

**Locally-Developed Course:
English as an Additional
Language (EAL)**

**EAL B10L
Levels 1 and 2**

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Rationale

Student success with academic goals in Saskatchewan is dependent on the acquisition of appropriate levels of English language proficiency. High school students who are new to the English language can benefit from explicit, targeted instruction in English as an Additional Language (EAL). Instruction which focuses on EAL will help students to work toward levels of language proficiency which will positively impact academic success in all subject areas.

Purpose

The purpose of the course **EAL B10L Levels 1 and 2** is to provide students with a locally developed high school credit course in English as an Additional Language. The course is designed to build basic levels of English language proficiency for English language learners who are making transitions into secondary level academic areas of study. The course is based on 100 hours of classroom instruction.

Characteristics of the Student Target Group

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

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

Incorporation of Core Curriculum Components and Initiatives

The provincial Core Curriculum Components and Initiatives include the six Common Essential Learnings (CELS) and the following Initiatives: Multicultural Education, First Nations, Métis, and Inuit Content and Perspectives, Resource-based Learning, and Gender Equity. The CELS and Initiatives are interrelated areas containing understandings, values, skills, and processes which are considered important for learning in all areas of study.

The Core Curriculum CELs and Initiatives are integrated into the topics and themes which have been selected for this course. They are not explicitly identified. In addition, Career Development Competencies appear within the context of a specific unit or units devoted to this topic.

Adaptive Dimension

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

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

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

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

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

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

The Adaptive Dimension Variables

<p>The Learning Environment</p> <ul style="list-style-type: none"> • Classroom Climate • Grouping Students For Instruction • Technical Support and Support Personnel • Physical Setting 	<p>Curriculum</p> <ul style="list-style-type: none"> • Assessment of Curriculum Concepts and Skills • Variations to Curriculum Content • Selection of Instructional Materials • Student Evaluation
<p>The Learner</p> <ul style="list-style-type: none"> • Learning Style • Cognitive Development • Physical Development • Social Development • Emotional Development • Multiple Intelligences • Interests • Self-Concept • Cultural Identity 	<p>Instruction</p> <ul style="list-style-type: none"> • Instructional Strategies, Methods, and Skills • Reflection • Pacing and Time Factors • Feedback Cycle

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

Core Curriculum Framework

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

Languages as tools for “Lifelong Learning”

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

Languages as a reflection of “Self, Community, and Place”

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

Languages as bridges to “Engaged Citizens”

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

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

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

K–12 goals are broad statements identifying what students are expected to know and be able to do upon completion of study in a particular subject or content area by the end of Grade 12.

Through the study of *English as an Additional Language*, students will:

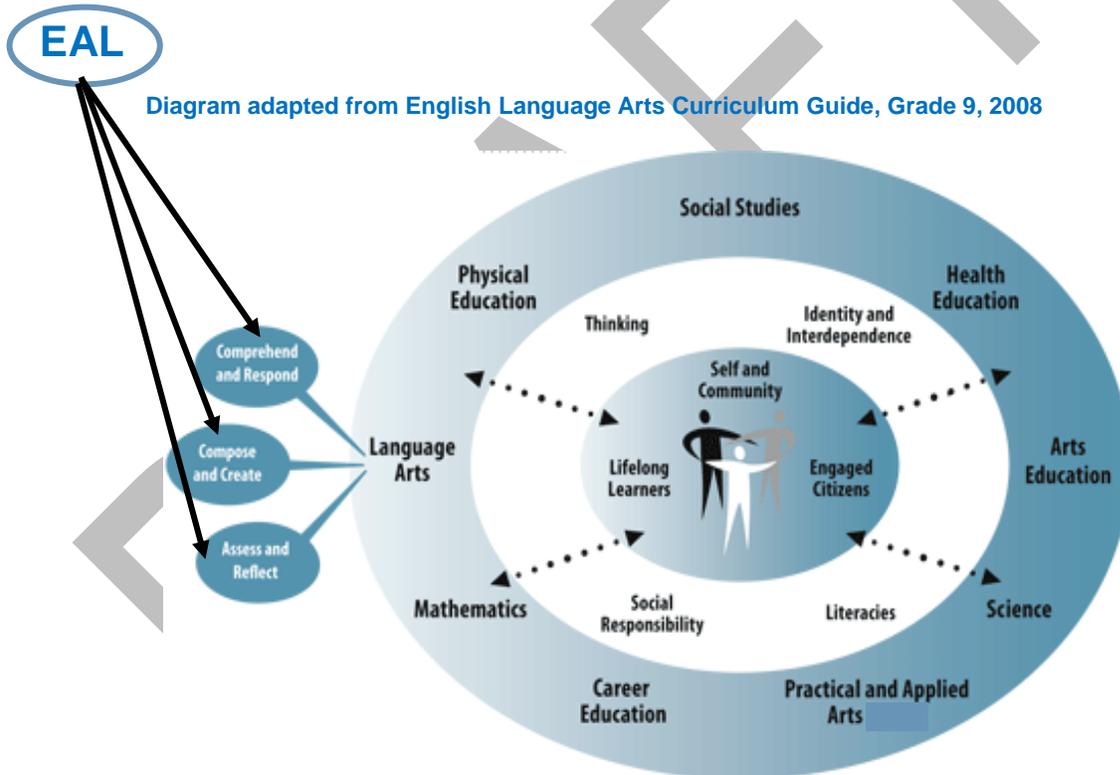
- **Comprehend and Respond (CR)** Students will develop their abilities to use English to view, listen to, read, comprehend, and respond to a variety of texts (oral, print and other texts) in academic and social settings.
- **Compose and Create (CC)** Students will develop their abilities to speak, write, and use other forms of representing to produce a variety of messages in English for a variety of academic and communicative purposes and for a range of audiences.

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

Links to English Language Arts (ELA) and Subject Areas

Links have been made between the goals of *EAL B10L Levels 1 and 2* and the provincial English Language Arts curriculum. The overarching goals of Comprehending and Responding, Composing and Creating, Assessing and Reflecting provide a common context for outcomes and indicators, allowing for smooth transitions to ELA when deemed appropriate.

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



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

country, culture, and educational environment will require targeted English language instruction to assist them in building a range of robust academic vocabulary, as well as an understanding of the cultural contexts contained in learning materials (Peterson & Coltrane, 2003).

It should be noted that the course *EAL B10L Levels 1 and 2* does not replace compulsory ELA courses in Saskatchewan. Rather, it is designed to support incremental steps in a language learning process. As English language learners grow in their language proficiency and their confidence in using English, they will be ready to take on the expectations of ELA curricula.

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

What EAL is...	What EAL is not...
Using visual, multimedia, oral and written communications for a range of purposes across curricular content areas	Focusing on achieving a minimum level of English proficiency before participating in any content area study
Studying English in addition to known language(s) to allow for full participation in Canadian society	Promoting English language study to replace known language(s)
Focusing on communicative competence	Focusing on grammar rules
Teaching and learning for deep understanding	Asking and answering solely teacher-driven questions
Incorporating many different world views	Reflecting one predominant world view
Emphasizing meaningful communication in authentic situations	Focusing on the memorization of words and phrases out of context
Creating and communicating meaning through both receptive and expressive language strands	Focusing exclusively on reading and writing in order to create and communicate meaning
Demonstrating learning in various contexts and reflecting on learning through self-assessment	Relying on teacher assessment and evaluation of English language progress
Approaching language study with a whole to part to whole orientation	Approaching language study through vocabulary lists
Approaching the learner as able and capable.	Approaching the learner as requiring remediation.
Approaching language study by using a range of instructional and assessment strategies	Approaching language study primarily through pencil and paper tasks and assessments
Learning how English is structured (e.g., discourse styles, registers, functions, cues and conventions) and consciously using the language for a range of purposes and contexts.	Focusing exclusively on grammar instruction as the means to achieving communicative competence

Planning for EAL Instruction

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

- **Conventions** are accepted practices or rules of the language, such as punctuation and capitalization, as well as presentation formats, such as headings, footnotes, charts, or captions.
- **Forms** are the ways in which we organize the use of language, including sentences, paragraphs, and essays, and the different methods of development such as chronological or comparative.
- **Functions** highlight the purpose of various texts such as descriptive, persuasive, narrative, and expository.
- **Cueing Systems** are sets of cues or clues that build effective reading and communication skills, such as use of visuals, repetitive patterns, clauses, key phrases, or combinations.

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

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

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

Meaningful Contexts

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

Outcomes and Indicators

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

Language learning outcomes:

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

Indicators:

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

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

Critical and Powerful Learning Strategies

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

In order to achieve the outcomes of **EAL B10L Levels 1 and 2**, students need to learn how to use a range of language skills and strategies. Effective language teachers employ a variety of instructional approaches and strategies to help students move from teacher-supported and guided lessons to independent learning.

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

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

Before...	During...	After...
<ul style="list-style-type: none"> • Introduce and explain the purpose of the skill or strategy. • Demonstrate and model its use. 	<ul style="list-style-type: none"> • Provide guided practice for students to apply the skill or strategy with feedback. • Allow students to apply the skill or strategy independently and in teams. 	<ul style="list-style-type: none"> • Reflect on the use of the skills or strategies and their effectiveness. • Assess student ability to transfer the repertoire of skills or strategies with less and less teacher prompting over time.

Regular Assessment and Evaluation of Student Learning

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

Assessment and evaluation of English language learners requires:

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

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

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

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

- highlights progress to students, teachers, parents, and others
- helps teachers to make informed decisions about next steps in the teaching and learning process.

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

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

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

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

Diagnostic assessments are standardized tools for measuring large-scale progress. These assessment tools should be used cautiously with English language learners, as they can be linguistically demanding and culturally laden.

Learning Outcomes

The locally developed course *EAL B10L Levels 1 and 2* is aimed at building beginner level language skills and abilities, as identified in the chart of **Language Proficiency Levels (see Appendix B)**. This course targets Levels 1 and 2 of a total of six language levels outlined in this chart.

In order to obtain a course credit, students are expected to **demonstrate a minimum of Level 1 language outcomes**. It is recognized that **some students will already have attained some Level 2 language outcomes**. This reaffirms the fluid nature of language acquisition.

While the focus of this course is to build a basic level of English proficiency (Level 1), learners are encouraged to continually strive for higher levels of language proficiency (Level 2 and beyond) to meet their academic needs.

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

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

LEVEL 1: Receptive Language Use (Comprehend and Respond)

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

LEVEL 1	Outcomes	Indicators (<i>suggested representative list</i>)
VIEWING	CR 1.1 Demonstrates an understanding of illustrations, visuals and graphics found in simple text.	The language learner: <ul style="list-style-type: none"> • Recognizes common 'environmental print' (e.g. signage in and around buildings). • Understands simple body language and gestures. • Locates items on simple maps, diagrams, timetables, or charts.
LEVEL 1	Outcomes	Indicators (<i>suggested representative list</i>)
LISTENING	CR 1.2 Comprehends speech that is made up of familiar words, phrases and carefully articulated statements, with appropriate pauses to assist in recognition.	The language learner: <ul style="list-style-type: none"> • Is familiar with basic introductory expressions and useful conversation conventions (e.g. Hello. How are you? It's nice to meet you, Please, Thank you, etc.). • Identifies the sounds of letters of the alphabet. • Understands basic greetings, farewells, and expressions of politeness. • Recognizes the numbers 0 to 20. • Recognizes common colours. • Knows expressions of time such as days of the week, months, years, and dates • Recognizes familiar words and phrases about oneself, family, and friends, including name, age, family members, and friends • Recognizes town or city of residence and nationality/country of origin • Understands words and expressions related to basic information statements and interests • Recognizes basic classroom vocabulary and follows single-step instructions • Recognizes short sentences about events in the present.
LEVEL 1	Outcomes	Indicators (<i>suggested representative list</i>)
READING	CR 1.3 Demonstrates understanding of very short, simple texts with teacher support as required.	The language learner: <ul style="list-style-type: none"> • Recognizes and understands familiar words and phrases, supported by visuals. • Locates basic information in simple text (location, time, date, personal information). • Follows brief and simple one-step directions to complete a task.

LEVEL 1 Expressive Language Use (Compose and Create)

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

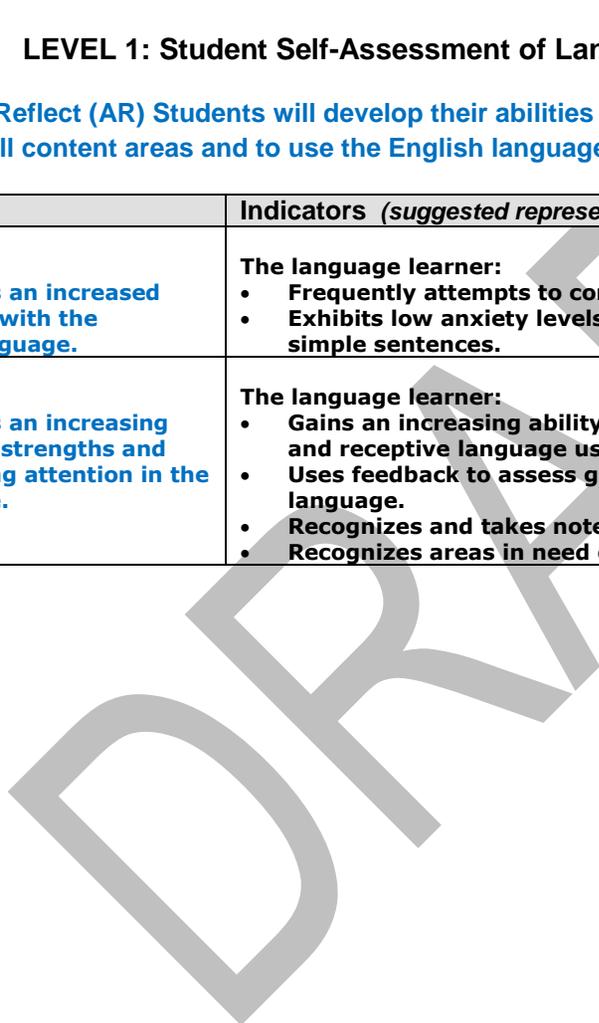
LEVEL 1	Outcomes	Indicators (<i>suggested representative list</i>)
REPRESENTING	CC 1.1 Expresses meaning using illustrations, key words, and non-verbal communications.	The language learner: <ul style="list-style-type: none"> • Labels illustrations, graphs and other visuals accurately. • Expresses understanding using non-verbal language, such as symbols or gestures.
LEVEL 1	Outcomes	Indicators (<i>suggested representative list</i>)
SPEAKING: INTERACTION	INTERACTION CC 1.2–1 Interacts in simple ways by using memorized questions and answers. Begins to use techniques of repetition and rephrasing.	The language learner: <ul style="list-style-type: none"> • Uses short patterned questions to seek information • Requests help, repetition, or clarification. • Interrupts and attracts attention appropriate to the context. • Greets, says farewell, thanks people, and responds appropriately • Introduces self and responds to common personal questions. • Communicates using expressions of time, such as days of the week, months, dates, hours. • Shares information about family, including name, age, and family members. • Interacts using memorized language about the classroom and classroom/school routines. • Asks and responds to simple everyday questions about hobbies and interests.
SPEAKING: PRODUCTION	PRODUCTION CC 1.2–2 Produces simple sentences about self, people, places, and common or recurring topics.	The language learner: <ul style="list-style-type: none"> • Counts, and indicates time and quantities. • Presents or reads aloud simple, rehearsed sentences. • Uses simple sentences to describe self, people, places or daily routines. • Imitates the pronunciation and intonation of simple words and phrases.
LEVEL 1	Outcomes	Indicators (<i>suggested representative list</i>)
WRITING	CC 1.3 Provides personal details in written form.	The language learner: <ul style="list-style-type: none"> • Completes simple forms with personal details such as name, date of birth, nationality/country of origin, and address. • Produces short phrases retrieved from memory or with prompts, about self, others, daily life. • Produces personal lists using known vocabulary. • Understands appropriate writing conventions such as periods and capitalization of nouns when producing texts.

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LEVEL 1: Student Self-Assessment of Language Use (Assess and Reflect)

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

LEVEL 1	Outcomes	Indicators <i>(suggested representative list)</i>
ASSESS & REFLECT	AR 1.1 Demonstrates an increased comfort level with the additional language.	The language learner: <ul style="list-style-type: none"> • Frequently attempts to communicate using the English language. • Exhibits low anxiety levels, or growing confidence, when using English words, phrases, or simple sentences.
ASSESS & REFLECT	AR 1.2 Demonstrates an increasing awareness of strengths and areas requiring attention in the new language.	The language learner: <ul style="list-style-type: none"> • Gains an increasing ability to set and articulate goals for improvement in both expressive and receptive language use. • Uses feedback to assess growth in the expressive and receptive aspects of the target language. • Recognizes and takes note of accomplishments in the target language. • Recognizes areas in need of attention and attends to those areas.



LEVEL 2: Receptive Language Use (Comprehend and Respond)

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

LEVEL 2	Outcomes	Indicators (<i>suggested representative list</i>)
VIEWING	CR 2.1 Demonstrates understanding of illustrations, visuals, and graphics found in simple text.	The language learner: <ul style="list-style-type: none"> • Extracts selected information from simple charts, tables, maps, and other visuals. • Understands a range of 'environmental print' (e.g. signage in and around buildings). • Gathers meaning about purpose and context by examining headings, captions, or illustrations in short, simple text.
LISTENING	CR 2.2 Follows carefully articulated speech which has pauses to assist in recognition.	The language learner: <ul style="list-style-type: none"> • Recognizes formal and informal forms of address and the relationships between people, including immediate and extended family. • Recognizes numbers from 32 to 100, multiples from 100 to 1000, and structure of ordinal numbers. • Recognizes basic ways to denote sharing and ownership (e.g., our, your, mine, etc.). • Is familiar with basic phrases about daily living, such as time, day, weather, seasons • Recognizes basic phrases about physical characteristics, personality, and feelings. • Recognizes basic phrases that denote position (e.g., first, second, etc.). • Demonstrates awareness that a question is being posed. • Understands familiar requests and instructions. • Can respond to two-step directions. • Understands short sentences about events that take place in the present, and the immediate future, qualified by appropriate time expressions. • Recognizes words that describe actions. • Understands short, clear messages and announcements. • Recognizes the main idea of new or less familiar phrases and sentences in the past, present or near future.
READING	CR 2.3 Understands short, simple text. Identifies familiar names, words, and basic phrases, rereading as necessary.	The language learner: <ul style="list-style-type: none"> • Understands specific, predictable information in simple texts. • Understands short, simple messages. • Follows short, simple written instructions. • Understands the main idea of slightly more complex or less familiar written phrases and sentences.

LEVEL 2: Expressive Language Use (Compose and Create)

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

LEVEL 2	Outcomes	Indicators (<i>suggested representative list</i>)
REPRESENTING	CC 2.1 Expresses meaning using illustrations, key words, and non-verbal communications.	The language learner: <ul style="list-style-type: none"> Understands and uses a range of gestures/non-verbal strategies appropriately. Expresses understanding of simple text through a range of representational forms (e.g., charts, graphs, illustrations, movement) if provided with appropriate support.
LEVEL 2	Outcomes	Indicators (<i>suggested representative list</i>)
SPEAKING: INTERACTION	INTERACTION CC 2.2-1 Interacts in simple ways, initiating and responding to basic statements on familiar topics.	The language learner: <ul style="list-style-type: none"> Communicates using numbers from 32 to 100 and ordinal numbers. Uses appropriate terms to describe immediate and extended family relationships Uses formal and informal forms of address, accompanied by appropriate sociocultural conventions. Uses basic terms to express sharing and ownership (e.g. our, your, mine). Exchanges simple information about likes, dislikes, and needs. Expresses basic agreement or disagreement and support with reasons. Exchanges simple information about time of day, weather, and seasons. Exchanges simple information about physical and personality characteristics. Communicates feelings with supporting simple reasons and responds with basic expressions of empathy. Suggests and responds to simple everyday plans in the present or immediate future. Exchanges information about the recent past. Uses communication strategies to initiate and sustain interaction.
SPEAKING: PRODUCTION	PRODUCTION CC 2.2-2 Produces comprehensible language to describe self, people, places and topics of personal interest or relevance.	The language learner: <ul style="list-style-type: none"> Uses appropriate phrases and simple sentences with or without support to describe family, friends, school, and interests Delivers a simple presentation. Uses comprehensible pronunciation, intonation, stress, and rhythm of words, phrases, and sentences for emphasis and to support meaning. Distinguishes among declarative, interrogative, exclamatory and imperative structures.

LEVEL 2	Outcomes	Indicators <i>(suggested representative list)</i>
WRITING	CC 2.3 Produces familiar words, and short phrases (e.g., brief instructions, names of everyday objects, and commonly occurring phrases, personal address, nationality) and some relevant details about self.	The language learner: <ul style="list-style-type: none"> Writes short simple lists and messages, respecting accents and punctuation conventions. Writes a short personal letter with modeled support or guidance.

LEVEL 2: Student Assessment of Language Use (Assess and Reflect)

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

LEVEL 2	Outcomes	Indicators <i>(suggested representative list)</i>
ASSESS & REFLECT	AR 2.1 Demonstrates an increased comfort level with English as an additional language.	The language learner: <ul style="list-style-type: none"> Communicates frequently using the English language. Exhibits increased confidence while using the English language.
ASSESS & REFLECT	AR 2.2 Demonstrates an increasing awareness of personal strengths and areas requiring attention in the new language.	The language learner: <ul style="list-style-type: none"> Sets and articulates goals for improvement in expressive and receptive English language use. Uses feedback to assess growth in the expressive and receptive aspects of the new language. Recognizes and celebrates personal accomplishments when using English as the language of communication. Recognizes areas in need of attention and takes responsibility for attending to those areas of language development.

Suggested Topics and Themes

Four main units offer over-arching categories for the organization of course content. The units are further divided into themes or topics, which will create meaningful contexts to address the language learning outcomes. Note that:

- Students will benefit from instruction which is **explicit, targeted, and focused** on subject-specific vocabulary.
- It is understandable that students of EAL will face challenges with the content areas as they work toward English language proficiency. However, placing English language learners with **peers who are fluent speakers of English** dramatically increases their exposure to both conversational and academic language.
- Selected themes will give students opportunities to make **connections to prior learning** and their life experiences from another country or culture. Cummins et al. (2005) stresses the importance of affirming identity in multicultural classrooms.
- **Basic themes** are listed in the second column. They form the core units of study for *English as an Additional Language B10L Levels 1 and 2*, targeting Level 1 language skills. The order of themes is open to choice, however, teachers will need to plan for adjustments to the sequence of language which is presented, reviewed, reinforced and assessed as themes change.
- Themes or topics which allow for **language extensions** and the use of more demanding Level 2 language skills are listed in the third column. These themes should be addressed if students are ready for more advanced levels of language development.
- Possibilities for language correlations between **EAL themes and subject area study** appear in the fourth column. These are suggested correlations; many other combinations can be made. (See **Appendix C** for lists of ways in which EAL can reinforce the language of subject areas)

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

Units of Study	Basic Themes/Topics (Level 1 language)	Extensions of Themes/Topics (Level 2 language)	Subject Area Language Integration
<p>Basic Communication</p> <p><i>This unit introduces basic communication patterns required for most familiar</i></p>	<p>My Profile</p> <ul style="list-style-type: none"> • Personal profile • Family • Home • Language(s) 	<p>My History</p> <ul style="list-style-type: none"> • Background profile (<i>home and environment prior to moving</i>) • Home country profile (<i>world flags; colours</i>) 	<ul style="list-style-type: none"> • PAA (<i>information processing, use of technology</i>) • Social Studies • Language Arts • Arts Education

<p><i>situations.</i></p>	<p>My New School</p> <ul style="list-style-type: none"> • School • Relationships, friends 	<p>Prior Education</p> <ul style="list-style-type: none"> • Prior schooling experiences • Relationships, friends 	<ul style="list-style-type: none"> • Instructional language (<i>basic terms used every day at school</i>) • Health • Wellness • PAA (<i>information processing</i>) • Language Arts
	<p>Where I Live Now</p> <ul style="list-style-type: none"> • Community connections (local, cultural, online links) • Community services available around me 	<p>Where I Lived Before</p> <ul style="list-style-type: none"> • Rural/urban location, lifestyle, faith, culture, and language(s) • Workplaces, work experiences 	<ul style="list-style-type: none"> • Social Studies • Health • Wellness (<i>also hobbies, sports, pastimes</i>) • Arts Education (<i>music, dance, drama, arts</i>) • PAA (<i>career and work exploration, life transitions</i>) • Language Arts
<p>Elements of Time and Place</p> <p><i>This unit explores important aspects of time and location that impact daily life.</i></p>	<p>Time and Seasons</p> <ul style="list-style-type: none"> • Calendar (<i>numbers, calendar, time, yesterday/today/tomorrow</i>) • Important dates • Weather (<i>seasons, temperatures</i>) 	<p>Location</p> <ul style="list-style-type: none"> • Addresses (<i>local and global</i>) • Countries, cities • Time zones • Travel, modes of transportation • Currency 	<ul style="list-style-type: none"> • Mathematics • Geography • Science • Social Studies • History • Economics
	<p>Place and Directions</p> <ul style="list-style-type: none"> • Place, directions (<i>neighbourhood, map skills, online maps, such as Google maps, Mapquest</i>) • Transportation (<i>schedules, availability, driver training</i>) 	<p>World Weather and Its Effects</p> <ul style="list-style-type: none"> • Global weather patterns (<i>impact on lifestyle, extreme conditions</i>) • Environment (<i>flora & fauna, ecology, global effects</i>) 	<ul style="list-style-type: none"> • Geography • Social Studies • Science • Biology • PAA (<i>agriculture, food studies, construction, driver education</i>) • Language Arts
<p>Focus on Health and Wellness</p> <p><i>This unit highlights healthy lifestyles, including physical and psychological well-being.</i></p>	<p>Personal Health</p> <ul style="list-style-type: none"> • Body (<i>Physical parts, personal care</i>) • Physical well-being • Psychological well-being (<i>emotions, sources of support</i>) 	<p>Wellness</p> <ul style="list-style-type: none"> • Physical wellness (<i>anatomy, body systems</i>) • Psychological wellness (<i>new country, culture shock</i>) 	<ul style="list-style-type: none"> • Science • Wellness • Biology • Psychology • Physical Education • PAA (<i>life transitions</i>) • Language Arts

	Personal Care <ul style="list-style-type: none"> • Nutrition • Physical Activities 	Illness <ul style="list-style-type: none"> • Common illnesses and remedies • Alternative medicine (<i>medicine wheel, acupuncture, folk remedies</i>) 	<ul style="list-style-type: none"> • Health • Wellness • Biology • Native Studies • Physical Education
	Personal Interests <ul style="list-style-type: none"> • Hobbies/Pastimes • Community programs (<i>links to interests such as reading, music, dance, arts, sports</i>) 	Teams, cooperation, and friendship <ul style="list-style-type: none"> • Team participation (<i>school teams, committees, global events, Olympics</i>) • Movies, films, music, dance, performing arts 	<ul style="list-style-type: none"> • PAA (<i>e.g. food studies, design, electronics, mechanics, construction</i>) • Physical Education • Arts Education (<i>music, arts, drama, dance</i>) • Language Arts
Cross-Cultural Connections <i>The unit offers ways to make connections between Canada and students' home countries.</i>	Connecting Countries <ul style="list-style-type: none"> • Noteworthy people, places, and events in Canada and the home country. 	Being a New Citizen <ul style="list-style-type: none"> • Government, politics, and civic life in Canada and the home country 	<ul style="list-style-type: none"> • Canadian Studies • History • Native Studies • Social Studies • Language Arts
	Cultures in Our Class <ul style="list-style-type: none"> • Cultural symbols (<i>flag, anthem, emblems, music, dance, currency</i>) • Traditions and spirituality (<i>national dress, celebrations, observances, cultural practices, foods</i>) 	Global Links <ul style="list-style-type: none"> • Canada and multiculturalism • First Nations and Metis peoples • Francophone culture and history • Languages of the world (origins of words, cognates) • Legends and folklore 	<ul style="list-style-type: none"> • Arts Education (<i>music, arts, dance</i>) • PAA (<i>clothing, design, cooking, photography</i>) • Language Arts • Native Studies • Physical Education • Science • Social Studies • Geography

ELA Compatibility Chart

Circumstances in some Saskatchewan schools may require English language learners to be placed in ELA classrooms in the earliest stages of their language learning. In such instances, adjustments must be made to expected ELA outcomes, given that the ELA curriculum outcomes have been written for Canadian students who are speakers of English. Adjustments should reflect the process of learning English as a new language of communication for academic purposes.

Identifying complementary overlap between EAL course themes and ELA curriculum themes may assist teachers to adjust language outcomes for English language learners, thereby allowing students to work toward course requirements of **EAL B10L**. The following chart provides a quick reference to themes/topics in Grade 9 and 10 ELA courses.

Grade 9: Suggested ELA Themes/Topics (2008 document)

<p>Personal and Philosophical Exploring Loyalty, Love, Relationships (Model Unit) OR All That I Am (<i>Crossroads 9</i>) OR Look Closely (Exploring Identity and Relationships) (<i>SightLines 9</i>)</p>	<p>Social, Cultural, and Historical Challenges and Issues – Doing the Right Thing (<i>Crossroads 9</i>) OR Final Frontiers (<i>Crossroads 9</i>) OR Look Back (Personal and National History) (<i>SightLines 9</i>) OR Equal Opportunity (<i>Identities 9</i>)</p>	<p>Imaginative & Literary Indigenous and Norse Narratives (Model Unit) OR A World of Tales (<i>Crossroads 9</i>) OR Endless Possibilities (<i>Identities 9</i>)</p>	<p>Communicative Fast Forward (<i>Crossroads 9</i>) OR Image and Information (<i>Identities 9</i>)</p>	<p>Environmental and Technological In Touch (Nelson mini-series)</p>
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Grade 10: Suggested ELA Themes/Topics (1999 document)

A10

<p>Canadian Frontiers and Homeland--Journeys and Discoveries Possible sub-themes include: Roots and Identity, Traditions and Celebrations, Beliefs and Search for Meaning, Cultural Encounters.</p>	<p>Challenges--Opportunities and Obstacles Possible sub-themes include: Quests and Adventures, Courage and Leadership, Struggle and Achievement, Conflict and Search for Peace.</p>	<p>The Unknown--Hopes and Fears Possible sub-themes include: Mystery and Suspense, The Unexplained, Fantasy, Science Fiction, The Future.</p>
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B10

<p>Decisions--Action or Apathy Related issues include: Life Pressures, Values, Consequences, Career Decisions, Apathy versus Action.</p>	<p>Environment and Technology--Reality and Responsibility Related issues include: Survival, Disasters, Animal Rights, Urban and Rural Issues, Ecology and Technology.</p>	<p>Equality--Pain and Pride Related issues include: Judging and Misjudging Others, Rights and Responsibilities, Inequalities, Racial Tensions, Justice and Fairness.</p>
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Effective Teaching and Learning Strategies

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

Effective teaching and learning strategies move from teacher-supported and guided lessons to independent learning, using a process of gradual withdrawal of support known as **scaffolding**. Language learning students, in particular, benefit from a **before-during-after approach** in which

the skills and strategies are introduced and demonstrated; then they are practiced with feedback; finally, the skills and strategies are applied independently by students, with time taken to reflect on their use (see page 10).

A recent literature review by the Saskatchewan Instructional Development and Research Unit (as reported in Thompson, 2009) highlighted nine strategies which have been found to be effective for all students, in all subject areas and across all grade levels by Marzano et al. (2001). These strategies are:

- identifying similarities and differences
- summarizing and note taking
- reinforcing effort and giving recognition
- homework and practice
- non-linguistic representations
- cooperative learning
- setting objectives and providing feedback
- generating and testing hypotheses
- questioning, cueing, and using advance organizers.

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

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

▶ Audio and Video Supports (L, S, V)

Audio (digital books, e-books, books on tape, radio, sound files, etc.) and video tools (television broadcasts, movies, video files, documentaries, etc.) allow EAL students to practice listening to a wide range of voices and viewing speakers with different types of nonverbal behaviours.

Learners listen to previously recorded text and/or video. They may follow along, pausing and replaying when necessary. The text can take the form of questions or dialogue where they are required to respond with an answer or a comment.

▶ Cooperative Learning Strategies (S, L)

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

▶ Dialogue Journals (W, RD, R)

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

▶ Echo Reading (S, L, RD)

In echo reading, a teacher reads the selected text and students repeat, using similar pronunciation and intonation patterns. Visual and auditory skills work together.

▶ Explicit Instruction (L, V, RD)

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

▶ First Language Use (W, RD, S, L)

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

▶ Graphic Organizers (V, R, W, RD, S, L)

Graphic organizers are visual communication tools that use symbols to express ideas and concepts. The organizers can be used, before, during, and after instruction as well as for assessment of learning. They may take many forms such as:

- Venn diagrams
- comparison and contrast charts
- mind maps
- K.W.L. (**K**now, **W**ant to Know, **H**ave **L**earned) charts
- fishbone diagrams
- the 5W's information chart
- cause and effect flow chart
- concept ladder

Note: See <http://www.nlc.state.ne.us/epubs/E2000/H082-1996.pdf> for numerous templates.

▶ Information Gap (L, S, RD, V, RP)

Known in Great Britain as the **Barrier Game**, pairs of students practice their speaking and listening skills when giving and following directions with a barrier between them. The barrier (an easel, a binder, etc.) is used to prevent students from seeing the assigned image or task. This strategy requires students to use and interpret oral description and may be modified in many ways.

▶ Inside/Outside Circles (L, S)

This strategy has students actively engaged in listening and speaking. Students form concentric circles and engage in a directed speech activity with the person across from them. The outer (or inner) circle rotates, giving each language learner a new partner and a new opportunity for practice.

▶ Language Experience Approach (S, RD)

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

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

▶ Nonlinguistic Representations (R)

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

▶ Skim and Scan (RD)

Directly teach learners reading strategies that will enhance their reading skills. Skimming and scanning are excellent before reading strategies to help students preview material prior to reading. Language learners can also engage in other strategies such as predicting chapter content from headings, creating vocabulary lists, and writing responses.

▶ Story Strips (R, S, V)

This strategy (which may be done individually or with a partner) has text cut into sections for students to reassemble in proper order. This strategy may also be used to assemble sentences or phrases in the early stages of language learning.

▶ SQ3R Strategy (RD, S)

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

▶ TPR –Total Physical Response (L, V, S)

In TPR, students respond with physical activity to an increasingly complex set of commands. The student's response to the oral commands encourages active listening and indicates a student's language comprehension.

▶ Word Walls (RD, V, S)

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

Effective Assessment and Evaluation Strategies

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

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

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

▶ Checklists

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

▶ Cloze

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

▶ Interviews and Conferences

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

▶ Observations and Anecdotal Records

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

▶ Oral Presentations

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

▶ Portfolio Assessment

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

▶ Response Logs

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

▶ Rubrics

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

▶ Self-Assessment

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

▶ Writing Scaffolds (RD, W)

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

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

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

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

In my opinion, we should have/should not have a school uniform.

First of all...

Also...

Another reason is...

In addition...

Finally,...

Therefore, I believe that...

Summative Checkpoints For Evaluating Progress in EAL

Evaluation of progress in EAL may seem like a difficult task, but showing where language progress has been made is more manageable when the assessment and evaluation strategies are clearly linked to the course outcomes.

The charts which follow offer examples of summative tools for **teacher and student use**. The 'checkpoints' in language development are based on the outcomes of this course. They articulate what a student is able to do as a result of their learning experiences in [EAL B10L](#).

Checkpoints: Levels 1 to 2	Checkpoints: Levels 2 to 3
<p>A student may be ready to move from Level 1 to Level 2 when the student:</p> <ul style="list-style-type: none"> ○ Can answer simple questions about familiar, personal topics such as name, age, country of origin, address. ○ Can understand basic instructions if delivered slowly and possibly accompanied with gestures. ○ Can respond appropriately to simple yes/no questions when posed clearly and asked slowly. ○ Can label pictures with common high interest or high frequency words ○ Can pick out some familiar words and phrases if the oral message is clear and delivered slowly. ○ Can understand the general idea of text if accompanied by visual clues and illustrations. ○ Can comprehend the general idea of the content of simple informational material and short, simple instructions especially if there is visual support such as illustrations and graphs. ○ Can understand some oral/print connection (e.g. can reproduce some letters' sounds and knows some letters' symbols). ○ Can produce simple, mainly isolated phrases about people and places. ○ Can read a short rehearsed statement in the target language. ○ Can write simple, isolated words and phrases. ○ Can label a diagram with some basic, functional words (e.g. everyday objects in the immediate environment) 	<p>A student may be ready to move from Level 2 to Level 3 when the student:</p> <ul style="list-style-type: none"> ○ Can handle short social exchanges on familiar, personal topics, with some reliance on the other speaker to keep the conversation going. ○ Can seek new information by asking questions. ○ Can ask a speaker to repeat or clarify. ○ Can express likes and/or dislikes. ○ Can understand simple, concrete instructions. ○ Can understand words and phrases on signs encountered in everyday situations (e.g. entrance; exit; do not walk; days of the week, etc.). ○ Has sufficient vocabulary for coping with simple, concrete needs. ○ Can respond appropriately to short, simple questions with a degree of automaticity. ○ Can read short texts (with support) containing mostly familiar words and phrases. ○ Can identify certain text features that assist comprehension (e.g. titles, headings, graphs, charts, etc.). ○ Can comprehend the main ideas in a short, simple, oral presentation, especially if visuals have been used and/or there have been opportunities to ask for clarification or repetition. ○ Can write short texts to express basic personal information. ○ Can fill in forms with personal details

Student Self-Assessment: Levels 1 to 2***I may be ready to move from Level 1 to Level 2 when I:***

- ▶ Can greet people. *Hello, how are you? What is your name? My name is...*
- ▶ Can answer simple questions about myself and my family.
- ▶ Can ask for help. *Where is the bathroom? Which bus do I take? What time is it?*
- ▶ Can identify some basic words. *e.g. teacher, student, desk, door, school, book, library*
- ▶ Can write my name, address and telephone number.
- ▶ Can label a diagram showing everyday objects or specific items. *e.g. parts of the body, colours, directions*
- ▶ Can identify letters of the alphabet and the sounds that these letters make.
- ▶ Can initiate some basic conversations (without teacher prompting).
- ▶ Can show that I am making progress with my language skills.

Student Self-Assessment: Levels 2 to 3***I may be ready to move from Level 2 to Level 3 when I:***

- ▶ Can answer simple questions about familiar topics, such as where I live and the people that I know.
- ▶ Can produce simple sentences about myself and familiar places and topics.
- ▶ Can follow straightforward instructions. *Please close the door. Walk to Room 3.*
- ▶ Can fill out a basic application or registration form.
- ▶ Can read a short passage containing words I have seen before.
- ▶ Can write a short piece of text using familiar words and writing conventions.
- ▶ Can understand short texts about familiar topics which use known phrases and vocabulary.
- ▶ Can understand posters or signs with basic words. *No school on Monday. Library closed. Please turn cell phones off.*
- ▶ Can start a simple conversation with a native speaker in the target language.
- ▶ Can understand short text about daily patterns or familiar activities.
- ▶ Can understand short text that uses common phrases and vocabulary in context.
- ▶ Can show that I continue to progress with my language skills.

Suggested Learning Resources

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

Level One Resources

Berish, L. & Thibaudeau, S. (1997). *Canadian concepts 1* (2nd ed.). Prentice Hall. (ISBN 0-13-591686-0)

Kaskens, A. (2003). *A beginning look at Canada*. (2nd ed.). Pearson. (ISBN 2-7613-1462-X)

Kaskens, A. & Cooper, D. (2001). *Calendar activities: Canadian edition*. Johnson ESL. (ISBN 1-894799-00-3)

Schoenberg, I. & Maurer, J. (2006). *Focus on grammar 1: An integrated skills approach* (2nd ed.). Pearson. (ISBN 0-13-147466-9 for student book, ISBN 0-13-147480-4 for audio CD's, ISBN 978-013147407 for answer key, ISBN 978-0131474697 for student workbook, ISBN 978-0131931428 for assessment pack, and ISBN 978-0131474685 for teacher's manual).

Watcyn-Jones, P. (2001). *Vocabulary 1: Games and activities (new edition)*. Pearson. (ISBN 978-0-582-46566-4) Is this really his name? Is it Pearson or Penguin?

Level Two Resources

Berish, L. & Thibaudeau, S. (1997). *Canadian concepts* (2nd ed.). Prentice Hall. (ISBN 0-13-591710-7)

Blass, L. & Pike-Baky, M. (2000). *Tapestry writing 2*. Heinle Cengage Learning. (ISBN 0-8384-0038-8)

Broukal, M. (2001). *What a life: Stories of amazing people*. Addison Wesley/Longman Pearson. (ISBN 0-13-093982-X)

Broukal, M. (2004). *What a world 1: Amazing stories from around the globe*. Pearson. (ISBN 0-13-048462-8)

Callan, N. (2005). *Callan's holiday jigsaws 2 for upper beginner and intermediate ESL*. (ISBN 978-0-9730398-4-9)

Chu, V. (2003). *Teaching global unity through proverbs, metaphors and story telling*. (ISBN 0-9733336-0-X)

Duran, E., Gusman, J. & Shefelbine, J. (2005) *Access: newcomers program*. Houghton Mifflin. (ISBN 10:0-669-50902-7)

Dyck, P. (2003). *Real heroes, real animals, real people: Canadian edition*. ESL Resources

Gaetz, L. (2002). *Open book: English skills low intermediate level*. Longman. (ISBN 2-7613-1280-5)

Gaetz, L. (2002) *Open book: Instructors resource manual*. Longman.

Gianola, A. (2000). *Stories plus: Readings and activities for language skills*. New Readers Press. (ISBN 1-56420-208-9)

Heyer, S. (2000). *Even more true stories: An intermediate reader* (2nd ed.). Longman Pearson. (ISBN 0-201-34672-9)

Richards, J. & Eckstut-Didier, S. (2003). *Strategic reading 2: Building effective reading skills*. Cambridge. (ISBN 0-521-555760)

Schoenberg, I. (2006) *Focus on grammar 2: An integrated skills approach*. (3rd ed.). Pearson. (ISBN 0-13-189971-6 for student book and 0-13-189972-4 with audio CD)

Small, J. (2002). *Global stories of the world's invisible children and their cultures*. Karma Yoga.

Watcyn-Jones, P. (2002). *Vocabulary 2: Games and activities (new edition)*. Pearson (ISBN 978-0-582-46565-7)

Level One and Two Resources

➔ Dictionaries

Adelson-Goldstein, J. & Shapiro, N. (2009). *Oxford Picture Dictionary. Second Canadian Edition*. Don Mills, Ontario. Oxford University Press Canada. (ISBN 978-0-19-543116-2)

Fuchs, M. (2010). *Oxford Picture Dictionary. Canadian Edition. High beginning workbook*. Don Mills, Ontario. Oxford University Press Canada. (ISBN 978-0-19-543352-4)

Fuchs, M. & Bonner, M. (2010). *Oxford Picture Dictionary. Canadian Edition. Low intermediate workbook*. Don Mills, Ontario. Oxford University Press Canada. (ISBN 978-0-19-543353-1)

Molinsky, S.J. & Bliss, B. (2007). *Word by word picture dictionary* (2nd ed.). Prentice Hall. (ISBN 978-27613-2214-0)

Santamaria, J.C., Adelson-Goldstein, J., Shapiro, N. & Weiss, R. (2009). *Oxford Picture dictionary. Second Edition. Lesson Plans*. New York. Oxford University Press. (ISBN 978-0-19-543351-7)

Spigarelli, J. (2010). *Oxford Picture Dictionary. Canadian Edition. Low beginning workbook*. Don Mills, Ontario. Oxford University Press Canada. (ISBN 978-0-19-543351-7)

➔ Other resources

Bitterlin, G. et al. (2008). *Ventures 2: Student's book*. Cambridge. (ISBN 978-0-521-69080-5) Cambridge Press

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Callan, N. (2008). *Callan's beginner Canada jigsaws*. Snug Harbour Publications. (ISBN 978-0-9810156-0-6)

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5. Examples of Learning Outcomes

6. Topics/Themes To Be Covered In This Course

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

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

8. Incorporation of Career Development Competencies

9. Examples of Instructional Approaches

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

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

12. Evaluation of This Locally Developed Course

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

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

Appendix A – Cues, Conventions, Forms and Functions

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

Language Form and Function

The following charts, with a few selected forms and functions, can be tailored to a specific classroom situation.

LEVEL ONE FORMS & FUNCTIONS CHECKLIST

Language forms	Language functions				
	Ask	Describe	Explain	Summarize	Narrate
Subject pronouns (I, you, he, she, we, they)					
Conjunctions (and/or) with nouns and verbs					
Simple present (be, have, see, want, like)					
Simple present (to be +ing)					
Simple prepositions (in, out, over, up, down)					

LEVEL TWO FORMS & FUNCTIONS CHECKLIST

Language forms	Language functions				
	Ask	Describe	Explain	Summarize	Narrate
Interrogatives with simple present (Are you? Do you? Is he?)					
Regular plurals (+s/+es/+ies)					

Comparative and Superlatives (+er, +est)					
Possessive adjectives (his, her, our, their)					

Adapted from Williams (2007) as published by Ballard and Tighe

Language Cueing Systems

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

- *Pragmatics* is the study of how people choose what and how to communicate from the range of possibilities available in the language and how the receiver will be affected by these choices. For example,
 - street language, standard English, formal registers
- *Textual cues* and conventions refer to how the ideas and information are organized in oral, written, and other formats. Textual cues and conventions include the form or structure and elements of a text. For example,
 - headings
 - bullets
 - titles
 - tables of content
 - text boxes
- *Syntax* is the predictable structure of a sentence and the ways words are combined to form phrases, clauses, and sentences. Syntax includes classes of words (e.g., verbs) and their functions (e.g., subject). For example,
 - sentence patterns in different types of sentences—declarative, interrogative, etc.
 - simple, compound, complex sentences
 - paragraph structures in different types of constructions—compare/contrast, chronological, etc.
- *Semantic/lexical/morphological cues* and conventions refer to how the words and vocabulary of a language are used or understood by a particular person or group. Words can also be studied for their meaningful parts. For example,
 - prefixes
 - suffixes
 - root words
 - Latin and Greek roots
- *Graphophonics* is the study of the relationship between the symbols and sounds of a language and includes letter or sound relationships and patterns. For example,
 - consonant blends
 - vowel blends
 - silent letters
 - long and short vowel sounds

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

Appendix B – Language Proficiency Levels

The six proficiency levels in the charts which follow were created by the provincial EAL working group **to guide development of course outcomes for EAL B10L Levels 1 and 2**. The charts are the result of a thorough review of existing language reference scales, standards, and benchmarks from interprovincial EAL/ESL documents, Western and Northern Canadian Protocol (WNCP) language documents, and the Common European Framework of Reference (CEFR) for languages.

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

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

Transitions between levels are dependent on a number of factors, such as student age, background experiences, academic skills, instructional time and intensity, environment, and 'language distance' between the first language(s) and English. However, the chart clearly shows the linguistic differences between beginner levels of language learning and the final level (Level 6), which describes near-native fluency.

Language Proficiency Levels

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

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

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

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

Appendix C – EAL and Subject Area Integration

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

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

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

<p>In mathematics, students:</p> <ul style="list-style-type: none"> • read and restate problems • interpret graphs and charts • make lists and charts • gather and organize data • ask questions • make generalizations • communicate mathematical ideas • present ideas • document solutions and processes • use appropriate group behaviour • paraphrase 	<p>In science, students:</p> <ul style="list-style-type: none"> • record data • formulate questions for inquiry • classify information • compare and contrast information • recognize relationships; e.g., sequence, cause and effect • express data in charts, graphs and maps • explain • generalize • summarize and communicate findings • make decisions • establish criteria • work in groups.
<p>In English language arts, students:</p> <ul style="list-style-type: none"> • use language to talk about language • use appropriate language for the audience, purpose and situation • write to clarify and share • talk to organize, interpret and communicate experience • use reading strategies appropriate for particular purposes • write letters, reports, narratives, arguments and reflective essays. 	<p>In social studies, students:</p> <ul style="list-style-type: none"> • locate, gather, interpret and organize information • state issues • synthesize, evaluate and analyze information • express and present information and ideas • speak, demonstrate and write • interact with others • propose solutions to problems • make decisions • write persuasively • use reference materials • use context to gain meaning • read for a variety of purposes • recognize relationships; e.g., sequence, cause and effect

Appendix D – Sample Rubrics for Assessment and Evaluation

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

ORAL PRESENTATION RUBRIC – SAMPLE A

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

ORAL PRESENTATION RUBRIC – SAMPLE B

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

Appendix E – Sample Assessment and Evaluation Resources

ASSESSMENT OF LEARNING GRID

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

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



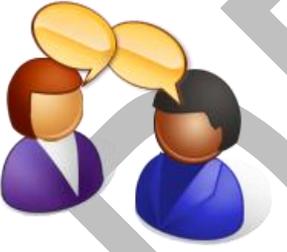
STUDENT PORTFOLIO FOR EAL

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

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

Adapted from Alberta Education (2007) <http://education.alberta.ca/media/507659/eslkt09gi.pdf>

BEFORE-DURING-AFTER READING SELF-ASSESSMENT CHECKLIST

	<p>Before Reading</p> <ul style="list-style-type: none"> ✓ I ask myself...what do I have to do? ✓ I read the title ✓ I look at the illustrations ✓ I think of what I know about the subject ✓ I predict what will happen
	<p>During Reading</p> <p>To help me understand the story:</p> <ul style="list-style-type: none"> ✓ I look for important elements: people, places, objects ✓ I notice the words I know ✓ I guess the meanings of words I do not know ✓ I look at pictures and captions
	<p>After Reading</p> <ul style="list-style-type: none"> ✓ I check to see if my predictions were correct ✓ I discuss the story with someone else ✓ I re-read parts of the story

Appendix F - Sample Thematic Planner and Sample Plans

SAMPLE THEMATIC PLANNER

Main Unit: _____

EAL B10L – Levels 1 and 2

Theme: _____

Time Frame: _____ hrs.

Outcomes	Level 1 Indicators	Level 2 Indicators
CR (Viewing)		
CR (Listening)		
CR(Reading)		
CC (Representing)		
CC (Speaking)		
- Interaction		
- Production		
CC (Writing)		
AR (Assess/Reflect)		

Teaching and Learning Strategies	Assessment & Evaluation Strategies	Resources
CR		

CC		
AR		

Language Features

Target vocabulary and phrases
Language functions/forms

SAMPLE PLAN ONE

This sample outline emphasizes oral language development through viewing, listening, representing, and speaking. To create a correlation to the Grade 10 Science Curriculum, see: <http://www.sasklearning.gov.sk.ca/docs/xsci/wdxsc.html>

Sample Unit: Elements of Time and Place

EAL B10L – Levels 1 and 2

Theme: Weather

Time Frame: 5 hrs.

Outcomes	Level 1 Indicators	Level 2 Indicators
<p>CR 1.1/2.1 (Viewing)</p> <p>Demonstrates an understanding of illustrations, visuals and graphics found in simple text</p> <p>CR 1.2/2.2 (Listening)</p> <p>Comprehends speech that is made up of familiar words, phrases and carefully articulated statements, with appropriate pauses to assist in recognition</p> <p>Follows carefully articulated speech which has pauses to assist in recognition</p>	<p>Numbers/Temperature</p> <ul style="list-style-type: none"> Locates numbers on a thermometer. <p>Weather conditions</p> <ul style="list-style-type: none"> Recognizes numbers in relation to weather temperatures Recognizes familiar words and phrases related to weather. <p>Seasons</p> <ul style="list-style-type: none"> Recognizes short sentences related to the weather and seasons 	<p>Temperature</p> <ul style="list-style-type: none"> Extracts temperatures from a weather chart or report. Gathers meaning about local and global temperatures by examining weather maps, charts, or visuals. <p>Seasons</p> <ul style="list-style-type: none"> Demonstrates awareness that a question is being posed. Understands short sentences about seasonal events and activities related to the weather.
<p>CC 1.1/2.1 (Representing)</p> <p>Expresses meaning using illustrations, key words, and non-verbal communication</p> <p>CC (Speaking)</p> <p>Interaction 1.2-1 Interacts in simple ways by using memorized questions and answers Begins to use techniques of repetition and rephrasing</p> <p>- Production 1.2-2 Produces simple sentences about self, people, places,</p>	<p>Weather conditions</p> <ul style="list-style-type: none"> Expresses understanding of weather conditions or temperatures using props or gestures. <p>Weather and Seasons</p> <ul style="list-style-type: none"> Uses short patterned questions to seek information. (What is the temperature today? Is it warm outside?) Introduces self and responds to common questions. (Do you like winter or summer? I like summer.) 	<p>Temperature</p> <ul style="list-style-type: none"> Uses a range of gestures/non-verbal strategies to show understanding of temperature changes. <p>Seasons</p> <ul style="list-style-type: none"> Exchanges simple information about likes and dislikes related to the weather and seasons (I like winter because I like skiing and skating). Asks and responds to simple everyday questions about hobbies and activities related to the seasons.

and common or recurring topics		
AR 1.1/2.1 (Assess/Reflect) Demonstrates an increased comfort level with the additional language	Weather <ul style="list-style-type: none"> Exhibits low anxiety levels when using English words, phrases, or simple sentences about the weather. 	Weather <ul style="list-style-type: none"> Exhibits increased confidence while using the English language to speak about temperatures, weather, or seasons.

Teaching and Learning Strategies	Assessment & Evaluation Strategies	Resources
CR Games: What's the temperature? Interpret temperatures using props, mime or gestures Word Walls: Weather vocabulary Match activity - Seasonal activities and the weather Group/pair work	Observation checklists Illustrating weather conditions Charting or graphing techniques Matching exercise	Word by Word Word by Word Basic Oxford Picture Dictionary Thermometer Flashcards, photos Maps, graphs, charts Weather reports
CC Direct instruction using props and weather reports Questioning Techniques: <ul style="list-style-type: none"> Is it ___ outside or ___ outside? Yes/No techniques: <ul style="list-style-type: none"> The temperature is ___ 	Dramatizations Matching exercises (match temperature to weather illustration) Oral Presentation: Weather in Canada and My Home Country	Local weather reports Environment Canada website Weather Network website World Weather website Weather photos Sentence strips
AR Paired dialogue (student-student, teacher-student) KWL strategy Presentation: Today's weather	Interview (teacher-student, student-student) Two way conference Anecdotal records	Props, illustrations Word banks

Language Features**Target vocabulary and phrases**

Numbers 1 – 40; thermometer, temperature, plus (+), minus (-), Celsius (C), degrees (°)

sun – sunny; clouds – cloudy; rain – rainy; snow – snowy; wind – windy; storm – stormy

cold – hot; warm – cool; dry – wet; good weather – bad weather; weather conditions

thunder, lightening, hail, blizzard, snowstorm, sunshine, rainfall, fog, winter, spring, summer, fall

What's the temperature today? The temperature today is _____. The weather today is _____. In spring, it is _____ outside.

Yesterday it was _____. Today it is _____. Tomorrow it might be _____.

What are your favourite activities in summer?

I like summer because _____. My favourite activities in summer are _____.

In my home country, the weather was _____.

Language functions/forms

Describing temperatures: Use of appropriate symbols, descriptive phrases, antonyms

Express likes/dislikes: adjectives and conjunctions, comparatives, adverbs

Compare/contrast: numbers, use of adjectives, conjunctions, comparatives, adverbs

Asking questions: verbs and verb phrases in questions

Classifying: nouns, adjectives, comparatives

Sequencing: adverbs, sentence structure using subordinate clauses (because, even if, when, before, after)

Time-related contrasts: Verb "to be" in the past, present, future tense; modals (might, could)

SAMPLE PLAN TWO

This sample outline focuses on Level 1 course outcomes. To create a correlation to the Grade 9 Social Studies Curriculum, see: https://www.edonline.sk.ca/webapps/curr-english-bb_bb60/index.jsp?view=411&XML=social_studies_9.xml

Main Unit: Basic Communication

EAL B10L – Levels 1 and 2

Theme: My New School

Time Frame: 3 hrs.

Outcomes	Level 1 Indicators	Level 2 Indicators
<p>CR 1.1 (Viewing) Demonstrates an understanding of illustrations, visuals, and graphics found in simple text</p> <p>CR 1.2 (Listening) Comprehends speech that is made up of familiar words, phrases, and carefully articulated statements, with appropriate pauses to assist in recognition</p> <p>CR1.3 (Reading) Demonstrates understanding of very short, simple texts with teacher support as required</p>	<p>School and Classroom</p> <ul style="list-style-type: none"> • Recognizes common environmental print • Locates items on timetables, charts, diagrams <ul style="list-style-type: none"> • Recognizes familiar classroom vocabulary and follows single-step instructions <ul style="list-style-type: none"> • Recognizes and understands familiar words and phrases supported by visuals • Locates basic information in simple text (location, time, date, event) 	
<p>CC 1.1 (Representing) Expresses meaning using illustrations, key words, and non-verbal communications.</p> <p>CC (Speaking) Interaction 1.2-1 Interacts in simple ways by using memorized questions and answers Begins to use techniques of repetition and rephrasing</p> <p>Production 1.2-2</p>	<p>Classroom functions</p> <ul style="list-style-type: none"> • Labels illustrations, graphs, and other visuals accurately <ul style="list-style-type: none"> • Uses short patterned questions to seek information • Requests help, repetition, or clarification • Interacts using memorized language about the classroom and classroom/school routines <ul style="list-style-type: none"> • Presents or reads aloud 	

<p>Produces simple sentences about self, people, places, and common or recurring topics</p> <p>CC 1.3 (Writing)</p> <p>Provides personal details in written form</p>	<p>simple, rehearsed sentences.</p> <ul style="list-style-type: none"> Imitates the pronunciation and intonations of simple words and phrases Produces simple lists using known vocabulary Understands appropriate writing conventions such as periods and capitalization of nouns when producing texts 	
<p>AR 1.1/1.2 (Assess/Reflect)</p> <p>Demonstrates an increased comfort level with the additional language.</p> <p>Demonstrates an increasing awareness of strengths and areas requiring attention in the new language.</p>	<p>School and Classroom</p> <ul style="list-style-type: none"> Frequently attempts to communicate using the English language Uses feedback to assess growth in the expressive and receptive aspect of the target language 	

Teaching and Learning Strategies	Assessment & Evaluation Strategies	Resources
<p>CR Word Wall Classroom labels, charts LEA Jigsaw TPR Games Graphic organizers, charts Dictionary</p>	<p>Cloze exercise Rubrics Dramatizations Learning Log KWL strategy Checklist</p>	<p>Classroom labels, props Student timetables School plan School signage <i>Word by Word Picture Dictionary and Beginner Workbook</i> <i>Oxford Picture Dictionary and Beginner Workbook</i> <i>Canadian Concepts 1, 2</i> <i>Callan's Jigsaws</i></p>
<p>CC Interview/ Dialogue Visuals LEA Role play Choral reading Chants (eg Jazz, Grammar) Journals Compare-contrast (school at home, my school now)</p>	<p>Personal Portfolio Tests (eg word dictation, yes/no, category lists) Performance-based assessment Presentations Visual representations Oral reading rubric</p>	<p><i>Canadian Concepts 1, 2</i> <i>Global Stories of the World's Invisible Children and Their Cultures</i> <i>Tapestry Writing 2</i> <i>101 Illustrated Crossword Puzzles</i> <i>Talk Your Head Off (...and Write, Too)</i></p>
<p>AR KWL Presentation Personal Dictionary</p>	<p>Checklist Self-assessment rubric Audio, video recording Response Journal</p>	<p>Rubrics Checklists Audio or video recording tools</p>

Language Features**Target vocabulary and phrases**

Classroom terms - handout, assignment, schedule, homework, project, presentation write-up, notes, date, grade, mark, pass, subject names/titles, agenda, timetable, computer

School terms – all school personnel, school rooms and their functions, school schedule, school rules.

Phrases - take notes, review the chapter, read this handout, your project is due, due date, good work, complete/incomplete assignment, pair work, group work, oral presentation, title page, student planner, log in, information search, acceptable/unacceptable sites

Questioning words – what, where, when, who, why, how

Language functions/forms

Describing actions - Verbs in the simple present (go, come, see, write, read, listen, say, understand, can)

Defining - proper nouns (names, places), common nouns (classroom and school items)

Describing spatial relationships – simple sentences, prepositional phrases (The book is in the library, the computer is on your desk)

Asking informational questions – interrogative pronouns (what, which, who), verbs and verb phrases

Asking clarifying questions – use of appropriate conventions (Can you please tell me...May I... Please show me..., Excuse me, where is...)

SAMPLE PLAN THREE

The sample below shows an extended theme plan using all outcomes in this course. To create a correlation to the Grade 9 Health Curriculum, see: https://www.edonline.sk.ca/webapps/curr-english-bb_bb60/index.jsp?view=415&XML=health_education_9.xml To create a correlation to the Grade 10 Wellness Curriculum, see: <http://www.sasked.gov.sk.ca/docs/wellness/healthy.html>

Sample Unit: Focus on Health and Wellness

EAL B10L Levels 1 and 2

Theme: Personal Care: Nutrition (Food, Meals, Healthy Eating) Time: 5 hours

Outcomes	Level 1 Indicators	Level 2 Indicators
<p>CR 1.1/2.1(Viewing)</p> <p>Demonstrates understanding of illustrations, visuals and graphics found in simple text.</p>	<p>Food:</p> <ul style="list-style-type: none"> Recognizes foods commonly eaten in Canada in illustrations, visuals, and graphics. Extracts meaning from everyday food-related texts, such as restaurant menus and grocery store flyers, using simple text and graphic information. <p>Meals:</p> <ul style="list-style-type: none"> Recognizes foods typically eaten at breakfast, lunch, dinner, and snacks in Canada and home country, using illustrations, visuals, and graphics. 	<p>Healthy Eating:</p> <ul style="list-style-type: none"> Gains understanding that Canada's food guide represents foods that are healthy to eat.
<p>CR 1.2/2.2 (Listening)</p> <p>Comprehends speech that is made up of familiar words, phrases and carefully articulated statements, with appropriate pauses to assist in recognition.</p> <p>Follows carefully articulated speech which has pauses to assist in recognition.</p>	<p>Food:</p> <ul style="list-style-type: none"> Selects specific foods (Canadian and foods from home country) from illustrations, visuals, and graphics when given single word verbal and written prompts. <p>Meals:</p> <ul style="list-style-type: none"> Responds appropriately using non-verbal communication to simple verbal requests (e.g., "Please pass the ...") 	<p>Food:</p> <ul style="list-style-type: none"> Selects specific foods (Canadian and foods from home country) from illustrations, visuals, and graphics when given verbal prompts using various attributes, e.g., size, colour, type of food, etc.

<p>CR1.3/2.3 (Reading)</p> <p>Demonstrates understanding of very short, simple texts with teacher support as required.</p> <p>Understands short, simple text. Identifies familiar names, words, and basic phrases, rereading as necessary.</p>	<p>Food:</p> <ul style="list-style-type: none"> Identifies specific foods when given a written prompt. Categorizes foods into basic groups (e.g., fruits, vegetables, meats, etc.). Identifies areas of grocery store where different foods are found. <p>Meals:</p> <ul style="list-style-type: none"> Identifies utensils used for eating. <p>Healthy Eating:</p> <ul style="list-style-type: none"> Demonstrates understanding of key words in Canada's Food Guide. 	<p>Food:</p> <ul style="list-style-type: none"> Categorizes foods according to written information about various attributes. <p>Meals:</p> <ul style="list-style-type: none"> Identifies main meals according to written information giving time of day/associated foods. <p>Healthy Eating:</p> <ul style="list-style-type: none"> Uses Canada's Food Guide to choose healthy foods for different meals.
<p>CC 1.1/2.1 (Representing)</p> <p>Expresses meaning using illustrations, key words, and non-verbal communications.</p> <p>CC 1.2/2.2 (Speaking)</p> <p>Interaction Interacts in simple ways ... by using memorized questions and answers. initiating and responding to basic statements on familiar topics.</p> <p>Begins using techniques of repetitions and rephrasing.</p> <p>Production Produces simple sentences about self, people, places, and common or recurring topics.</p> <p>Produces comprehensible</p>	<p>Food:</p> <ul style="list-style-type: none"> Draws specific foods when given verbal/written labels. <p>Food:</p> <ul style="list-style-type: none"> Uses single words (spoken and written) to identify different foods. Asks and responds to simple questions about foods using single words (e.g., likes and dislikes; food eaten in Canada and in home country). <p>Meals:</p> <ul style="list-style-type: none"> Uses a word bank to respond verbally to prompts related to different mealtimes using single words/short phrases. Uses simple etiquette words (Please, thank you) during real life or role-played meal situations. 	<p>Food:</p> <ul style="list-style-type: none"> Compares/contrasts foods eaten in Canada and foods eaten in home country using graphics <p>Food:</p> <ul style="list-style-type: none"> Asks and responds verbally to short questions about food (e.g., "Where is", "Can I have"). Uses "some, any, a, an" when speaking about foods. Uses simple language structures to communicate likes and dislikes about food. <p>Meals:</p> <ul style="list-style-type: none"> Responds verbally to prompts related to mealtimes with reduced word bank support using short phrases/simple sentences. Uses simple questions and

<p>language to describe self, people, places, and topics of personal interest or relevance.</p> <p>CC 1.3/2.3 (Writing)</p> <p>Provides personal details in written form.</p> <p>Produces familiar words, and short phrases and some relevant details about self.</p>	<p>Food:</p> <ul style="list-style-type: none"> Labels pictures of foods when given verbal/written prompts. <p>Meals:</p> <ul style="list-style-type: none"> Creates a menu of favourite healthy foods using graphics and written text. <p>Healthy Eating:</p> <ul style="list-style-type: none"> Categorize favourite foods according to whether they are healthy or unhealthy. 	<p>etiquette to make and answer typical mealtime requests (e.g, please pass the ...).</p> <p>Healthy Eating</p> <ul style="list-style-type: none"> Engages in simple conversations related to eating habits and the benefits of healthy eating. <p>Food:</p> <ul style="list-style-type: none"> Writes a grocery list of foods required for a specific purpose. Uses “some, any, a, an” when writing about foods. <p>Meals:</p> <ul style="list-style-type: none"> Completes a daily journal for one week of healthy and unhealthy foods eaten for meals during that week. <p>Healthy Eating:</p> <ul style="list-style-type: none"> Write an advice column to teenagers from home country explaining which foods are healthy/unhealthy and why, using short phrases in point form.
<p>AR 1.1/2.1</p> <p>Demonstrates an increased comfort level with English.</p>	<ul style="list-style-type: none"> Attempts to communicate in English about food likes and dislikes/food eaten here and in home country. Attempts to use polite language related to mealtimes in authentic situations. 	<ul style="list-style-type: none"> Communicates with some confidence in English about food likes and dislikes/food eaten here and in home country. Uses polite language related to mealtimes in authentic situations with some confidence.
<p>AR 1.2/2.2</p> <p>Demonstrates an increasing awareness of (personal) strengths and areas requiring attention in English.</p>	<ul style="list-style-type: none"> Recognizes known and unknown vocabulary related to food names. 	<ul style="list-style-type: none"> Makes a point of learning unmastered vocabulary related to food names and phrases related to food/mealtimes.

Teaching and Learning Strategies	Assessment & Evaluation Strategies	Resources
<p>CR</p> <ul style="list-style-type: none"> • Use real food items where possible • Visuals with written labels • Real-life activities, e.g., making a simple recipe/visiting a grocery store • Graphic organizers 	<ul style="list-style-type: none"> • Categorizing/classifying tasks 	<ul style="list-style-type: none"> • Realia (food, menus, grocery flyers, shopping lists) • Pictures • Word cards to label, categorize/classify • Word banks • Canada's Food Guide • Websites for vocabulary practice <p><i>Newcomers</i>. 2005. Wilmington, MS: Great Source Education Group (Houghton Mifflin). www.greatsource.com.</p>
<p>CC</p> <ul style="list-style-type: none"> • Real-life activities, e.g., making a simple recipe/visiting a grocery store • Think-pair-share • Think-pair-square (two pairs work together to make a group of four) 	<ul style="list-style-type: none"> • Naming and labelling different foods/utensils, etc. • Rubric for role-playing interactions • Rubric for oral production 	
<p>AR</p> <ul style="list-style-type: none"> • Vocabulary self-monitoring 	<ul style="list-style-type: none"> • Self assessment rubric – vocabulary knowledge • Self assessment rubric – comfort level re: communicating about food in class and in community (e.g., grocery store, restaurant) 	

Language Features

Target vocabulary and phrases

Food:

Fruit: apple, orange, banana, strawberry, grapes, mango, papaya, plaintain, blueberry, pineapple, kiwi ...

Vegetables: carrot, bean, cucumber, tomato, potato, onion, corn, ...

Milk products: milk, butter, cheese, yogurt, ice cream, ...

Meat: beef, chicken, pork

Rice, pasta, sauce, bread, eggs, cereal, sugar, noodles

Soup, sandwich, salad

Meals:

breakfast, lunch, dinner/supper

plate, cup, glass, bowl, fork, knife, spoon, napkin
drink, make/makes, made

Healthy Eating:

Habits, diet, calcium, bones, nutritious, servings, vitamins, ingredients, sweets, candy, healthy, snack, natural, fresh, strong, skips, artificial, unhealthy, tired

Language functions/forms

Food:

Expressing likes/dislikes: I like – I don't like; I eat – I don't eat;

Verbs: have/has, want, eat, like

Adverbs of quantity: some, few, more, less, any

Articles: a, an, the

Meals:

Making and responding to requests: Please pass the ...; Please/Thank you; Would you like ...?

Could I have ...?

Adverbs of frequency: always, sometimes, rarely, never

Healthy Eating:

Comparing and contrasting: _____ is healthy and so is _____.
_____ is healthy but _____ is unhealthy.

Appendix G – Samples of Graphic Organizers

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

COMPARE AND CONTRAST MATRIX

SAME	DIFFERENT

5-W CHART

WHO ?	
WHAT ?	
WHERE ?	
WHEN ?	
WHY ?	

SENSES CHART

Looks Like	Smells Like	Tastes Like	Sounds Like	Feels Like

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

Alberta Education. *ESL Guide to Implementation (K-9)*. Appendix 4, Appendix 5. Electronic source: <http://education.alberta.ca/media/507659/eslcto9gi.pdf>

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

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

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

Appendix H – Glossary

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Target language: The language being learned.

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

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