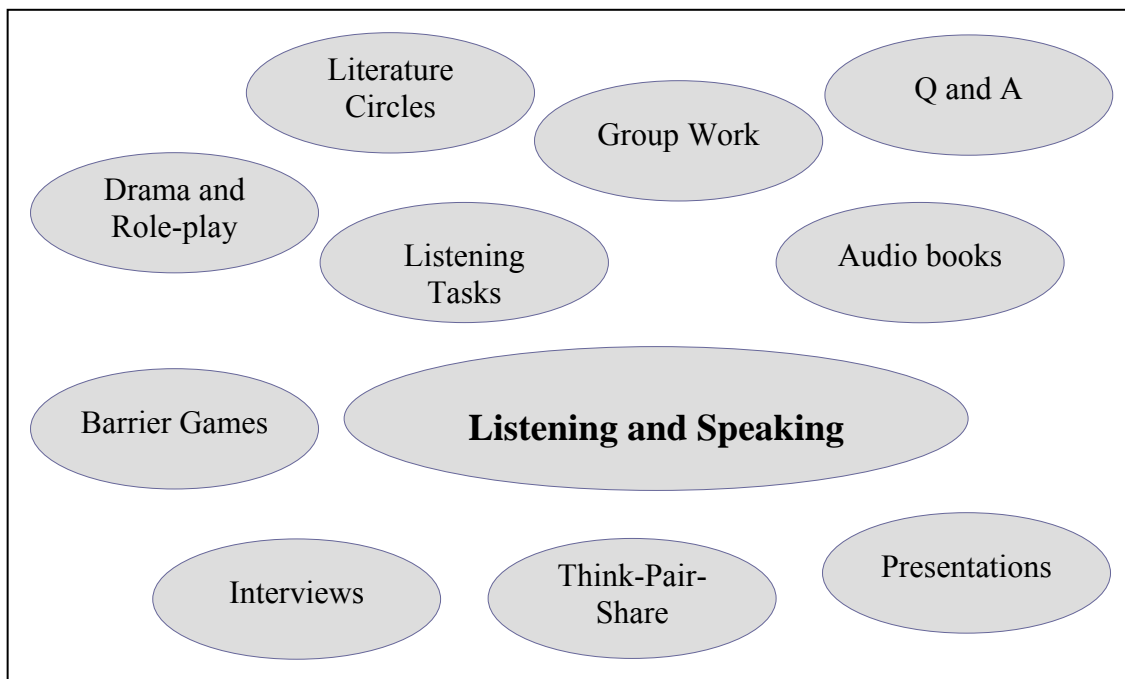
ESL students who are literate in another language can develop English oral and reading skills simultaneously. Reading can be a springboard for oral language development and visa versa.

ESL students build listening and speaking skills when

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

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

- Recycle the language of a reading through oral interaction.
- Explore language structures through reading and writing activities and take risks in applying some of these structures to spoken language.



- Understand that spoken language and written language may differ.
- Use expressive writing to develop oral language.
- Focus on overall meaning in spoken text.

### ***Supporting Development of Listening and Speaking***

The teacher is the main model for oral language in the ESL classroom. Teachers should model language structures, vocabulary use and genres. Opportunities to interact with the teacher in small groups or on a one-to-one basis provide comprehensible input and modelling needed for successful, independent application. The teacher should create opportunities to interact informally with students as well as opportunities to model more formal modes of oral communication.

ESL students will gradually develop the ability to respond spontaneously and accurately. During the language learning process, students need opportunities to rehearse language. Presentations, prepared dialogues and read aloud of the student's written work provide these opportunities.

ESL students need wait time to process language and compose responses. Teachers and classmates must keep this in mind when conversing with ESL students.

Interactive activities such as interviewing, drama, role play, think-pair-share, games and participation in cooperative learning groups are engaging and may often be integrated with reading and writing activities.

Songs, chants and oral reading of poetry or prose are also helpful in developing speaking skills, including fluency and pronunciation. While pronunciation will develop

naturally it may be addressed on an individual basis if the student's pronunciation interferes with comprehension or is a cause for ridicule from peers.

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

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

ESL students benefit from opportunities to interact with native English speaking peers. Inclusion in the regular classrooms will be enhanced by cooperative learning opportunities. ESL students should be encouraged to take part in extra curricular activities with English native speaking peers.

## Chapter 6: Reading and Viewing

All educators will agree that reading plays a large role in ESL development and school success. Krashen, the best known and most vocal proponent of extensive reading as the pathway to ESL and literacy development, says simply, “children become better readers by reading,” and proposes that free voluntary reading is crucial to creating readers (2006). Students need sustained silent reading inside and outside school and this is possible only when the reading materials are engaging.

ESL students need recreational reading, academic reading skills and strategies to tackle difficult reading tasks. ESL support and instruction necessarily places a large emphasis on reading development.

### *Reading Strategies*

*One way to accelerate the academic language learning of ELL students is to teach them how to learn more effectively and efficiently. Learning strategies are techniques for understanding, remembering, and using information and skills.*

*(Chamot, How to Teach Learning Strategies to English Language Learners)*

Reading and viewing are active meaning-making processes. Readers construct meaning as they interact with the text. The prior knowledge and experience they bring to a text has a profound influence on what they comprehend.

Effective readers are active readers. They use a multitude of strategies before, during and after reading. All students, but especially ESL students, need to develop strategies for decoding and understanding new words as well as strategies for understanding main ideas and details of a text.

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

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

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

- Confirming or modifying initial predictions and continuing to make predictions about what they expect next.

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

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

- Reflecting on one's predictions and how well they match the text.
- Thinking about and explaining or mapping what one learned from the text.
- Thinking/telling about what one liked or disliked about the text.
- Diagramming or dramatizing one's understanding of the text.
- Re-reading the text or parts of the text.
- Talking to others about the text.
- Retelling the text in one's own words.
- Writing reflectively about the text.
- Asking and answering questions about the text.
- Using the text as a springboard to create a new product.

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

### *The Cueing Systems*

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

How do people read? As readers interact with text, they use the strategies of sampling, predicting and confirming and self-correcting. This complex process requires the integration and co-ordination of four cueing systems or sources of information: pragmatic, semantic, syntactic and graphophonic (or visual in the case of viewing).

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

## Pragmatic Cueing System

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

## Semantic Cueing System

Semantic cues refer to the meaning that has become associated with language through prior knowledge and experience. Readers construct meaning when they relate the information in the text to what they know. When they use their background knowledge, meaning contained in illustrations and meaning contained in the words and their relationships, they are making use of semantic cues. When making use of semantic cues readers ask, *What would make sense?* Self-correction when the text does not make sense is an indication of the student's effective use of semantic cues.

## Syntactic Cueing System

Syntactic cues refer to the structure of language or how language works. Readers who use sentence structure, word order, function words and word endings to aid comprehension are making use of syntactic cues. Self-correction of miscues that do not *sound right* (in normal English sentence structure) provides evidence of the students' appreciation for and use of syntactic cues. It should be recognized, however, that ESL students will bring a different experience and understanding of what *sounds right*.

To build students' knowledge of how language works, the teacher may

- Read aloud to students.
- Provide literature with repeated syntactic and semantic patterns, thus encouraging students to make predictions based on their knowledge of such patterns.
- Use texts with familiar sentence structures for guided reading to give the student an opportunity to use syntactic cues.
- Encourage students to use the *read ahead* strategy and explain that this often helps them to predict a difficult word based on the structure of the rest of the sentence.
- Demonstrate how to use syntactic cues to predict and recognize miscues. Model self-correcting of miscues.
- Provide opportunities for students to use language for different purposes—to tell stories, to explain, to ask questions, to give directions.

With older children the teacher may also

- Make note of structural or grammatical errors in speech and writing; address them as the student is ready to monitor for the error.
- Draw attention to and explore word order, sentence structures and grammatical points in context of reading and explore how they affect meaning.

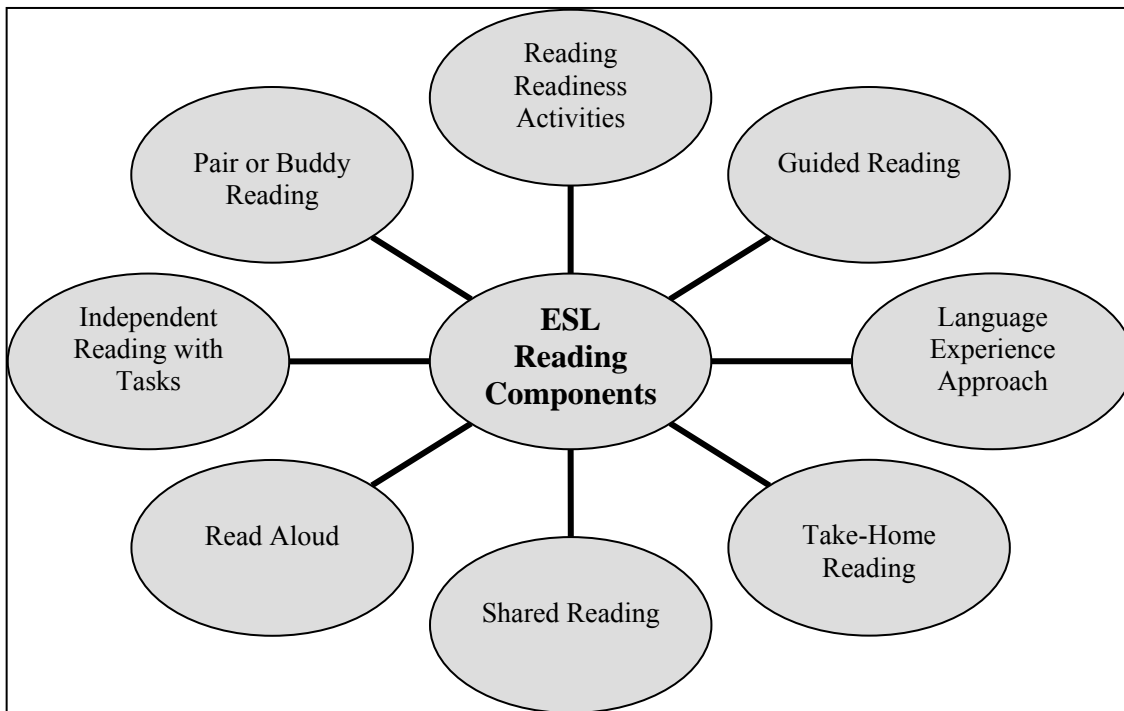
### **Graphophonic Cueing System**

Graphophonic cues refer to knowledge about the sound-symbol system and how readers apply this knowledge as they read. This includes knowledge about directionality and spacing as students develop the concept of *word* and learn to track print. Effective readers develop generalizations about letter-sound relationships and integrate this knowledge with their use of the semantic and syntactic cueing systems.

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

It is particularly important to support ELD students and students unfamiliar with the Roman alphabet, as they learn the alphabet and the sounds the letters make. Sound awareness activities focusing on rhyme and alliteration support the development of this knowledge as well as pronunciation and phonemic awareness.

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



### ***Reading and Viewing Components***

*The golden rule for learning to read is to read.*

(Oyetunde, 2002, p. 752)

### **Literature: Fiction and Non-Fiction**

The goal of ESL instruction and support is successful integration into all subject areas. Thus, students must be exposed to a wide variety of fiction and non-fiction from across the curriculum. Poems, short stories, drama and novel studies play an especially important role in ESL instruction, as it is through this literature that students are exposed to cultural references, idiomatic language, complex and various sentence structures, all of which need special emphasis. The study of English literature is generally the most challenging subject area for ESL students and hence requires special attention.

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

Literature provides exemplary models for students' writing as they internalize the structures and conventions of particular genres, get ideas for writing and explore interesting techniques they can apply to their writing. With guidance, students develop a sense of the importance of craft and awareness of audience in their own writing.

Students should be introduced to a wide variety of print and other types of texts. They need to become familiar with the text structures, language conventions and graphic features of these different types of texts, including textbooks and websites.

## **Guided Reading**

“Guided reading is a “gateway” into second language and literacy learning,” (Cloud, Genesee and Hamayan, 2009, p. 61). It is the heart of an emergent and early reading program. It is recommended that emergent readers have three to five sessions of guided reading per week (Fountas and Pinnell, 1996, p. 30) with carefully levelled texts. Guided reading is particularly relevant to ELD students but is beneficial to all beginning ESL students as the teacher listens to the student read, detects miscues and guides the student in corrections.

During guided reading sessions, the teacher supports small groups of students or individuals in reading texts they are unable to read independently. Texts are chosen at the student’s instructional level, which is slightly higher than the independent reading level. Texts should be challenging enough to offer opportunities for learning but manageable enough to confirm the student’s success as a reader.

The focus is on helping students develop concepts, skills and strategies that they can apply in other reading situations. A particular guided reading session might, for example, focus on a strategy such as:

- Directionality or one-to-one matching
- Noticing and pausing at punctuation marks to aid comprehension
- Using context clues to aid understanding
- Using prior knowledge and experience to make sense of a text
- Using semantic, syntactic, pragmatic or graphophonic cues to predict, monitor and self-correct
- Re-reading when one runs into difficulty
- Visualizing
- Reading between the lines

The focus for a guided reading session is based on careful observation of students and their needs as well as an understanding of the reading process and reading development. Emphasis is on both decoding and comprehension.

For guided reading, teachers generally work with a small group of students with similar needs. In this way, teachers are able to choose a text and a focus of instruction appropriate to the needs of the particular group. The following procedure is used:

- Decide on a focus of instruction for the particular group, based on observation of students reading independently; choose a text at the group’s instructional level.
- Help students experience success by first giving them an idea of the content, asking them to make predictions based on titles and illustrations.

- Brainstorm some of the words they might expect to find in the text.
- Ask the students to read the text aloud. Observe and listen, intervening where appropriate to help students develop reading strategies.
- Follow-up may include talking about the text, a focus on features of print, re-reading or responding through writing or drama. Students may think back to their predictions and confirm or correct. Follow-up reinforces the new language and promotes literacy. Follow-up activities are not required for every session.

Frequent guided reading sessions permit the teacher to assess the student's reading and guide the student in development of specific skills as needed. It informs planning for the individual and gives the student an opportunity to practise reading.

For ESL students a modified approach to guided reading is required. Teachers need to monitor text carefully to ensure that the language and expressions used are familiar to the ESL student or can be explained easily. While some new words, sentence structures, idioms, etc. can be explained to the ESL student prior to or during the reading, texts should be selected such that necessary explanation is limited. Although students may be encouraged to learn some new language and concepts during guided reading, the main aim of the activity is to build reading strategies, skills and fluency.

Prior to presenting the text to ESL students for guided reading the teacher may

- Gather visuals, manipulatives or realia to support understanding of the text.
- Draw students' attention to unfamiliar vocabulary and expressions, guiding them in understanding. (Sticky notes are helpful for labelling items in an illustration.)
- Use visuals such as a web or word list in introducing unfamiliar vocabulary.
- Explain and discuss cultural references or information, perhaps comparing it to the student's own culture.

To ensure that the language and content of emergent and early reading materials is accessible to ELD students, non-fiction texts and traditional stories are recommended. Non-fiction texts designed for young children provide an appropriate language level and are generally less juvenile than fiction texts designed for young children. Traditional stories are non-age specific and universal in theme. Student made texts, simple functional texts and hi-interest, low-vocab texts can also be used.

### **Language Experience Approach**

The Language Experience Approach involves students in composing a text individually or collaboratively with a scribe and using the "published" text for further reading activities or practice. It is talk written down. The approach can play a key role in the development of emergent and early reading for immigrant students.

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

learner. This is a potent method of empowerment as well as language and literacy development. The student can take pride in confidently reading back the text.

The personal narrative texts created by immigrant students make good reading for other immigrant students. Research has found that students enjoy locally developed stories about young immigrants like themselves and relate to these stories (Chamot, *Research-Based Academic Skills and Strategies for Newcomers*). Needless to say, teachers must use discretion in encouraging the student to talk about past experiences; prior knowledge of the student's personal history and culture are a major asset.

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

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

### Shared Reading



During shared reading, a student reads along in a non-threatening environment and learns from both the teacher and peers. Shared reading involves the whole class and the teacher sitting close together as they share in the exploration of rhymes, songs, and stories that are presented in a large text format. Enlarged print allows the teacher to point out features of the text to the group.

Shared reading provides an opportunity

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

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

Successive readings can also be used to teach many essential concepts, skills and strategies. Decisions about what skills to focus on should be based on careful observation of students, what they are trying to figure out and what they are ready to

learn. Teachers use shared reading in a number of ways to teach strategies, skills and concepts. For example:

- Asking students what they notice or find interesting about the words or print
- Demonstrating strategies
- Drawing students' attention to specific features of print and conventions of English
- Covering up words with post-it-notes to teach students to predict and confirm or self-correct
- Working with sentence strips made from the text (e.g., arranging the strips or cutting the sentence strip into words and having students remake the sentence)
- Finding particular words in the text (e.g., words that rhyme, words with similar meanings, words to match a definition, words that describe or show action)
- Finding high frequency sight words
- Pointing to the words as the text is read, which helps develop the concept of *word* and *voice/print matching*, and allowing students in taking turns with the pointer

Shared reading can also be used to model a variety of ways to respond to text and to engage students in response (e.g., discussing, illustrating, story mapping, webbing, writing).

Following shared reading, students should have opportunities to read the text independently, either through small versions of the same text or by returning to the enlarged version.

### **Read Aloud**

Reading aloud to students is one of the best ways to interest them in reading and to demonstrate that reading can be pleasurable and worthwhile. It also provides an enjoyable and engaging means of exposing students to the English language and enriching their vocabulary. Reading to students helps them to understand the nature and purposes of reading. It helps them become familiar with the sounds and patterns of English. New vocabulary and language structures, as well as effective reading strategies, may be introduced or practised during an interactive read aloud session. Reading aloud to students has a positive effect on reading comprehension, listening comprehension, quality of oral and written language and reading interests.

A variety of texts should be used for read aloud, including fiction, non-fiction and poetry. The age, needs and interests of students, as well as their previous exposure to books, need to be taken into consideration in selecting texts for read aloud. Appropriate texts are those that engage students and expose them to interesting and comprehensible language and illustrations.

Read aloud suggestions: [See also *Children's Literature and ESL Development* in Chapter 3 of this document.]

- Introduce the front and back covers, title page, author and illustrator.

- Before reading, build student's curiosity by inviting them to make predictions on the basis of the title and cover, helping them to build background knowledge.
- During reading, pause to share illustrations, have students confirm/revise their predictions, make further predictions, or model reading strategies.
- After reading, allow time for students to relate the book to their own experiences and to other books read, or movies, etc.
- Model and invite students to respond in a variety of ways to read aloud selections.

### **Take-Home Reading**

Students need a home reading program in addition to the reading they do in school. Emergent and early readers should take a book for home reading every day. ESL teachers in the intermediate grades should provide take home reading for ESL Foundation and ESL A students. This should be in collaboration with Language Arts teachers.

Students are responsible for:

- Reading the book to a parent/caregiver/friend/buddy reader
- Bringing the books back and forth
- Keeping a reading log or simply a list of titles read

Parents should be involved in the student's reading program. It is crucial that parents understand the value of practice reading and the importance of a quiet time for reading at home. Parents should be encouraged to listen to the student read and talk about the reading. Parents can benefit from a short training session on home reading.

### **Independent Reading**

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

Students sometimes need guidance in choosing texts of an appropriate level. It is important to teach them how to select properly. Teachers often have books organized by letters or numbers and students know which to choose.<sup>6</sup>

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

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<sup>6</sup> Students can be taught to count the first 50 words of the text and then try to read those words, putting up one finger for each word they cannot read. If they hold up more than 4 fingers (8%) the text is too hard for independent reading.

## **Independent Reading and Task Completion**

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

For Stage 1 learners, it is recommended that each student have a folder of literacy materials and activities that can be worked on with little teacher support. In consultation with classroom teachers, ESL teachers may provide these materials and assist the classroom teacher in collecting appropriate resources to use with the ESL student. ESL teachers have found it more effective to give students materials to add to their folders as needed, rather than leaving a large folder of activities in the classroom.

## **Paired/Buddy Reading**

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

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

## **Responses to Texts**

Students need opportunities to respond to what they read and to receive feedback and responses from others (e.g., discussion, reading conferences, response journals and other forms of writing; drama, retellings, book talks). However, students should not have to respond to everything they read or view.

### ***The Role of Questioning in Response***

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

Questions provide an opportunity for language recycling. Teachers should model and encourage the use of question structures and some vocabulary and expressions that were introduced in the text.

Effective questions will challenge the student's thinking as well as language acquisition level. These are questions that promote both critical and creative thinking, open-ended

questions that have more than one *right* answer, questions that encourage students to use their prior knowledge and experience to make meaning. Questions should do more than simply ask students to recall what was read. Questions should make students think before, during and after reading.

Examples of questions to encourage critical thinking:

- How did the story make you feel? Why?
- What does the story make you think about? How is it like another story you have read? Is it like anything in your life?
- What kind of a person is the main character? How does the author show you?
- What kind of a person do you think the author is? Why?
- What questions would you ask the author if he/she were here?
- What did you learn? What was the most interesting/surprising thing you learned?
- What would you like to find out/what do you expect to learn? Did you find the answers to your questions?
- Who is the intended audience for the text?
- What message is the author giving us? How?
- Are the characters portrayed like real people? How or why not?
- Is there suspense in the story? How does the author create it?

### **Online Resources**

There are many websites with reading activities available free online and others that teachers can access for a moderate fee. These range from phonics programs to more holistic read-along and comprehension building programs.

The use of computers is generally motivating for students, builds reading and computer skills and can offer opportunities for differentiated instruction and individualized class work.

### **Games and Activities**

Students are highly motivated by games. Language games can play an important role in literacy development. It is recommended that students be given the opportunity to play games such as word bingo, word match puzzles, junior scrabble, sentence jumbles and others that develop language and literacy skills.

A teacher considers the level of expertise needed for the game and ways to adapt the game to the student's language and literacy level. As with all classroom activities, consideration must be given to how the game addresses specific curriculum outcomes.

## Chapter 7: Writing

### *Writing: Fundamental Principles*

Students use writing and other ways of representing to explore, construct and convey meaning, to clarify and reflect on their thoughts and to use their imaginations. To become skilled writers, students need frequent opportunities to write.

An effective writing program is a balanced program that provides modelling, shared writing and independent writing.

Students learn to write most easily when they

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

### *Modelling*

Teachers should make opportunities to model writing and demonstrate strategies and aspects of the writing process. Teachers model writing in authentic contexts, such as:

- Announcements
- Class rules
- Instructions
- Shared writing

In shared writing, students contribute to a text as the teacher scribes on the board or flip chart. Shared writing can be used in:

- Brainstorming for prewriting (creating lists or graphic organizers)
- Retelling the key points of a narrative or non fiction text
- Creating a group narrative
- Creating an expository piece of writing
- Writing a response to a reading passage
- Answering comprehension questions

## ***Writing Readiness***

ELD students should acquire a basic listening and speaking vocabulary, writing readiness skills as well as beginning reading skills before starting intensively on writing development. ELD students may need to begin with the following sorts of readiness activities:

- Holding a pencil
- Drawing, including shapes and patterns
- Printing their own name
- Printing practice in the context of complete meaningful words
- Copying short notes or lists from the board
- Recognizing and sounding out salient consonants for spelling

These skills need not be completely mastered before beginning holistic writing assignments; a student can write simple journal entries before mastering all letter formations or sound symbol relationships. Readiness skills continue to develop within the context of writing to express meaning. Ongoing assessment and conferencing are required.

## ***The Cueing Systems***

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

### **Pragmatics: The Context of Language**

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

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

## **Semantics: The Meaning of Language**

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

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

## **Syntax: The Structure of Language**

Students need opportunities to write using a variety of syntactic or language patterns. Pattern writing based on a pattern book or other repetitive text, provides opportunities to extend syntactic knowledge. However, it is important that students also have opportunities to express themselves creatively and freely in writing.

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

The teacher may

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

## **Graphophonics: Conventions of Form**

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

- Provide phonemic awareness activities.
- Encourage emergent writers to use temporary spelling; as students attempt to match their spoken and written language, they extend and consolidate their awareness of letter-sound relationships.
- Help students develop personal word lists.
- Build a word wall with common words in categories helpful for writing.
- Provide access to children's dictionaries and a thesaurus and show students how to use them for spelling and word choice.

## ***Types of Writing***

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

In a balanced approach to writing some writing will be done by the teacher as a model, some will be shared writing, some will be individually assigned and some writing may be created through the language experience approach, with the student dictating and the teacher or a stronger writer transcribing.

When deciding on which writing activities would be most appropriate for high beginner to advanced students, ESL teachers may collaborate with classroom teachers to support development of writing genres to reach grade level outcomes.

## **Expressive Writing**

Expressive writing is the free flow of thoughts and ideas. It is sometimes considered writing to learn; the student's thoughts form and develop through writing. This writing generally only takes a first draft and the teacher comments on meaning, not form. The teacher may note errors, without indicating them on the student's work, to inform later instruction. Expressive writing should be uninhibited writing where risk-taking is encouraged and positive feedback is given.

Expressive writing is a good starting point for ESL students. It is personally meaningful writing, draws on student's own words and ideas and is an engaging form of writing for adolescents. Expressive writing is particularly beneficial for students who have been through trauma; it is often used for its therapeutic value.

Some examples of expressive writing are:

- Journal writing, freely expressing opinions, descriptions, reflections, etc.
- Diary writing, retelling and reflecting on the day's events

- Writing informal messages
- Brainstorming lists of words or phrases around a prompt
- Free writing to summarize or reflect
- Posting to blogs

### **Transactional Writing**

Transactional writing, writing to get things done, generally develops later than expressive writing and may begin as expressive writing. Transactional writing is expository writing such as a descriptive or argumentative essay, a factual report or a process piece which describes or instructs.

Transactional writing may incorporate all the “rules” of writing, including research, organization, thesis statement and topic sentences. However, it may start with a first draft as expressive writing. Through expressive writing students often come up with a main thought that becomes the thesis of the transactional piece.

Transactional writing is more scientific and structured than expressive writing but, like expressive and poetic writing, it needs to be interesting and have a sense of purpose and voice.

Transactional writing should always go through the writing process of drafting, revising, editing and publishing. It should be well organized and have a clear purpose. Transactional writing may be individual writing or produced collaboratively.

Some examples of transactional writing are:

- Letter to the school principal to make a suggestion or request
- Essay to express an opinion and support it
- Report to provide information and recommendations on a current issue
- Non-fiction report, based on research and meant to inform
- Biography
- Author biography to accompany a student created narrative
- Science lab report
- Invitation
- List of rules
- Advertisements
- Outlines and graphic organizers

### **Poetic Writing**

The language used in poetic writing expresses the feelings of the writer who is concerned about the impact it will have on the audience. Such writing is often intended to be appreciated as a work of art. Descriptive language and figurative language devices are used. Poetic writing addresses the creative imagination and develops the sense of self. It allows ESL students to explore and experiment with colloquial and idiomatic

language. Examples of poetic writing include stories, poems and plays. Exploration of the features of various literary genres and understanding the purpose of these features will strengthen the student's ability to write in these genres.

A holistic approach in which students listen to, read, talk about, tell and write stories is important for literacy development. Students should come to recognize the basic elements of a story: character, setting, problem or conflict and resolution. Students should be encouraged to write personal narratives, 1<sup>st</sup> person narratives from another person's point of view and 3<sup>rd</sup> person narratives.

Poetic writing should go through the writing process as students strive for development of content, organization, fluency and voice as well as conventions and strong word choices.

Poetic writing includes:

- Stories
- Plays or skits
- Dialogues
- Jokes
- Poems

Poetic writing may include extensions to reading poetic works, such as an alternate ending or epilogue to a story, an imaginary dialogue between two characters in a story, a poem based on the pattern of a model or exemplar, etc.

### ***The Writing Process***

#### **The 6+1 Traits of Writing**

In teaching writing certain intrinsic traits of good writing need to be explained and developed. Ruth Culham (2003, pp. 11-12) defines the traits briefly as

1. Ideas: Ideas make up the content of the piece of writing—the heart of the message.
2. Organization: Organization is the internal structure of the piece, the thread of meaning, the logical pattern of ideas.
3. Voice: Voice is the soul of the piece. It's what makes the writer's style singular, as his or her feelings or convictions come out through the words.
4. Word Choice: Word choice is at its best when it includes the use of rich, colourful, precise language that moves and enlightens the reader.
5. Sentence Fluency: Sentence Fluency is the flow of language, the sound of word patterns—the way the writing plays to the ear, not just to the eye.
6. Conventions: Conventions represent the piece's level of correctness—the extent to which the writer uses grammar and mechanics with precision.

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

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

### **Steps of the Writing Process**

Students need to be guided through the writing process and come to use it for all transactional and poetic writing. The steps of the process are prewriting, drafting, revising, proof-reading, editing and, finally, presentation or publishing.

#### ***Prewriting***

During the prewriting stage of the writing process, writers form intentions about their topics. They decide what they will write about and some things they will say about their topics. They think about how they will organize their ideas. Individual students, small groups or the entire class can use prewriting strategies such as:

- Reflecting on personal experiences
- Brainstorming
- Talking, interviewing, discussing, storytelling
- Outlining or creating a graphic organizer

#### ***Drafting***

During the drafting process, students write first drafts from the ideas and plans they have developed. They select ideas generated from the prewriting experiences. As they put words on paper and follow a plan, however, they often change course; they find better ideas. In order to maintain momentum, students need to focus on the development of meaning and flow of thought. They can check on spelling, grammar, usage and mechanics later when they edit their drafts. At the drafting stage students should be encouraged to sound out words for spelling and assured that spelling will be addressed later.

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

- Model drafting on the board or flip chart, writing quickly and going back to correct your own errors later.
- Have timed writing activities with prompts such as pictures, word lists or story starters. Assure students that spelling and grammar are not important at this stage.

- Have timed writing competitions with teams of students creating passages by round robin writing. Points are awarded for number of words, regardless of errors, provided the work can be understood.
- Give lots of praise for writing and give limited error correction.
- Indicate some errors that the student is capable of self-correcting.

### ***Revising***

The craft of writing is learned through revision. Revising is best taught through individual teacher-student conferencing. The student, with the teacher's guidance, should primarily focus on clarity and meaning. Revision includes:

- Adding or deleting information
- Rearranging ideas
- Considering clarity, editing sentence structure to "make sense"
- Considering appropriateness of language for purpose and audience
- Improving word choice and variety

### ***Proofreading and Editing***

At the editing stage, students focus on producing a text that demonstrates an increasing awareness of spelling, language usage, punctuation and grammar conventions. This is especially important when students decide to publish a piece of writing. It is not the goal to produce perfectly edited pieces of writing, but to help students gradually develop editing strategies, such as reading passages aloud, using editing checklists and referring to other texts and reference tools. Students take increasing responsibility in editing their writing and continue to grow as writers.

### ***Publishing***

Publishing means *making public* or sharing finished work with an audience. Publishing or presenting is important to student writers because it helps them see themselves as authors and motivates them to continue writing. It gives them a reason to work on polishing their pieces, thus learning the craft of writing. It also helps them develop the understanding that they must take their audiences into account.

Students can learn to make use of design in effective presentation of text, as well as a variety of publishing media, forms and styles. Forms of publication include:

- Reading the writing to the classmates or the teacher
- Posting writing on the bulletin board
- Posting to a blog or webpage
- Publishing a class or school newsletter
- Submitting writing for school/district anthologies or magazines
- Preparing presentations
- Writing a letter to the newspaper, government office, agency, etc.

## **Error Correction**

Feedback on writing should address the 6+1 traits of writing, including conventions. The teacher may provide some error correction in writing; however, as Cunningham points out in referring to the teaching of phonics, the brain is a pattern detector, rather than an applier of rules (2004, p. 242). Care should be given to expose students to a range of age-appropriate texts with increasing complexity of grammar and structures. To acquire progressively complex language, students need recycling of language in a communicative, engaging and natural way.

Mistakes that the student is capable of self-correcting may be indicated and the student given an opportunity to edit. Through the writing process, students learn to identify errors and edit their writing, using various strategies and resources.

Individualized error correction can take place in the context of writing. The number of errors corrected should be limited. Explicit explanations and reinforcement should be restricted to the writing task at hand and appropriate to the student's stage of language acquisition. Follow-up offers further opportunities to apply the conventions learned and to ensure that the student has addressed the error.

Errors are generally corrected if

- The error interferes with communication.
- The student is able to benefit from the correction.

## Chapter 8: Assessment, Evaluation and Reporting

### *Initial Assessment*

An initial ESL assessment should be completed within the first week of the student's registration. This assessment is to determine a student's level of English proficiency, including literacy, and will inform ESL placement and instruction. The ESL teacher, or language arts teacher where an ESL teacher is not available, will carry out the initial language and literacy assessment.

For a student with major gaps in schooling, math and literacy achievement assessment should be initiated immediately and completed within two weeks of the student's registration. The ESL teacher may assist with math assessment.

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

The following language skills should be assessed:

**1) English proficiency:** The assessment, while not necessarily done through a formal assessment tool, should consider the student's ability in reading, writing, listening and speaking. See Appendix 1 for suggested components.

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

- An interview with the parents and student
- A review of previous school reports
- Assessment of student skill in copying text
- Assessment of the student writing in the L1. Note the ease with which the student writes and holds a pencil, the length of the passage, the fluency of writing and, if possible, seek the opinion of a translator.
- A reading sample from the L1 where appropriate texts are available.
- An informed judgement based on the student's background.

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

## *Ongoing Assessment*

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

- Identify gaps in the student's English.
- Evaluate student achievement of short-term ESL outcomes.
- Adjust instruction.
- Revisit the ESL student groupings.
- Give the student feedback and concrete evidence of success.

Effective ongoing reading assessment uses forms of criterion-referenced assessment such as observation, portfolios and student self-assessment. The student's progress is monitored against ESL outcomes and in relationship to grade level outcomes.

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

- Planned observation with documentation
- Student portfolio
- Audio and videotaped recordings of readings or oral presentations
- Writing samples
- Conference or interview notes and anecdotal records
- Records of reading assessments through miscue analysis<sup>7</sup>
- Checklists (by teacher, peers, or student)
- Pictorial products (labeling, drawings, dioramas, models, graphs)
- Oral interaction
- Oral presentations
- Student's own reflection on learning

To gain multiple perspectives on students' academic development, teachers need to assess in a variety of ways and peruse a broad spectrum of student created materials.

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<sup>7</sup> In miscue analysis of ESL readers, it is necessary to take into account the student's level of English vocabulary, pronunciation and cultural awareness. The determined reading level is an approximation only.

## ***Reading and Vocabulary Assessment***

Research has found that ESL students lag behind native English speaking peers in reading and vocabulary even after several years of immersion in English schooling (Roessingh 2006, Geva 2006, Kieffer, 2008). It is critical that ESL teachers focus on reading and vocabulary building even with advanced students and have means of assessing reading and vocabulary levels.

A miscue analysis using levelled reading materials can give insight into a student's instructional reading level and the strategies the student is using or needs to develop. A student should be able to comfortably read and understand 90-95% of the vocabulary in a text at instructional level. The percentage should be higher for independent reading. For more information on reading assessment, reading records and miscue analysis see the provincial *Guidelines for Delivery of ESL Services in K-6*, available on the Department of Education website.

Advanced ESL students who have been immersed in Canadian schooling for several years may be assessed using a formal reading test, such as the *Gates-MacGinitie Reading Test*. Students must have opportunities to practise the test format and develop test-taking skills before the test is given. The *Gates MacGinitie* is an easily administered reading assessment tool. As with any assessment tool, results must be interpreted in light of the student's experiences and culture. An ESL teacher will look with an eye to distinguishing errors that are a result of limited L2 proficiency from those attributed to limited reading skill. Nevertheless, a formal assessment can shed light on how a student is performing in relation to Canadian averages.

## ***Writing Assessment***

Writing assessment should be ongoing. ESL teachers should keep a portfolio of student writing, including first and final drafts. Assessment should be criteria referenced, focusing on the student's individual progress.

It is in careful assessment of writing that we have the best opportunity to address ESL language issues, such as errors in grammar, wording and sentence structures. The aim of assessment is to inform instruction and the aim of feedback is to help students move forward. Feedback should be specific and given in light of the student's stage of acquisition and cognitive development.

The ESL teacher will give special consideration to the development of vocabulary and language structures but will also consider the 6+1 traits of writing outlined in this document. For more information on writing and writing assessment rubrics see the provincial Language Arts Curriculum Guides.

To determine how an ESL student is performing in relation to English native speaking peers, the ESL teacher may discuss progress with the classroom teacher. It is also helpful to peruse samples of grade-level writing from native English speakers.

## ***Evaluation and Reporting***

The ESL teacher should collaborate with the classroom teachers in determining how best to evaluate and report on the progress of the ESL student. School reporting procedures—report cards, progress reports, parent/teacher interviews and grading practices—needs to be carefully explained to students and parents.

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

### ***ESL Reporting***

- Reporting for the ESL students should happen at the regular intervals.
- ESL teachers must provide a report on student progress in English language acquisition at regular reporting times (See Appendix 6).
- Because most parents are ESL learners themselves, the ESL insert should be written in plain language with basic sentence structure.
- The ESL report should be included with the regular report to parents and a copy kept in the student's cumulative file.

Recommendations on reporting by classroom teachers and ESL teachers:

- Letter or number grades need not be given. Assigning failing grades to a student who is unable to fully participate in the program due to lack of English or lack of background education is not recommended. Likewise, reporting high grades that do not reflect performance can be misleading to the student, parents, and educators referring to the student's records in future.
- In place of a letter or number grade, a comment or anecdotal note should be included to inform the parents of:
  - ✓ Topics covered
  - ✓ Student's participation
  - ✓ Observed progress in reading, writing, listening and speaking
  - ✓ Student's overall adjustment and comfort level

### ***Assessment Strategies***

Strategies for facilitating assessment:

- Provide clear instructions and explain the task carefully.
- Provide models, samples or demonstrations.
- Suggest steps to help complete a project and monitor student progress.
- Identify alternate resources such as easier reading materials on the same topic.
- Provide a choice in topics and in presentation formats.
- Allow extra time for in-class tests or assignments.
- Provide a bilingual, children's or learner's dictionary.

Alternate Assessment Practices:

- Use oral assessments, interviews or conferencing.
- Include assessments which are less dependent on written language (pictures, graphs, diagrams, short answer or gap fill questions).

### ***Parent-Teacher Interviews***

The ESL teacher should attend parent/teacher interviews at regular reporting times. Itinerant teachers will prioritize students by needs and attend interviews as is feasible. During the interview, teachers may provide student work samples and show the parent classroom resources that the student is using. The ESL teacher may discuss ways that the parent can support the student's English language acquisition. With the consent of the parent (or guardian) an interpreter may be in attendance.

### ***Identifying Students with Exceptionalities***

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

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

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

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

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

Linse suggests that normative assessment is needed. The ESL teacher is a critical player in assessing how an ESL student is performing in relations to other children of the same age, educational background and culture.

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

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

- Anecdotal notes on interactions and behaviours
- Reading assessment results
- Sample of student's writing
- Summary of instruction
- Summary of interventions tried and student's response and progress

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

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

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

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

## ***Benchmarks for ESL Developmental Stages***

The tables on the following pages are adapted from *Supporting English Language Learners: A practical guide for Ontario educators, Grades 1 to 8*, Ministry of Education, Ontario, 2008.

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

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

**Language Assessment Criteria: Grades 7-9 English Second Language**

	<b>Listening</b>	<b>Speaking</b>
<p><b>Stage 1: Beginner</b></p> <p>Understands basic spoken English</p> <p>Speaks for basic communication</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Responds to simple yes/no and <i>wh</i> questions</li> <li><input type="checkbox"/> Responds appropriately to familiar conversational topics _family _school _basic information</li> <li><input type="checkbox"/> Responds to familiar vocabulary</li> <li><input type="checkbox"/> Responds to basic classroom instructions with visual support</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Uses functional vocabulary: _familiar names &amp; objects _ present tense verbs _ numbers 1-10 _school items _family terms</li> <li><input type="checkbox"/> Uses short patterned sentences and questions</li> <li><input type="checkbox"/> Communicates _basic wants/needs _basic personal information</li> <li><input type="checkbox"/> Answers with one word or short phrase</li> <li><input type="checkbox"/> Begins to use: _subject-predicate _negatives _pronouns _basic adjectives</li> </ul>
<p><b>Stage 2: Developing</b></p> <p>Understands key information with supports</p> <p>Speaks with spontaneity in daily conversation and in class</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Participates in day-to-day conversation</li> <li><input type="checkbox"/> Responds to: _day-to-day vocabulary _direct questions _frequently used commands _simple stories</li> <li><input type="checkbox"/> Responds accurately given wait time</li> <li><input type="checkbox"/> Requests clarification when necessary</li> <li><input type="checkbox"/> Follows simple oral instructions</li> <li><input type="checkbox"/> Is attentive to modified teacher talk and demonstrates understanding</li> <li><input type="checkbox"/> Understands key vocabulary and concepts related to themes covered</li> <li><input type="checkbox"/> Understands main ideas in visually supported presentations</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Initiates and maintains daily conversation</li> <li><input type="checkbox"/> Participates with some fluency</li> <li><input type="checkbox"/> Recounts familiar events &amp; key information</li> <li><input type="checkbox"/> Speaks with sufficient clarity for comprehension</li> <li><input type="checkbox"/> Uses known vocabulary &amp; gestures to compensate for unfamiliar vocabulary</li> <li><input type="checkbox"/> Expresses: _feelings _preferences</li> <li><input type="checkbox"/> Begins to use: _variety of vocabulary _<i>wh</i> questions _ simple past and future tenses _ complete simple sentences and some compound (<i>but, and, because</i>)</li> <li><input type="checkbox"/> Uses common: _adj. _adv. _ prepositions</li> <li><input type="checkbox"/> Gives straight forward instructions and directions</li> <li><input type="checkbox"/> Uses some slang or colloquial expressions</li> </ul>
<p><b>Stage 3: Expanding</b></p> <p>Understands social English, needs supports for grade-level academic listening</p> <p>Participates comfortably socially and in class, may have minor difficulties /misunderstandings</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Responds appropriately to: _questions _directions _extended discourse</li> <li><input type="checkbox"/> Responds appropriately in sustained discussions in class</li> <li><input type="checkbox"/> Identifies: _main ideas and _many supporting details of content area presentations</li> <li><input type="checkbox"/> Sustains attention in the regular classroom environment</li> <li><input type="checkbox"/> Demonstrates understanding of much grade-level academic and subject specific vocabulary</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Uses clear pronunciation and enunciation</li> <li><input type="checkbox"/> Asks and answers a range of questions without hesitation</li> <li><input type="checkbox"/> Participates in classroom discussions</li> <li><input type="checkbox"/> Summarizes key ideas from written text</li> <li><input type="checkbox"/> Self-corrects some errors</li> <li><input type="checkbox"/> Usually uses: _simple past _present _ future tenses appropriately</li> <li><input type="checkbox"/> Clearly retells: _personal experience _narratives _basic factual information</li> <li><input type="checkbox"/> Begins to use: _adverb and adjective phrases _conditional sentences</li> <li><input type="checkbox"/> Uses a variety of speaking strategies (e.g., re-wording, gestures, chronological or other organized recounting, substitute vocabulary, clear referents)</li> </ul>
<p><b>Stage 4: Consolidating</b></p> <p>Understands spoken English in most contexts at grade level</p> <p>Speaks fluently, almost native like in vocabulary and sentence structure</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Participates in social discussions on a wide range of topics.</li> <li><input type="checkbox"/> Responds to complex sentences</li> <li><input type="checkbox"/> Follows a series of instructions</li> <li><input type="checkbox"/> Rarely takes wait time to respond</li> <li><input type="checkbox"/> Understands academic content and class discussion</li> <li><input type="checkbox"/> Responds to unseen speakers (PA system, telephone)</li> <li><input type="checkbox"/> Uses listening strategies: _uses context to understand, _asks for explanation or repetition _listens attentively _takes notes of key points and many details from a short lecture or presentation.</li> <li><input type="checkbox"/> Responds to humour, irony, teasing, etc.</li> <li><input type="checkbox"/> Understands many idioms and colloquial expressions</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Uses most language structures appropriate to grade level (e.g., complex sentences, conditionals, relative clauses)</li> <li><input type="checkbox"/> Uses a range of age-appropriate vocabulary</li> <li><input type="checkbox"/> Able to express and support an opinion</li> <li><input type="checkbox"/> Participates in regular class discussion confidently and appropriately</li> <li><input type="checkbox"/> Uses: _simple past _present_ future tenses</li> <li><input type="checkbox"/> Makes academic presentations fluently</li> <li><input type="checkbox"/> Uses English effectively for a variety of purposes (e.g., persuade, describe, instruct, summarize, argue, narrate, question, explain)</li> <li><input type="checkbox"/> Uses speaking strategies: _self-corrects _uses appropriate, specific vocabulary _states main idea clearly _attempts to use new words learned _seeks opportunities to converse</li> </ul>

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

**Language Assessment Criteria: Grades 7-9 English Second Language**

	Reading <sup>8</sup>	Writing
<p><b>Stage 1: Beginner</b></p> <p>Reads and comprehends simple English</p> <p>Beginning to write simple sentences</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Recognizes the alphabet _print _script</li> <li><input type="checkbox"/> Uses reading strategies for decoding: _initial consonants _picture clues _predictability</li> <li><input type="checkbox"/> Recognizes some common sight words, concrete words and theme words</li> <li><input type="checkbox"/> Begins to use reading strategies for comprehension: _prior knowledge _re-reading for understanding</li> <li><input type="checkbox"/> Begins to use vocabulary from different subject areas</li> <li><input type="checkbox"/> Differentiates fiction from information text</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Produces the alphabet in legible form using left-to-right progression, writing on the line</li> <li><input type="checkbox"/> Copies written information accurately</li> <li><input type="checkbox"/> Begins to use common writing conventions: _punctuation _spelling _capitalization</li> <li><input type="checkbox"/> Begins to use: _subject-predicate order _adjectives _common prepositions</li> <li><input type="checkbox"/> Writes short, coherent patterned sentences on personally relevant topics</li> <li><input type="checkbox"/> Begins to write simple sentences in present tense, simple questions and basic grammar points (plurals, some prepositions)</li> </ul>
<p><b>Stage 2: Developing</b></p> <p>Reads for specific purpose, comprehends familiar topics</p> <p>Writes in a variety of contexts using simple sentences</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Uses decoding strategies: _syllabication</li> <li><input type="checkbox"/> Uses reading strategies for comprehension: _skimming _context clues _re-reading _identifying key info</li> <li><input type="checkbox"/> Uses vocabulary strategies to understand new words _word analysis _context clues</li> <li><input type="checkbox"/> Demonstrates literal comprehension of simple passages, below grade level</li> <li><input type="checkbox"/> Uses some correct phrasing and rhythm and pronunciation when reading aloud</li> <li><input type="checkbox"/> Follows brief written instructions</li> <li><input type="checkbox"/> Identifies author's purpose</li> <li><input type="checkbox"/> Begins to read with a critical view</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Writes with some accuracy: _common tenses _capitalization _punctuation _spelling</li> <li><input type="checkbox"/> Writes appropriate responses to <i>wh</i> questions</li> <li><input type="checkbox"/> Writes connected discourse: _retelling _journal writing</li> <li><input type="checkbox"/> Attempts to organize ideas before writing</li> <li><input type="checkbox"/> Uses the writing process with guidance</li> <li><input type="checkbox"/> Edits some of his/her own errors</li> <li><input type="checkbox"/> Writes in different genres (story, report, invitation, journal entry)</li> </ul>
<p><b>Stage 3: Expanding</b></p> <p>Completes classroom reading and writing tasks adequately with support</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Uses reading strategies: _sequencing _skimming _scanning _identifying main ideas _cause and effect</li> <li><input type="checkbox"/> Uses vocabulary building strategies</li> <li><input type="checkbox"/> Retells a story identifying the main ideas and some details at or close to grade level</li> <li><input type="checkbox"/> Reads non-fiction close to grade level</li> <li><input type="checkbox"/> Reads and accurately interprets text with some visual support</li> <li><input type="checkbox"/> Chooses appropriate texts for independent reading</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Organizes and sequences ideas</li> <li><input type="checkbox"/> Writes using appropriate simple verb tenses, subject-verb agreement, connectors</li> <li><input type="checkbox"/> Begins to use variety in: _vocabulary _sentence structure _forms of writing</li> <li><input type="checkbox"/> Uses paragraphs when writing descriptions and narratives</li> <li><input type="checkbox"/> Uses compound, some complex sentences</li> <li><input type="checkbox"/> Revises written work with support</li> <li><input type="checkbox"/> Completes most grade level writing tasks adequately (with errors, limited detail)</li> </ul>
<p><b>Stage 4: Consolidating</b></p> <p>Demonstrates control of grade-appropriate reading tasks</p> <p>Writes for a variety of purposes using appropriate conventions</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Uses grade-appropriate reading skills effectively: _inferences _predicts "figures out" vocabulary _skimming and scanning</li> <li><input type="checkbox"/> Understands unfamiliar text at grade level.</li> <li><input type="checkbox"/> Uses text to support interpretation</li> <li><input type="checkbox"/> Has a reading vocabulary close to/at grade level</li> <li><input type="checkbox"/> Understands most complex sentences at grade level</li> <li><input type="checkbox"/> Uses prior knowledge and strategies to understand cultural references</li> <li><input type="checkbox"/> Articulates some strategies to continue building reading/vocabulary proficiency.</li> <li><input type="checkbox"/> Chooses reading materials similar in scope and difficulty to peers</li> <li><input type="checkbox"/> Uses features of text: glossary, margin notes, etc.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Writes with a clear focus and organization</li> <li><input type="checkbox"/> Uses a variety of vocabulary</li> <li><input type="checkbox"/> Expresses voice in writing</li> <li><input type="checkbox"/> Writes for a variety of purposes at grade level expectation</li> <li><input type="checkbox"/> Writes grade-level text on a variety of topics with few errors in: _grammar _spelling _punctuation</li> <li><input type="checkbox"/> Writes complex sentences</li> <li><input type="checkbox"/> Uses the writing process effectively</li> <li><input type="checkbox"/> Uses writing strategies: _attempts to use new words and accurate vocabulary _uses reference materials to aid writing</li> <li><input type="checkbox"/> Is showing growth in writing and the ability to reflect on how to continue to grow</li> </ul>

<sup>8</sup> ESL students who are literate in their L1 will have acquired many of the reading skills and strategies in the L1. ELD students will need more instruction and time to catch-up.

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## Appendix 1: ESL Initial Assessment

Some suggested components of the initial ESL assessment:

- Speaking: ability to communicate orally, vocabulary, sentence structure, verb tenses.
  - ✓ Counting, naming objects, colours
  - ✓ Personal interview
  - ✓ Picture talk
- Listening (e.g., understand instructions, *wh* questions, a short story, description)
- Vocabulary check with progression (colours, numbers, school items, etc.)
- Book awareness (knows front and back cover, left to right)
- Letter recognition
- Word recognition (sight words)
- Initial consonant sounds
- Reading sample in English, determine approximate grade level
- Writing sample in English
- Writing and reading samples in the L1

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

Refer to the *Benchmarks for ESL Developmental Stages* for specific indicators.

## Appendix 2: Stages of Language Acquisition

Language acquisition may be roughly defined in five stages:

**Stage 1: Pre-production:** This is often called the silent period. Many students go through this period as they adjust to a new environment, experience and language. Many learners have up to 500 words in their receptive language before they begin speaking, which may take several months.

Teachers should focus on building receptive vocabulary and listening comprehension skills at this stage. Teachers should also focus on creating a welcoming environment by using gestures, pictures and a variety of tools to aid communication and wait patiently for students to feel comfortable to experiment with English. Parroting words or phrases at this time does little to promote language acquisition.

Children who are literate may use reading as well as listening to acquire English in the pre-production stage.

**Stage 2: Early production:** This stage may last more than six months. In this stage a student is developing a productive and receptive vocabulary. Students can usually speak in isolated words or short phrases. As students begin to speak, it is important to have patience and be mindful of the normal sequence of language acquisition; allow and support natural growth in language usage.

Teachers can continue to use pictures and realia (real life objects) in their classroom and encourage short answers to basic questions.

Students may be more comfortable with speaking English at this stage than writing. However some older students with well developed literacy skills in their own language may develop skills in reading and writing before oral skills. It depends on their age, personality and educational background.

**Stage 3: Speech emergence:** Students have developed a receptive vocabulary of about 3000 words and can communicate in simple sentences, although it may not be grammatically correct.

Teachers can use visuals, graphic organizers, simple explanations and modelling to help students understand content. Teachers need to encourage communication and continue to teach strategies to access and process information. Most ESL students will need support with vocabulary, language structures and accessing the academic content.

**Stage 4: Intermediate fluency:** Students are beginning to use more complex sentences in their speaking and writing. They are willing to ask questions to clarify learning in class. At this stage students may seem quite confident and fluent in day-to-day conversation but will need support and accommodations to access the curriculum. At this stage students are well able to continue to build their language skills through immersion with same age peers. English Literacy Development (ELD) students however, will likely need continued literacy and numeracy enabling supports.

**Stage 5: Advanced fluency:** It generally takes children 3-5 years to reach fluency when immersed in an English school system and with ESL support and accommodations. Students at this stage can perform comfortably at grade level with their peers and may have native-like fluency. According to Haynes, it can take from 4-10 years to achieve cognitive academic language proficiency.

Adapted from: Haynes, J. *Stages of Language Acquisition*. everything ESL.net. Retrieved online July 3, 2009 at [http://www.everythingsl.net/in-services/language\\_stages.php](http://www.everythingsl.net/in-services/language_stages.php)

## **Appendix 3: Text for Parent Brochure (sample)**

### **Welcome**

Our school welcomes you and your child. We hope that your time with us will be rewarding and enjoyable. In the past, students who have joined our school with little or no knowledge of English have adjusted well to our school, made friends and learned English while continuing their educational development. Close communication between the school and the home is important to your child's success.

This handout has been written to help you understand the purpose of our English as a Second Language (ESL) Services and its place within our school. Please know you may contact any of our staff, including the principal, classroom teachers, specialist teachers or ESL teachers, with any questions or concerns.

Parent-teacher meetings can take place whenever there is a need. It is essential to attend. Please make arrangements through the office secretary if you would like to meet with one of our teachers.

### **What is ESL Support?**

ESL support is an additional school service provided to help your child succeed in school. ESL teachers work with your child to help him or her develop English language skills, cultural awareness and learning strategies to be successful in school.

### **ESL support**

- ESL students may go to the ESL class to learn English.
- As their English improves they will not receive as much ESL support.
- At times the ESL teacher may work in the regular classroom with your child.
- ESL students will participate in learning activities in the regular classroom most of the day. They must get involved in learning right away and always try to do their best.

### **How do I know how my child is doing in school?**

- Your child will be assessed to determine his/her progress in English. The ESL teacher would be happy to talk to you about this.
- Report cards go home in November, March and June.
- Parent-teacher interviews are held in November and March. It is important to attend.
- Reports on student progress differ depending on the age of the learners.
- ESL learners often do not receive grades in the very early stages of English language learning. In this case, teachers give written comments.
- If you have any questions about the report card or how your child is doing, talk to your child's teacher.

**How can I help my child?**

- Create a quiet place and a regular time to do homework and study.
- Talk to your child about what is happening at school in your own language.
- Encourage your child to show you all school work and the books he or she is using.
- Read with your child daily. If the child is ready, ask your child to read to you. Talking about the pictures is also helpful.
- Learning in a new language takes lots of energy. Ensure that your child gets plenty of rest and eats good food.
- Help your child find places to use English outside of school.
- Be patient. Understand that learning a language well takes a long time.

**School in Newfoundland and Labrador**

- Students must attend school. This is the law.
- Children learn in many different ways: playing games, singing, music, drama, art, working in groups and students talking with other students.
- Field trips to visit places outside the school are an important part of schooling.
- Homework is important.
- Teachers are happy to meet with parents.

**Should I use our first language with my child?**

YES! Speaking two languages is good for children. Speaking the home language can help a child feel proud of his or her culture.

Speaking about school work in English or in your home language can help your child think about and better understand what was learned in school.

## **Appendix 4: ESL Learning Plan, Grades 7-9**

The ESL Learning Plan, Grades 7-9, on the following pages should be photocopied as needed.

The plan should not be transmitted electronically when it contains information about a student.

## ESL Learning Plan, Grades 7-9



The *ESL Learning Plan* is completed within one month of the student’s arrival in the province, and filed in the student’s cumulative file. It is subsequently completed in September of each year that the student receives ESL support.

All teachers working with student should be involved in the completion of the plan and review the plan.

Student’s name:	Grade:
Homeroom teacher:	ESL teacher:
School:	Date:
Previous schooling:	

ESL Developmental Stage [refer to “Benchmarks for ESL Developmental Stages” in <i>Guidelines for Delivery of ESL Services in the Intermediate School</i> ]:	
<input type="checkbox"/> 1. Beginner <input type="checkbox"/> 2. Developing	<input type="checkbox"/> 3. Expanding <input type="checkbox"/> 4. Consolidating
English Language Strengths	English Language Needs

English Language Learning Goals for current school year:

**Checklist for Classroom Teachers: Strategies to Enhance Language Learning**

The checklist should be copied and completed by every teacher working with the student at Stages 1 and 2 of English Language Development.

**Teacher's name:** \_\_\_\_\_ **Subject:** \_\_\_\_\_

- Welcome the student by learning a few words in the student's native language (e.g., "hello", "how are you?")
- Speak clearly and slowly and remind classmates to do likewise.
- Print notes in plain language, key words, dates, page numbers, instructions, homework assignments, etc. on the board to aid comprehension.
- Use printing rather than cursive writing.
- Use manipulatives and visuals to reinforce new concepts.
- Check for comprehension; use questions that require one word answers. (Avoid asking, "Do you understand?")
- Modify assignments for ESL/ELD students.<sup>1</sup>
- Give ESL/ELD students extra time to complete certain tasks.
- Assign a partner(s) to work with the ESL/ELD student.
- Help the student with essential survival terms (e.g., "washroom please").
- Encourage classmates to assist the student in participating, following instructions, etc.
- Provide a picture dictionary and/or appropriate children's dictionary.
- Provide or direct student to high interest/low vocab texts related to themes covered.
- Modify assessment and evaluation strategies.
- Provide models of completed work assignments, projects, etc.
- In writing, respond first to content of what the student is saying and then focus on correcting a limited number of errors, rather than trying to "fix" everything.
- Assign a buddy reader to read aloud to the student for a few minutes each day. (homeroom or language arts teacher)
- Set up a listening centre for beginning ESL students.
- Use active methods of learning such as games, skits, songs, interviews, group work.

Others:

Teacher signature: \_\_\_\_\_ Date: \_\_\_\_\_

<sup>1</sup> ELD: English Literacy Development: An ELD student is one who, due to limited prior schooling, has an achievement gap in literacy and numeracy skills. The student is developing the skills needed to integrate into an age-appropriate grade. Most of these students will be ESL students but some may speak English as their first language.

ESL Service Supports:
Documents attached (reading record; writing sample, etc.):

Other activities to promote language learning (buddy reading, homework club, after school activities, etc.)	
<u>Activity</u>	<u>Adult Responsible for Implementation</u>

Signatures	
Please print name	Signature
Classroom teacher:	
ESL teacher:	
Parent:	
<u>Others (include position):</u>	
Date:	

The *ESL Individual Outcomes* should be completed at the beginning of the school year and filed in the student's cumulative file. It is not necessary to determine individual outcomes for a student with whom the teacher is following the *ESL A* or *ESL Foundation* curriculum or a student being monitored by the ESL teacher.

Outcomes should be determined in consultation with classroom teachers.

**ESL Individual Outcomes**

**Student name:** \_\_\_\_\_

\_\_\_ **ESL** and/or \_\_\_ **ELD**

**Grade:** \_\_\_\_\_

**ESL Development Stage:** \_\_\_\_

**Outcomes for Term #:** \_\_\_\_

**Academic Year:** \_\_\_\_\_

**Date:** \_\_\_\_\_

*Listening and Speaking*

*Reading and Writing*

Sample of ESL Individual Outcomes:

ESL Individual Outcomes	
<b>Student name:</b> <u>Abdul</u>	<input checked="" type="checkbox"/> <b>ESL</b> and/or <input checked="" type="checkbox"/> <b>ELD</b>
<b>Grade:</b> <u>8</u>	<b>ESL Development Stage:</b> <u>4</u>
<b>Outcomes for Term #:</b> <u>1</u>	<b>Academic Year:</b> <u>2011-12</u>
<b>Date:</b> <u>September 20, 2011</u>	
 <i>Listening and Speaking</i>	
<ul style="list-style-type: none"><li>• Will clearly explain graphs and diagrams from a grade level text book</li><li>• Will orally summarize main points of a section of grade level text.</li></ul>	
<i>Reading and Writing (in context of grade 8 texts)</i>	
✓ Will demonstrate the ability to use these vocabulary strategies for reading:	
<ul style="list-style-type: none"><li>• Demonstrate understanding of common prefixes found in grade 8 level textbooks (<u>minimum</u>, <u>maximum</u>, <u>predict</u>, <u>disappear</u>, <u>translucent</u>, etc.)</li><li>• Use re-reading and contextual clues to understand unfamiliar words.</li><li>• Recognize common word parts and predict meaning (e.g, <u>pressure</u>, <u>compressed</u>, <u>compressibility</u>, etc.)</li><li>• Use a glossary and student dictionary effectively.</li></ul>	

In the above sample, outcomes are based on the curriculum guide, *ESL Strategies for Advanced Learners in Grades 4-12*.

## Appendix 5: Learning Strategies

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

## Appendices

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

## Appendix 6: ESL Reporting Insert (sample)

Report Card Insert  
English as a Second Language

Student	<i>Maria Lopez Camacho</i>	Grade	8		
ESL Teacher	<i>Ms. Smith</i>	Date	<i>March 10, 2011</i>		
Classroom Teacher	<i>Mr. Jones</i>	Term	1	2	3
				x	
<p>Maria receives five hours of ESL instruction in a seven-day cycle. She has made progress with all aspects of English. Maria loves to read and is eager to read aloud in class.</p> <p><i>I'm very proud of you, Maria. Keep working hard!</i></p> <p><b>Speaking /Listening</b> Maria:</p> <ul style="list-style-type: none"> <li>• participates in discussion.</li> <li>• follows classroom instructions.</li> <li>• is able to express needs, preferences and opinions.</li> <li>• uses new vocabulary in her speech.</li> <li>• asks for clarification when necessary.</li> <li>• speaks in complete simple sentences and some compound sentences (and, but).</li> <li>• is beginning to use past tense verbs.</li> </ul> <p><b>Reading/ Writing</b> Maria:</p> <ul style="list-style-type: none"> <li>• writes short, coherent sentences on personal topics.</li> <li>• sounds out words well for reading and spelling.</li> <li>• uses good strategies for reading comprehension.</li> </ul> <p>If you have any questions or concerns, please feel free to contact me by e-mail at <a href="mailto:theESLteacher@esdnl.ca">theESLteacher@esdnl.ca</a>.</p>					
Teacher's Signature					
Administrator's Signature					

## **Appendix 7: ESL Student Supports and Inclusion**

### **Building a whole-school approach**

Creating a welcoming and inclusive school environment for SL students is a whole-school responsibility requiring the commitment of administrators, teachers, support staff and other leaders within the school community. The outcome of this committed effort is a dynamic and vibrant school environment that celebrates linguistic and cultural diversity as an asset and enriches the learning experience of all students.

ESL students should be included in as many regular classroom and school activities as possible. When the activity is beyond the linguistic ability of the learner, a modified version should be offered, or individual instruction provided.

### **Classroom teachers**

Teachers bring knowledge, enthusiasm and varied teaching approaches to the classroom, addressing individual student needs and ensuring sound and challenging learning opportunities for every student. The more inclusive and welcoming the teacher, the more the student benefits and has a positive experience in the new environment. A number of school and classroom factors have a positive influence on English language acquisition and the student's wellbeing and success in learning. It is advantageous to collaborate with the ESL teacher and to allocate time to do this.

Teachers and students can help create a welcoming environment for the new student in the following ways:

- Prepare the class for the ESL student such as informing the class of the student's name, background, experiences and languages.
- Encourage class/school to make welcome posters for the ESL student.
- Locate the student's country of origin on the map.
- Create a classroom environment which reflects and celebrates the linguistic and cultural diversity of all students.
- Use activities that help students to learn each others' names.
- Prepare the class to support the ESL student by speaking clearly and slowly, pointing to objects; be patient as the student learns English.
- Be sensitive to the ESL student getting used to a new country and school.
- Welcome the student by learning a few words the student's native language (e.g., "Hello", "How are you?")
- Help the student with essential survival terms, (e.g., "Washroom, please")
- Assign a student to show the new student around the class and school.
- Speak slowly, in complete simple sentences and enunciate clearly.
- Encourage the student's efforts at learning English and sharing knowledge of the world.

- Provide books, visual representations, concrete objects that reflect the student's background and interests.
- Invite guest speakers to present on the new student's country and culture.
- Acknowledge the student's birthday, religious and cultural festivals.
- Encourage the class to assist the ESL student to participate where they can.
- Provide a picture dictionary and/or children's dictionary to the ESL student.
- Provide high interest/low vocab books for leisure reading.
- Direct the student to easier reading resources for content area topics.
- Allow students' talents, interests, knowledge and capabilities to inform curriculum.
- Take an interest in students' lives and family events.
- Encourage and validate students' support of each other.
- Create an environment where students feel secure to ask questions and take risks in language learning and participation.
- Check for comprehension; use questions that require one word answers. Avoid asking, "Do you understand?"
- Use techniques and resources that make content comprehensible.
- Use approaches and strategies that are specifically differentiated in response to the student's language learning needs.
- Get to know the student's reading and writing ability. Don't assume a high literacy level because the student has relatively advanced oral skills.
- Where possible modify assignments so the ESL or ELD student writes less, has simpler questions to answer, fewer spelling words, etc.
- Give ESL students extra time to complete certain tasks.
- Use manipulatives to reinforce new concepts.
- Provide models of completed work assignments, projects, etc.
- Assign a buddy reader to read aloud to the student for a few minutes each day.
- In writing, teachers should respond first to content of what the student is saying, and then focus on correcting one or two errors rather than trying to "fix" everything.
- Allow ESL students to express themselves through art, drawing, painting, crafts.
- Limit lectures to short, clear explanations with visual cues.
- Use active methods of learning such as tasks, games, skits, songs, interviews and structured discussion with classmates.

Enjoy the enriching experience of working with students from other cultures!

For more professional development resources related to English as a Second Language and Newcomer Programs see the Department of Education Website.

## Appendix 8: Community Contacts

**The Community and Settlement Information Support Line for Immigrants:**  
1-877-666-9650.

**The Association for New Canadians**

144 Military Rd, St. John's, NL,  
Mailing Address: Box 2031 Station C, St. John's, NL , A1C 5R6  
Phone: 722-9680  
Fax: 754-4407  
Settlement Workers in the Schools (SWIS): 722-0921

The following community centres and clubs have a variety of programs including social, educational and recreational programs for children.

**Rabbittown Community Centre**

26 Graves Street, St. John's, NL, A1B 3C5  
Phone: 739-8482  
Fax: 739-8472  
Director: [director@rabbittown.ca](mailto:director@rabbittown.ca)  
<http://www.rabbittown.ca/>

**Buckmaster's Circle Community Centre**

129 Buckmaster's Circle, St. John's, NL, A1C 5T9  
Phone: 579-0718  
Fax: 737-0342  
<http://www.bmcc.nf.ca/>

**Froude Avenue Community Centre**

89 Froude Avenue, St. John's, NL, A1E 3B8  
phone: 579-0763  
fax: 570-0548

**MacMorran Community Centre**

10 Brother McSheffrey Lane, St. John's, NL , A1B 5B2  
Phone: 722-1168  
Fax: 722-1885  
<http://www.macmorran.ca/site/index.php>

**Virginia Park Community Centre**

51 Harding Rd, P.O. Box 21011, St. John's NL, A1B 5B2  
Phone: 709-579-4534 or 709-579-0257  
Fax: 709-579-4539  
[http://viriniapark.ca/index.php?pr=Home\\_Page](http://viriniapark.ca/index.php?pr=Home_Page)

**St. John's Boys and Girls Club**

P.O. Box 5012, St. John's, NL, A1C 5V3  
Tel: (709) 579-0181  
Fax: (709) 579-0182

Website: <http://www.bgclub.ca>

**City of St. John's Parks and Recreation**

HGR Mews Centre, 40 Mundy Pond Road, St. John's, A1E 1V1  
576-8499

<http://www.stjohns.ca/index.jsp>

**City of St. John's: The R.E.A.L. Program**

(Funding assistance for low income families to attend programs)

Department of Recreation, City of St. John's,

P.O. Box 908, St. John's, NL, A1C 5M2

Phone: 576-4556 or 576-8684

**Mount Pearl Parks & Community Services Department**

3 Centennial Street, Mount Pearl, NL, A1N 1G4

Tel: 748-1027

Fax: 748-1150

<http://www.mountpearl.ca/recprograms.asp#children>

**PEARL Program, City of Mount Pearl**

(Funding assistance for students to attend programs)

748-1046

**Dunfield Park Community Centre**

9 Ivy Court, P O Box 544, Corner Brook, NL, A2H 5T4

Phone: (709) 634-4077; Fax: (709) 634-5377

[director@dpcc.nf.net](mailto:director@dpcc.nf.net)

**The Boys and Girls Clubs of Newfoundland and Labrador** [*Clubs throughout NL*]

<http://www.boysandgirlsclubsofnl.com/index.asp>

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