Guidelines
for Delivery of ESL Services
in K-6

Newfoundland
Labrador

Education

2011

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Acronyms

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

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

L1   First Language or Primary Language

L2   Second Language or Secondary Language

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[1] Related terms: ELL (English Language Learner), EAL (English as an Additional Language), LEP (Limited English Proficiency)

Acknowledgements

Chapter 1: ESL Services

Introduction and Rationale

Canada is a multicultural country. In recent years Newfoundland and Labrador has seen both an increase in immigration as well as a change in ESL clientele. In the past, most immigrants settled in the St. John's area; ESL teachers were first allocated to St. John's area school boards in the late1980s. With increased immigration to other areas of the province, in 2008 the Western School District was allocated two ESL teachers.

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

With the growth of immigration and the increased diversity of needs, the time is right for establishing provincial guidelines for ESL service in the K-6 school system.

Each child is an individual; some require intensive support for language learning and integration while others integrate quickly. ESL services aim at supporting the student in acquisition of English, including literacy skills and lifelong learning strategies, with the ultimate goal of successful social and academic integration. ESL outcomes for a student will be determined on a case-by-case basis, in collaboration with classroom teachers. Outcomes will vary according to the strengths, needs and age of the student.

The Role of the ESL Teacher

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

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

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

ESL Review Advisory Committee Report, 2009

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

Collaboration

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

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

Determining Eligibility for ESL Service

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

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

The initial assessment is an important first step in getting to know the ESL learner (See Appendix 1). It is an opportunity to get a clearer picture of the student's educational, cultural and personal background. Initial assessment results can be a starting point to inform ESL service and instruction for the student. Results of this initial assessment should be expediently communicated to the classroom teacher and parents.

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

A newcomer whose mother tongue is a variety of English but who, due to a limited educational opportunity, has at least a two year achievement gap in literacy skills may benefit from services provided by the ESL teacher. This support and instruction will focus particularly on development of literacy and academic language skills. These students, as well as ESL students who lack first language literacy skills, are referred to as English Literacy Development (ELD) students. If it is decided that the student will

Newcomers who speak a variety of English but lack literacy skills may receive literacy support from the K-6 ESL teacher.
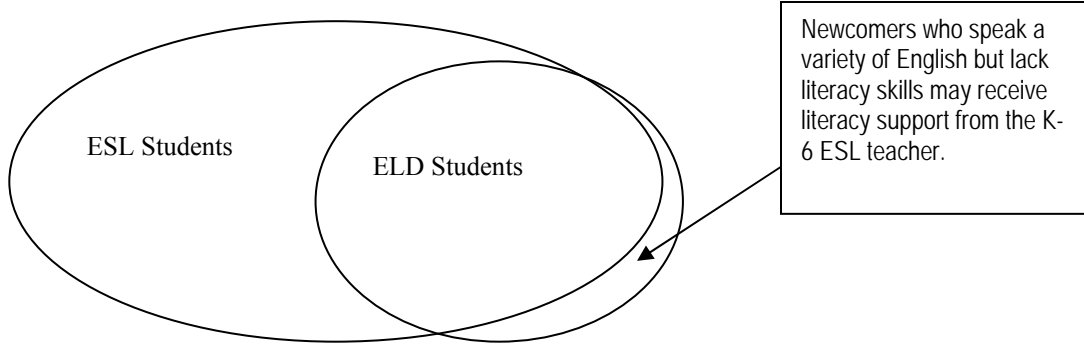
receive services from the ESL teacher, the student's name should be included on the ESL list maintained by the School District.

A list of authorized resources can be found in the Department's *Program of Studies*.

When does a student exit ESL support?

ESL students will receive ESL support until they have acquired the skills and strategies needed to continue building language skills through the prescribed curriculum. When students have reached Stage 4 in all areas of language proficiency they are deemed to have a level of English Language skills for grade-level success. In general, this is completed within the five years allowable for ESL service[2]. For assessment benchmarks, see *Benchmarks for ESL Developmental Stages*.

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

It is recommended that ESL students who enter an English school system in K-6 receive direct instruction or be monitored by the ESL teacher for the full five years. Monitoring of the ESL student may include conferencing with the classroom teacher, additional assessment and observation. Students should be closely assessed in the elementary grades for the use of language learning strategies. Before the student exits ESL support services, ESL instruction should focus on strategy building for continued language learning and school success. The decision to discontinue ESL services before the five year period is up is made by a team which includes the classroom teacher and others involved in the student's programming.

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[2] ESL service may be offered for a maximum of five years. Exceptions may be made for ELD students who enter our school system in the elementary grades.

Chapter 2: The ESL Student

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

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

Cultural Sensitivity

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

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

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

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

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

Stages of English Language Acquisition

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

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

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

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

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

Supporting Parents

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

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

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

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

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

Suggestions for Creating a Welcoming and Supportive Environment

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

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

Chapter 3: Teaching ESL

The majority of ESL teachers in Newfoundland and Labrador are itinerant and must weigh a number of factors in determining how best to provide ESL services. In determining how best to use their time and resources ESL teachers must consider the priority of needs. ESL teachers, in consultation with classroom teachers, will determine how best to meet the needs of each child using the time and resources available.

Moreover, there is continuous intake and priorities can change quickly.

Effective Use of ESL Teacher Time

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

Prioritizing

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

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

- Children with major academic achievement gaps
- Children with L1 literacy but limited or no English
- Children with L1 literacy and intermediate ESL skills
- Children who are performing close to grade level

As a general rule, older children are a higher priority than younger children at the same language and literacy level.

Students benefit from targeted instruction in a small group setting as well as from integration with their same age peers in the regular class. Scheduling for several schools and finding the balance between ESL instruction and integration requires careful planning.

Multi-level and Multi-age Grouping

For beneficial interaction among students as well as for efficient use of time, multi-grade groupings are recommended. Where feasible, children may be grouped according to language level and needs; however, at times ESL classes will consist of multi-level

as well as multi-age groups. This scenario can also be advantageous, as more advanced student act as mentors for less advanced language students, a relationship that can be beneficial to both.

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

Groupings of children should be flexible; for example, a child may receive some instruction time in a homogeneous group and may also be included in a multi-level group for other activities.

Differentiated Instruction

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

To use time effectively and efficiently, an ESL teacher will need to group children with different needs, language levels and ages. Working with children on a one-to-one basis is discouraged because not only is it an inefficient use of time but it is not necessarily the ideal language learning environment for the child. One-on-one tutoring, except in small doses, isolates the child, encourages reliance on teacher guidance and does not allow for the interaction among children that can be a key to bringing thinking and language skills forward.

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

Differentiated learning takes place when students

- Know how to use time effectively; for example, not stopping at the end of each assigned task to wait for further direction or correction from the teacher.
- Take part in group activities but understand that responses and expectations for output will vary.
- Are able to recognize what tasks and activities are appropriate to their needs, such as be able to choose an appropriate book for silent or take-home reading.

- Are given the opportunity to contribute their own ideas to group discussion.
- Write their ideas freely.
- Conference with partners on a topic or task.
- Are equipped with strategies for problem solving and independent study.

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

Instruction can be differentiated in several ways:

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

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

Different End Product: For example, one child labels a picture of a shark or writes simple factual sentence while another writes an imaginative narrative from a story starter such as, "I'll never forget the time my boat was surrounded by hungry sharks…"

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

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

Reading

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

Beginner: Students will match a simple sentence with key vocabulary from the text to a picture taken from the text. Students will complete a word search of basic sight words from the text (if it is a book that has been previously read by an intermediate group then they may have created the word search for the beginners). Students will play memory/go fish with sight words from the text.

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

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

Writing (representing)

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

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

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

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

Listening

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

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

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

Advanced: Students will participate in a dictogloss, creating a summary of the text.[3]

Speaking

Activity: Speaking with partner after reading a picture book

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

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

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

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

The ESL Learning Plan

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

The ESL teacher and the classroom teacher will collaborate to develop a yearly ESL Learning Plan for each student by the end of the first month of the student's enrolment in the school. The plan should include classroom accommodations, strategies for developing language skills, a schedule for ESL support services and ESL individual outcomes. The plan may include other activities that the child will be involved in, such as homework club and buddy reading (See Appendix 4).

Based on a language assessment, the ESL teacher will determine ESL outcomes for each student. Teachers will consider the stages of language acquisition and *Benchmarks for ESL Developmental Stages* and may consult classroom teachers and prescribed curriculum, particularly curriculum documents for English language arts. ESL teachers will consider the development of reading, writing, listening and speaking but may focus on the areas of most need. Outcomes for each student should be clearly stated and revised throughout the year.

Language Skills

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

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

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

Listening

Reading

Writing

Viewing

Representing

Speaking
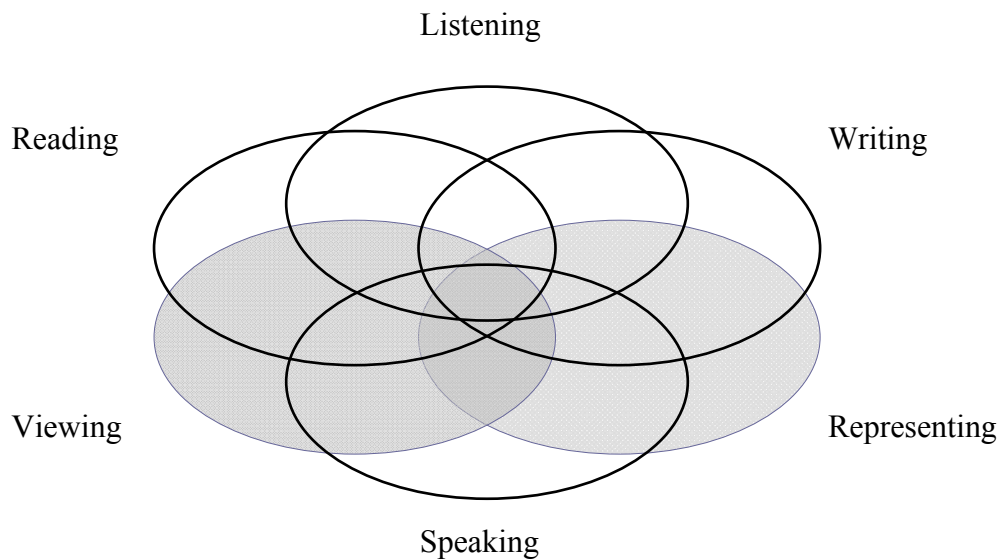
Representing in ways other than writing should be integrated into ESL instruction. Representing, such as expressing meaning through drama, can help develop comprehension skills, provide teachers an opportunity to assess comprehension and develop essential speaking skills. Art projects which involve following directions, working collaboratively or interacting with teachers and peers can be an effective medium for representing as well as for linguistic development. ESL students can use graphic organizers to represent and clarify understanding of texts they read and hear.

For students with limited English writing skills, alternate forms of representing may serve as accommodations in the regular classroom but should not be used as an accommodation in the ESL classroom. When employed in the ESL classroom, alternate forms of representing are to aid the development of language abilities, not to accommodate for lack of such.

ESL Classes

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

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

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

The stage one ESL students would ideally receive small group instruction from the ESL teacher to the extent that the teacher's schedule allows for up to 40% of the school day. ESL classes should be scheduled so as not to interfere with the student's continued education in mathematics. ESL classes should not interfere with the student's inclusion in regular classes such as physical education, music and art, where the child can amply benefit from the interaction with native speaking peers.

The ESL teacher will consult with the classroom teacher to determine when ESL instruction should be decreased or halted. For example, for the stage 3-4 student, it may be decided that the student's language needs can be met in the grade level classroom without instruction from the ESL teacher. A student may be kept on the ESL list and monitored on a regular basis through informal or formal assessment, observation and teacher consultation.

Advanced learners should receive limited ESL instruction focused on specific, assessed needs directly related to reaching provincially prescribed outcomes, or to build advanced language learning strategies. For example, ESL intervention, with a limited time frame, may have a singular focus on clarity in writing, reading comprehension, grammar or vocabulary building strategies. Outcomes for the intervention should be stated at the outset. Skills development, resources and topics used in ESL instruction of advanced students should be drawn from the prescribed curriculum.

If a kindergarten child is on the ESL list, the child's progress will be monitored by the ESL teacher through periodic observation or assessment and consultation with the kindergarten teacher. The ESL and classroom teachers will collaborate on designing an ESL Learning Plan for the child. Because the maximum period for ESL support is five years, the team may decide not to place the child's name on the ESL list until the child enters grade one. This would allow the child to receive support up to the end of grade 5, at which time the student will be well able to benefit from strategy instruction for lifelong learning.

Forms of ESL Support

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

- Multi-age ESL classes for grades 1-6 students. ESL classes are especially recommended for Stages 1 and 2 students, when accelerated language and literacy growth is crucial to enabling integration.
- Collaborate with classroom teachers and literacy support teachers to offer intensive literacy instruction to early and emergent ELD students.
- Intervention to focus on specific L2 areas of need for Stages 3-4 ESL students. Area of need should be determined in consultation with classroom teachers.
- Monitoring of kindergarten children with consultation and support for the classroom teacher.
- Monitoring of Stage 3-4 ESL students, including conferencing with the classroom teacher at regular reporting times.
- Strategy instruction for life-long learning for students who are soon to exit the ESL service list.
- Work with classroom teachers to enhance inclusive practices for ESL students and model strategies that aid L2 acquisition.
- In cooperation with the classroom teacher, set up and monitor in-school supports such as buddy reading, peer tutoring, peer mentors, listening center, computer center, etc.
- In-class observation, consultation and collaboration with the classroom teacher to support provincially prescribed outcomes.
- In-class support for individuals or groups where feasible to reach ESL outcomes.
- Consultation with classroom teachers in determining if a child should be put on pre-referral for other support services.

Language Learning Strategies

To be effective learners, students need to develop good strategies for language learning; these are strategies that students should be taught explicitly and can continue using independently throughout their school careers.

Research shows that even when ESL learners are immersed in the target language from kindergarten, a gap in reading comprehension and vocabulary achievement between second language learners and their native speaking peers persists in grade 6 and beyond (Geva, 2006, Roessingh, 2006, Kieffer, 2008). Meanwhile, there is no evidence to show that continued classes for ESL instruction is the answer to closing that gap; it is reasonable to assume that at some point attending ESL classes becomes counterproductive to integration. Thus, it is important that ESL instruction focus on language learning strategies, including vocabulary building strategies, that the ESL student can use independently in further studies.

A child who enters the English school system in early primary may be fully integrated by mid primary. However, it is sometimes the case that ESL students will fall behind their native English speaking peers as the academic language and expectations increase. Thus, it is recommended that this student continue to be monitored and that further training in language learning strategies, including a focus on vocabulary building strategies, be delivered when the child is mature enough to benefit fully from it; this should occur in the elementary grades (See Appendix 5).

Approaches to ESL Instruction: Communicative Language Teaching

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

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

COMMUNICATIVE LANGUAGE
TEACHING

Natural Approach

Literature
Based

Task Based

Project
Based

Content
Based
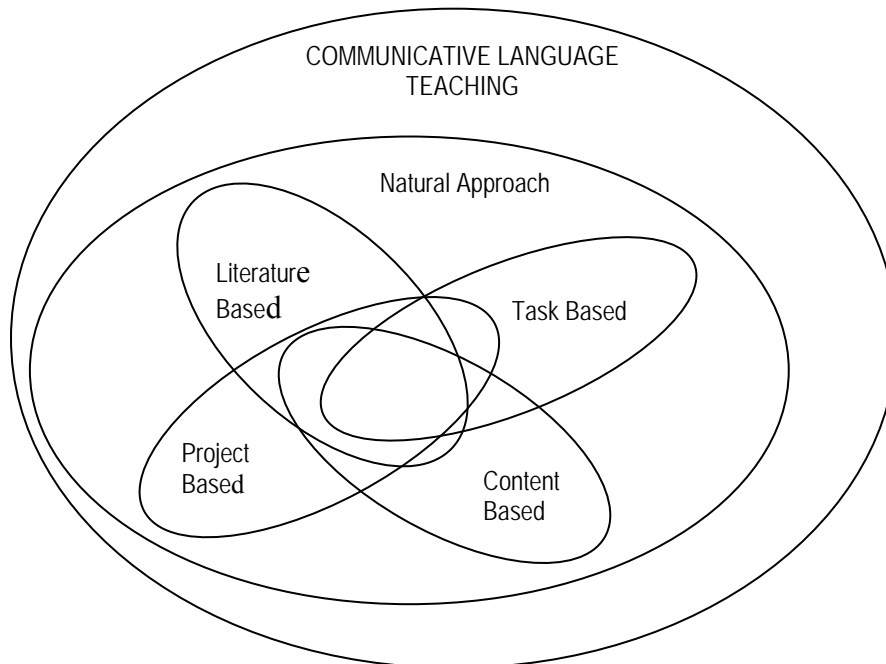
The Natural Approach

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

The Natural Approach is based on the following five tenets:

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

Task and Project Based Learning

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

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

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

Content Based Instruction

Language is best learned in the context of authentic meaningful communication; thus learning language while engaging in language activities that develop content knowledge is an ideal approach for school age children. French Immersion programs are based on that premise.

To achieve advanced literacy and disciplinary knowledge, students need to be able to understand how language construes meanings in content-area texts and how the important meanings and concepts of school subjects are realized in language.
<div align="right">(Schleppegrell, Achugar and Oteíza, 2004, p. 68)</div>

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

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

Linking to Classroom Content

Content Based Instruction should employ themes that link to provincially prescribed curriculum. With this approach, the materials used for ESL instruction should get progressively closer to regular grade level materials as the student's English language abilities advance until, eventually, students are being supported in the use of their grade level classroom texts. Grade level required reading is an authentic text for students. Students are motivated to perform in ESL classes in recognizing the link between ESL instruction and classroom success. As students experience greater academic success their confidence and engagement increases.

Children's Literature and ESL Development

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

(Reid, 2002, p. 35)

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

Children's picture books are used for interactive read aloud with follow-up activities, guided reading, shared reading and independent reading for more advanced ESL students. Picture books which illustrate diverse cultures can be read aloud in grade-level classrooms to heighten cross cultural sensitivity, knowledge of other cultures and acceptance of the ESL student among classmates.

Through children's literature, students develop a myriad of skills and knowledge. Beginning learners can be exposed to simple vocabulary and sentence structures in context while more advanced learners pick up colloquialisms and complex sentence structures. A literature based approach sees children's literature as a springboard for development of reading, writing, listening and speaking skills.

For children who are just beginning to learn English, repetitive, pattern books, such as the classics, *Brown Bear, Brown Bear, What Do You See? (*Bill Martin Jr.), *The Very Hungry Caterpillar (*Eric Carle) and *Where's Spot* (Eric Hill) can be used to build basic sentence structures and vocabulary. These texts lend themselves well to interactive read aloud and follow-up activities that develop and reinforce oral language and literacy.

Pattern books offer:

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

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

Illustrated story books offer:

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

See Appendix 6 for a suggested list of picture book.

The Interactive Read Aloud

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

Preparation

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

- Read the book several times.
- Consider a limited number of specific outcomes.
- Select words for vocabulary study.

- Consider interactive comprehension questions or prompts.
- Consider interactive questions or prompts to support specific outcomes.
- Consider after-reading activities to support outcomes.

Pre-reading

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

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

During Read Aloud

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

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

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

We **interact to check and extend comprehension.** We ask specific children questions according to the child's ability. To involve more children we may ask an opinion question to the group and take various answers without judging "correctness".

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

We **interact to teach vocabulary and vocabulary building strategies.** When teaching vocabulary we generally focus on words that may be useful or most common and we revisit these words in a follow-up activity. During the reading, the teacher may focus on words that are crucial to understanding the story. Attention to vocabulary may also focus on words that can illustrate a strategy, such as guessing meaning from context or identifying the root word, prefixes and suffixes.

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

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

Here are some tips for reading to ESL students:

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

Follow-up Activities

Follow-up activities are used to reinforce or extend skills. Follow-up activities may vary from child to child, depending on the individual learning outcomes.

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

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

Here are a few suggestions for follow-up activities. Where feasible, student should work in partners or small groups to optimize interaction. Most of these activities will require instruction and modelling.

- Retell (orally or in writing).
- Write about personal experience related to the ideas of the story.
- Write a description or critique of the illustration.
- Make a time line (start from scratch or put events in order).
- Compose questions and ask partners.
- Create a questionnaire to survey classmates on opinions related to the story or about the story itself.
- Create a word web.
- Draw a picture, label, show and tell.

- Discuss and write a commentary on the art work.
- Find ten new words and write a sentence for each.
- Write an imaginary dialogue between characters in the story.
- Answer an open ended comprehension question.
- Apply vocabulary, grammar or discrete language points to a free writing activity.
- Complete or create crossword puzzles to reinforce vocabulary or story details.
- Complete exercise related to cause and effect or fact and opinion.
- Match-up adjectives to characters.
- Create a Venn diagram of character traits.
- Write a poem about a character.

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

Chapter 4: Teaching ESL Literacy

Providing instructional support, especially for literacy learning, is critical when children are acquiring English-language proficiency.
(Allington and Cunningham, 2007, p. 118)

The ESL teacher facilitates the development of the four language skills, reading, writing, listening and speaking; literacy development requires specific attention. There are two groups of emergent and early readers in the ESL population. Firstly, there are the primary children. An ESL student who enters the school system in the primary grades will develop an oral foundation through immersion but may lag behind in reading and writing. The student will likely require literacy support to catch up with grade level peers. Secondly, there are the students who are arriving from war torn regions and refugee camps and have had limited or interrupted schooling prior to coming to Canada. These children may arrive at any age.

In recent years we have seen a marked increase in the number of immigrant children with limited prior schooling. Many of these children are functioning at a low primary level in literacy skills. They are referred to as English Literacy Development (ELD) students. With this current trend, ESL teaching has had to place increased emphasis on teaching emergent and early English literacy.

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

Working with ELD Students

ELD students require far more time, guidance and direct instruction to develop English literacy skills than students who are already literate in at least one language. ELD students have had limited or no prior schooling and hence fall far short of their Canadian born peers in literacy and academic skills.

If the school team, including the classroom teacher, ESL teacher, administration and/or guidance and parents, deems it beneficial, the K-6 ESL teacher may work with ELD students who speak a variety of English as their first language. The student may benefit from literacy instruction with an ESL teacher, including instruction in oral language and listening skills that are appropriate for an academic setting.

Reading Development

Fundamental Principles

ESL acquisition begins with building receptive skills. ESL students may experience a silent period to listen and acquire basic sounds and words before they are ready to speak. Children who are literate in their first language may engage in reading and writing activities from the start. However, an ESL student who has little or no reading skill in any language needs time to develop English oral skills and reading readiness skills. These include a good sense of the 'sounds' of English and comfort with simple English sentence structures and vocabulary. Developing this basic oral English level may take 3-6 months, when the student is fully immersed in an English school and is receiving regular ESL instruction aimed at developing oral skills.

Throughout their primary and elementary schooling students have many opportunities to develop listening and speaking skills. While these are an important component of the ESL development, especially at the early stages, ESL instruction must place particular emphasis on literacy development. Reading and writing skills do not develop without explicit instruction and engagement in appropriate literacy activities.

Students learn to read most easily when

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

Literature: Fiction and Non-Fiction

The goal of ESL instruction and support is successful integration into all subject areas. Thus, students must be exposed to a wide variety of fiction and non-fiction across the curriculum.

Narratives are enjoyable and aesthetic readings. They open the way for discussion of life issues and investigation into various cultures and lived experiences. Non-fiction

texts, especially those which introduce science and social studies topics that students face in the prescribed curriculum, prepare the student for further academic studies. Moreover, different types of texts appeal to different children.

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

Early readers should be introduced gradually to a wide variety of print and other types of texts. They need to become familiar with the text structures, language conventions and graphic features of these different types of texts. For example, students using non-fiction to locate information must know how to use the table of contents, index, charts and graphs, glossary, etc.

Cueing Systems

While the strengths and needs that an ESL student brings to the reading process may differ from that of L1 readers, ESL emergent readers must develop skills in using the same cueing systems as L1 readers.

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

The ESL student has less experience with the sounds of English than a native speaker, has a limited vocabulary for semantic cueing and a restricted sense of what sounds right for syntactic cueing. As the student's English develops the ability to use the cueing systems will be strengthened. Moreover, ESL students may sometimes draw on their first language to help interpret meaning in the L2. There is evidence that bilingual children have enhanced metalinguistic knowledge, skills and abilities such as translation and code-switching (Pang and Kamil, 4-5). At the early stages of learning a second language, older children and adolescents will develop their metalinguistic and analytical skills as they naturally make comparisons to the L1.

Pragmatic Cueing System

The use of pragmatic cues refers to readers' understanding of how text structure works and the purpose for reading. Readers use this information to predict meaning as they read. Understanding the basic structure of a narrative, as well as the features of a story particular to various genres, allows children to set the appropriate purpose for reading and to predict more successfully. Children learn to recognize the text structure cues related to expository text, such as headings, illustrations, graphs and bolded words. This allows them to activate prior knowledge and support prediction as they read.

Effective readers have a wide background of experience with language in many situations, although experience will vary in different cultural contexts. To expand students' knowledge of written language in its various uses, the teacher may

- Immerse students in a variety of genres and styles of literature.
- Read a wide variety of non-fiction to students.
- Discuss the information readers receive from non-print cues such as illustrations, story pattern and structure.
- Use a variety of text structures and story mapping techniques, helping students to recognize and chart the text structure visually.

Semantic Cueing System

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

Effective readers have extensive knowledge of a wide range of topics and related language. To build students' experiential and language base and to encourage reading for meaning, the teacher may

- Help students learn to use the semantic cueing system by teaching them to ask themselves as they read, *What would make sense here? Did that make sense with what I already know?*
- Discuss experiences to extend students' understanding and related vocabulary.
- Encourage extensive independent reading, to help build students' experiences with a range of topics, language structures and vocabulary.
- Before reading, have students recall and share what they know about the topic to strengthen their knowledge and language of the content they will meet in the text.
- Encourage predictions before and during reading to promote reading for meaning; explain to students why they are making predictions before they read and how to use this prior knowledge effectively as a reading comprehension strategy.
- Help children recognize that words can have more than one meaning.
- Teach students to question meaning of new or confusing language and seek clarification, using a variety of resources or strategies.
- Help students clarify and extend understanding by having them respond to reading in a variety of ways, such as through drama, writing, discussion and drawing.
- Extend students' background experiences and involve them in as many real-life experiences as possible.

Syntactic Cueing System

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

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

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

With older children the teacher may also

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

Graphophonic Cueing System

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

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

To support the development of the graphophonic cueing system, students learn about the alphabet and the sounds the letters make. Sound awareness activities focusing on rhyme and alliteration support the development of this knowledge.

Students will differ in their abilities to develop knowledge of the graphophonic system. Many students will pick up this knowledge through reading and making meaning. Some students, however, may need more time and explicit practice to learn about letters and sounds, as well as to learn how to use graphophonic cues as they read and write.

ESL students need time to develop English sounds before letter-sound relationship will be accurate in oral reading. For example, a student from a language that does not have the /ch/ sound may not be hearing that sound in English. Nevertheless, learners can continue to build reading skills as phonological awareness and pronunciation are developing.

Teachers can help students develop an understanding of letter-sound relationships by providing opportunities for them to

- Hear language and see it in print.
- See their own words and sentences in print.
- Hear language while following it in print.
- Build a sight vocabulary including signs, letters, labels and other print in their environment.
- Practise listening for and writing salient consonants.
- Practise writing words using invented spelling.
- Provide many opportunities for writing, encouraging students to use temporary spelling until they know the conventional spelling; exploration of sound through temporary spelling is an integral part of development of graphophonic knowledge.
- Use knowledge of word families (e.g., cat, hat, fat) to decode new words.
- Work with a partner to put sentence strips in order or complete other activities that require reading to or with a partner.
- Sort pictures or word cards to help students compare and contrast features of words.

Acquisition Sequence for Exploration and Development of Graphophonic Knowledge in L1 students;
- students may begin to notice and teacher may draw attention to the letter-sound relationship incidentally in text.
x student is generally ready to explore, understand and construct knowledge, skills and strategies.

Graphophonic Knowledge	Emer-gent (k-1)	Early (1-2)	Tran-sitional (3)
Initial consonants: /s/, /m/, /f/, /t/, /p/, /k/, /h/, /b/, /r/, /l/, /g/ (girl) /d/, /j/, /w/, /n/, /v/, /z/	x		
Final consonants: /s/, /b/, /m/, /d/, /t/, /l/, /g/, /ks/ (fox), /n/, /f/, /k/, /z/	x		
Initial consonants: /s/ (circus) and /k/ (cake); /j/ (giant)	-	x	
Initial consonants: /kw/ (queen), /y/ (yell)	-		
Initial consonant digraphs: /sh/, /th/ (voiced and unvoiced) /ch/, /wh/ (when)	-	x	
Initial Consonant Blends (2 letter): /r/ blends (tr, fr, de, br, cr, gr, pr) /s/ blends (st, sm, sp, sn, sw, sk, sc) /l/ blends (bl, cl, fl, gl, pl, sl)	-	x	
Consonants in medial position /g/ (wagon), /t/ (water), /d/, /m/, /r/, /v/, /k/, /b/, /f/, /s/, /p/, /l/, /n/	-	x	
Final Consonant Blends: /st/, /nd/, /nt/, /mp/, /sk/		x	
Final Consonant blends /ft/, /ld/, /lt/, /rd/, /rt/		-	x
Three letter initial /s/ blends: scr, spl, spr squ, str		x	x
Consonant digraphs in medial and final position: /th/, /sh/, /ch/, /ng/, /ck/, /nk/		x	
Long Vowels: /a/ (gate, came), /e/ (see, three), /i/ (time, bite), /o/ (home), /u/ (cute, use)		x	x
Long Vowels: /a/ (day, train), /e/ (me, baby, sea), /i/ (high, tie, sky), /o/ (go, row, goat), /u/ (new, school, blue, juicy)		x	x
Short Vowels: /a/ (man), /e/ (pet), /i/ (sit), /o/ (hot) /u/ (fun), /oo/ (good)		x	x
Short Vowels: /e/ (bread), /aw/ or /o/ (saw, walk, bought, dog, water)			x
R-influenced Vowels: /ar/ (farm) /er/ (her), (girl), (fur), /or/ (horse)		x	
R-influenced Vowels: /ar/ (hair, care), /er/ (hear, deer)			x
Vowel Diphthongs /oi/ (boil, boy) /ou (cow, house)		x	
Silent Letter Patterns: b (climb), gh (through), l (walk) k, (knee), w (write), t (listen), h (ghost)			x
Other Letter Combinations: /f/ (phone, cough) Double consonants: (kitten, bubble, etc.)			x

Primary Language Arts Document, Newfoundland and Labrador

Phonological Awareness

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

If the ESL student has developed phonological awareness in the L1, it will transfer to the L2; however, further development of phonological awareness of English will take time. Due to the underdevelopment of the student's ability to hear and reproduce some English sounds, the student may be learning to read in English without the benefit of the phonological awareness of a native English speaking emergent reader. The beginning L2 learner will also have difficulty discriminating sounds and words within the flow of speech. Interlocutors are advised to speak slowly.

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

- Read repetitive and pattern books aloud. Have children join in.
- Provide experiences with rhyme (songs, chants, nursery rhymes, etc.) in contexts such as shared language, read aloud and games so that students can develop the ability to recognize and generate rhymes automatically.
- Have students clap out syllables in a word or sentence.
- Point to the syllables, tapping out as you read text from the board or flip chart.
- Model sounding out for spelling; have students practise sounding out, especially the salient consonant sounds and long vowels.
- Help students develop phonemic awareness and phonics skills in follow-up to a guided reading session (e.g., *What word on this page begins with the sound /t/?* or *I'll read slowly and you stop me when I say a word that has the /s/ sound at the end.*)
- Help students develop phonemic awareness by identifying and manipulating the phonemes in words. (e.g., Say words slowly, enunciating each phoneme such as c..a..t, and invite the child to do the same with some simple words. Ask the child to replace the /k/ sound with a /b/ sound.)
- For the older child with an intermediate to advanced English level, identify which sounds the student is unable to hear or distinguish and focus on those through listening games, exercises and pronunciation practice. Point out how to form the sound (position of lips, tongue) and encourage the student to monitor his/her speech for that sound. Progress gradually with one sound at a time. With primary children it is recommended to allow the sounds to develop naturally through exposure.

Reading Strategies

One way to accelerate the academic language learning of ELL students is to teach them how to learn more effectively and efficiently. Learning strategies are techniques for understanding, remembering, and using information and skills.
          (Chamot, How to Teach Learning Strategies to English Language Learners)

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

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

See Appendices 5 and 7 for suggested reading strategies.

Word Identification

Reading is an active process in which learners make meaning. Emergent readers need ample opportunities to put into practise what they know and to develop reading strategies. They need to be risk-takers and use the knowledge they have to predict and attempt new words in the context of making meaning. Students must attempt to make sense of what they read and attempt to confirm or self-correct. Readers make use of the cueing systems in an integrated way to identify new words.

Emergent and early readers may need to be reminded that what they read should make sense to them. Self-correcting and confirming are difficult unless the student is familiar with the language and context of the reading.

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

Sight Vocabulary

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

- Extensive reading, seeing the words and phrases repeated in different contexts.
- Writing, using common words and phrases repeatedly, such as in journal writing.
- Shared reading and writing, contexts in which students' attention can be focused on sight words.
- Re-reading of familiar texts to build fluency.
- Games and activities with flash cards, sight word bingo, sight word puzzles, etc.

Some sight words that are normally expected of emergent L1 readers may not be recognized easily by ESL students due to the acquisition order of vocabulary. ESL students will more easily focus on concrete words, whereas words such as *away, for and hers*, which are on the pre-primer Dolch list, come relatively late into the ESL student's vocabulary (See Appendix 8).

To build sight words in a systematic way, beginning with the most common words, a reading program with carefully levelled texts is essential.

Predicting, Confirming or Self-Correcting

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

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

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

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

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

- Read on and come back to make another prediction that fits.
- Go back to the beginning of the sentence and try it again, thinking about what fits.
- Sample more of the print information, for example:
  - ✓ look at more of the letters
  - ✓ break the words into parts
  - ✓ think about a word you know that starts the same way or looks similar
  - ✓ look for small words in the big word
  - ✓ check illustrations or graphics for a clue

Students learn these strategies over time when they are focused on the contexts of guided reading, shared reading, mini-lessons and reading conferences. As students become more proficient readers they need to continue to build strategies for use with more complex texts and language. For example, knowing how to break down longer words for careful decoding is an essential word attack skill. Identifying and understanding prefixes and suffixes is also a key decoding skill for academic reading.

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

Reading Comprehension

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

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

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

- Brainstorming what one already knows about a topic and what one expects or would like to find out. (K-W-L charts can be used to explore what readers already **know**

and what they **want** to know before reading as well as what they have **learned** post reading.)
- Asking questions to organize one's search for information.
- Predicting what a written text will be about based on front and back covers, titles page, table of contents, graphics and illustrations.
- Previewing the text to determine the organization and genre.

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

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

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

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

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

Reading and Viewing Components

> *The golden rule for learning to read is to read.*
>
> (Oyetunde, 2002, p. 752)

Reading Readiness and Concepts about Print

Emergent readers need reading readiness activities to develop phonological awareness, concepts about print and visual discrimination of letters. Alphabet puzzles, clapping songs, rhymes, manipulating magnetic letter, story time and a print rich environment are all a part of building reading readiness skills and should continue as the reading program progresses. Some researchers have found that phonological awareness in the L1 will transfer to the L2: thus ESL students can enjoy and benefit from activities that heighten awareness of the phonemes and syllables in English as well as in their own native language (Geva et al., 2000). Parents should be encouraged to sing, read and play games with their children in the mother tongue.

ESL students who are at the very beginning stages of learning to read should be prepared with reading readiness skills. These may include:

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

Students who have strong phonemic awareness have been found to be strong emergent readers and spellers. ESL emergent readers need to develop awareness of the phonemes in English words.[5] Rhyming activities and activities in which children have to segment words into phonemes help to develop phonemic awareness. Many students may have already developed phonemic awareness in their L1; this knowledge will transfer to the L2 and they may proceed to learn to read in English with little effort. Other students need more scaffolding. For strategies on teaching for increased phonemic awareness and assessment consult K-1 teachers.

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

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

Reading Readiness Activities

Silent Reading

Guided Reading

Pair or Buddy Reading

Components of the Reading Program

Language Experience Approach

Independent Reading with Tasks

Take-Home Reading

Read Aloud
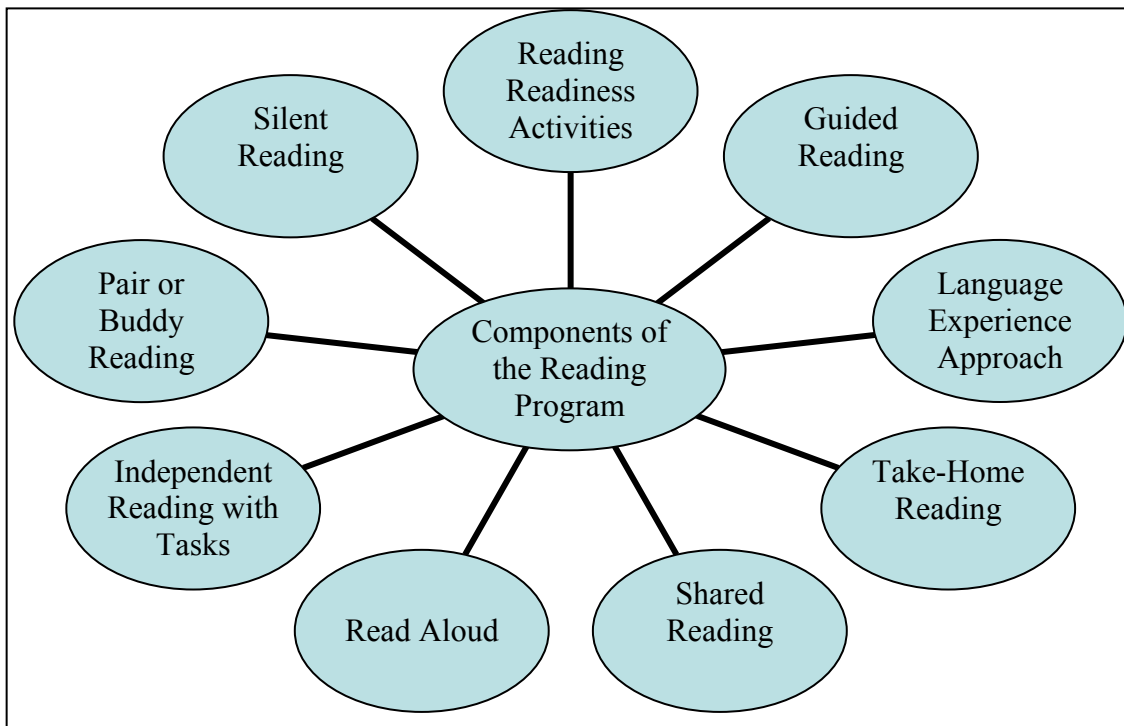
Shared Reading

Guided Reading

"Guided reading is a "gateway" into second language and literacy learning," (Cloud, Genesee and Hamayan, 2009, p. 61). It is the heart of an emergent and early reading program. It is recommended that emergent readers have three to five sessions of guided reading per week (Fountas and Pinnell, 1996, p. 30) with carefully levelled texts.

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

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

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

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

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

➢ Decide on a focus of instruction for the particular group, based on observation of students reading independently; choose a text at the group's instructional level.
➢ Help students experience success by first giving them an idea of the storyline, asking them to make predictions based on the cover illustrations and title and by talking them through the pictures.
➢ Brainstorm some of the words they might expect to find in the text.
➢ Ask the students to read the text. Observe and listen, intervening where appropriate to help students develop reading strategies and become aware of these strategies.
➢ Follow-up may include talking about the text, a focus on features of print, re-reading or responding through writing or drama. Students may think back to their predictions and confirm or correct. Follow-up reinforces the new language and promotes literacy. Follow-up activities are not required for every session.

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

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

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

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

To ensure that the language and cultural content of emergent and early reading materials is accessible to ESL students, it may be wise to use non-fiction texts and traditional stories. Non-fiction texts designed for young children provide an appropriate

language level and are generally less juvenile than fiction texts designed for young children. Traditional stories are non-age specific and universal in theme.

Language Experience Approach

The "organic" vocabulary approach used by Ashton-Warner (1963) was particularly effective in using the local literacies of indigenous students, who lived outside the cultural mainstream, as a bridge into school literacy. Ashton-Warner and others noted that by building on students' oral language and experiences, the LEA helps students build bridges between oral and written language through an interactive writing experience.

(Maloch, Hoffman and Patterson, 2004, p. 148)

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

Through Language Experience students get to tell their own experiences and ideas using language that is familiar and comfortable. Telling their own stories validates their experience and cultural perspective. The acceptance of the student's voice is demonstrated as the teacher scribes the words; personal stories, opinions and ideas unfold in print before the learner. This is a potent method of personal empowerment as well as language and literacy development. The student can take pride in confidently reading back this material.

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

Some of the strengths of the LEA approach as a reading development tool for ESL emergent and early reader are as follows:

- The text was composed by the student(s), thus, the vocabulary is accessible to them.
- In a group setting it shares vocabulary among people who are at a similar point in language development.
- It provides a text that is predictable and familiar to the students.
- It provides a text that is at the appropriate language level for the students.
- With the teacher as scribe, the finished product can be an exemplar for writing.
- It makes the connection between spoken word, writing and reading.

Shared Reading

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

Shared reading provides

- Motivation for reading, demonstrating the fun of being part of a club of readers.
- The opportunity for students to practice reading in a supportive, low risk environment.
- The opportunity to teach concepts, skills and strategies in the context of reading.
- An opportunity for teachers to assess reading ability and confidence.

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

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

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

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

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

Read Aloud

Reading aloud to students is an essential component of any reading program. It is one of the best ways to interest them in reading and to demonstrate that reading can be pleasurable and worthwhile. It also provides an enjoyable and engaging way to expose students to the English language and enrich their vocabulary. Reading to students helps them to understand the nature and purposes of reading. It helps them become familiar with the patterns of language and can interest them in different types of literature and different authors. Moreover, effective reading strategies can be demonstrated and practised during an interactive read aloud session. Reading aloud to students has a positive effect on reading comprehension, listening comprehension, quality of oral and written language and reading interests.

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

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

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

Take-Home Reading

Students need a home reading program in addition to the reading they do in school. Emergent and early readers should take a book for home reading every day. ESL teachers should have a take-home reading program for emergent and early readers, especially if the student is in a homeroom class that does not have appropriate levelled texts available for the child.

If parents of the ESL student are unable to guide the student in take-home reading, the text should be at or slightly below the student's independent reading level.

Students are responsible for

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

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

Independent Reading

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

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

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

Independent Reading and Task Completion

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

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

Sustained Silent Reading

Some schools build in time for independent reading by setting aside a time when everyone in the school reads. Students should be expected to read silently every day for a sustained period. It is important that ESL students have books on hand that are interesting to them and are at their easy or independent reading level.

Paired/Buddy Reading

Paired or buddy reading offers an audience for readers. Many teachers make partner or paired reading a part of their regular classroom routines. For example, during reading

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[6] Children can be taught to count the first 25 words of the text and then try to read those words, putting up one finger for each word they cannot read. If they hold up more than 2 fingers (8%) the text is too hard for independent reading.

workshops when teachers are conferencing with one group of students the rest of the class might engage in paired reading. Some teachers pair up their students with another class. There are many benefits for both students in reading to each other.

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

Responses to Texts

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

Personal Response

Students should learn to respond personally to a range of texts. To achieve this outcome, they need to be exposed to a wide variety of types of text. They need regular opportunities to consider the thoughts, feelings and emotions evoked by texts and to make connections to their own experiences, the world and to other texts. This sort of analysis will help students build the skills they need for further studies in language arts and literature.

Critical Response

Readers should learn to identify some basic types of print and media texts and think critically, understanding the purpose and intended audience. For young children it might be as simple as expressing what they like or don't like and why. Children should be encouraged to develop the language needed to formulate and express opinions and justifications for those opinions.

Children should be encouraged to read critically, questioning whether what they read is fact or opinion. Critical reading means considering point of view and motivations for an author's perspective. It entails awareness of instances of bias, prejudice or stereotyping; students can be guided to develop sensitivity to such language and situations.

Learning to question the validity of texts by using their own knowledge base as a reference is an important critical reading skill. Teachers model critical questioning and reflection during read aloud and shared reading.

The Role of Questioning in Response

Teachers help students grow in their response to text by questioning. Sometimes teachers use questions to guide or focus the discussion. Sometimes they ask questions to encourage students to reflect further, deepening their response. It is important that students as well as teachers be involved in asking the questions. Comprehension at the

literal level can be checked and developed through factual questions but questioning must also extend to a higher level.

Questions and discussions about authors and their beliefs help students realize that everything we read is written by someone with unique ideas, biases and cultural influences.

Effective questions are questions that promote both critical and creative thinking, open-ended questions that have more than one *right* answer, questions that encourage students to use their prior knowledge and experience to make meaning. Questions should do more than simply ask students to recall what was read. Questions should make students think before, during and after reading.

Examples of questions to encourage critical thinking:

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

Online Resources

There are many websites with reading activities available free online and others that teachers can access for a moderate fee. These range from phonics programs to more holistic read-along and comprehension building programs (See Appendix 10).

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

Games and Activities

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

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

Reading Assessment

Variety of Strategies and Tools

Teachers can use a variety of assessment strategies to monitor students' reading development and inform their teaching. Some of the key information to look for in the early stages includes information about students' understanding, attitudes and strategies, for example, whether they

- Understand reading as a meaning-making process.
- Understand the concepts of directionality and one-to-one matching.
- Make use of the cueing systems in an integrated way to predict, confirm and self-correct.
- Use a variety of self-correcting strategies.
- Have a number of sight words they recognize automatically.
- Feel confident and positive about reading.
- Comprehend what they read.

Strategies teachers use to gather, analyse and keep track of information about students' reading development:

- Reading records
- Miscue analysis
- Retellings
- Reading conferences
- Interviews/questionnaires
- Reading log
- Read and response journal
- Portfolio of student work
- Observation with notes
- Anecdotal records
- Checklists (See Appendix 7)
- Reading profile
- Dolch or Slosson sight word lists

It is important to be careful in interpreting results of formal reading assessments. An experienced ESL teacher will look with an eye to what errors may be a result of limited L2 proficiency as opposed to limited reading skill.

Reading Records

It is important to keep a record of the child's reading development over the course of the school year. ESL teachers in K-6 do periodic reading assessments to determine a child's instructional level and the strategies or behaviours that are developing. Reading records consist of information about a child's reading; this information is gathered through observation, questioning and miscue analysis.

Miscue analysis is part of the assessment process. While the student is reading aloud, the assessor notes the errors (miscues) made and later counts and analyses the types of errors. Normally, three types of errors are noted: errors in meaning when the child substitutes a word or phrase that makes no sense semantically, errors in syntax (sentence structure or grammar) and visual errors in which the child misreads due to lack of use of graphophonic cues. A miscue analysis helps establish a student's instructional reading level, determine strategies used and inform further instruction. A student should be able to comfortably read 90-95% of a text at the instructional level. Consideration must also be given to comprehension; the student should understand main ideas and most details at the instructional level. The teacher, through trial and error, ascertains the appropriate instructional reading level for the student.[7]

During the assessment, the teacher records the reader's behaviours and strategies; for example, asking for assistance, re-reading, omitting or inserting words and self-correcting. This information will help the teacher determine what strategies the student uses well and which should be further developed.

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

This assessment procedure was designed for native speakers but can be used with ESL students; the ESL teacher will consider the errors carefully to determine whether they are reading errors or errors due to lack of English language proficiency. The choice of text is important; it should be an unseen text but one familiar in topic and vocabulary. A preview of the title, pictures and unfamiliar vocabulary can help build background knowledge before the formal assessment begins.

There are a number of commercially produced kits for reading assessment. These kits have a range of levelled books, ready made reading record forms and a teachers' manual which will outline the assessment procedure. It is important that the texts used

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[7] Reporting exact grade level reading for ESL students is not recommended. Reading level should be reported generally, for example, *low primary*, *mid primary*, etc.

for assessment of ESL students have vocabulary that is in the child's repertoire of acquired English and that the topic is familiar. The texts should also have standard sentence structures and very little or no idiomatic language that would be unfamiliar to the student. Moreover, in most reading assessments based on miscue analysis the child is instructed to read aloud and then answer questions immediately; it is recommended that the ESL student be given ample time to re-read the text silently before being asked to retell or answer questions. Using the format of a commercially produced reading record form, a teacher may create a reading record form for other texts.

Writing Development

Fundamental Principles

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

Students develop as writers when they are immersed in authentic writing experiences where writing is demonstrated, where they experiment with writing for sustained periods of time and where they receive response to their efforts.

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

Students learn to write most easily when they

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

Modelling

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

- Morning message
- Journal writing
- Class rules or instructions
- Invitations/thank-you letters

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

- Brainstorming for prewriting (creating lists or graphic organizers)
- Retelling the key points of a narrative or non fiction text
- Creating a group narrative

- Creating an expository piece of writing
- Writing a response to a reading passage
- Answering comprehension questions

Writing Readiness

Writing, like reading, needs to begin with readiness activities. ELD students and young children may need to begin with the following sorts of readiness activities:

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

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

Dimensions of Written Language: The Cueing Systems

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

Pragmatics: The Context of Language

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

- Immerse students in functional written language and provide opportunities to write informally in the course of daily activities, such as the calendar, signs, labels, announcements and notes home.
- Read a wide variety of fiction and non-fiction to students, pointing out features of the genre and provide opportunities for them to write in those genres or forms These would include, for example, writing formal and informal letters, invitations, personal narratives and reports on non-fiction topics.

Semantics: The Meaning of Language

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

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

Syntax: The Structure of Language

Students need opportunities to write using a variety of syntactic or language patterns. Pattern writing as an extension activities to reading a pattern book provides opportunities to extend syntactic knowledge. It is important, however, that students also have opportunities to express themselves creatively and freely in writing.

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

The teacher may

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

Graphophonic: Conventions of Form

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

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

Types of Writing

ESL students in K-6 should acquire a basic listening and speaking vocabulary, writing readiness skills as well as beginning reading skills before starting intensively on writing development. Writing ability and progress is intertwined with speaking, listening and reading; as students are exposed to and guided through various models and genres of texts, they develop their ability to create such texts.

In a balanced approach to writing some writing will be done by the teacher as a model, some will be shared writing, some will be individually assigned and some writing may be created through dictation, with the student dictating and the teacher or a stronger writer transcribing. Student created passages can be used as reading texts.

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

Expressive Writing

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

Expressive writing is particularly beneficial for students who have been through trauma; it is often used for its therapeutic value.

Some examples of expressive writing are:

- Journal writing, freely expressing opinions, descriptions, etc.
- Diary writing, retelling the day's events
- Writing informal messages

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

Transactional Writing

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

Transactional writing may incorporate all the "rules" of writing, including research, organization, thesis statement and topic sentences. However, it may start with a first draft as expressive writing, in which students are encouraged to write what they know freely. Through expressive writing students often come up with a main thought that becomes the thesis of the transactional piece.

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

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

Some examples of transactional writing are:

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

Poetic Writing

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

the salient features of various literary genres and understanding the purpose of these features will strengthen the student's ability to write in these genres.

Children from every culture have a sense of story. Children sense that stories are the embodiment of our beliefs, hopes, fears and ideals. Like transactional writing, poetic writing can persuade or call to action; however, poetic writing is just that – poetic, flexible and imaginative. Often, it is written to entertain.

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

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

Poetic writing includes:

- Stories
- Plays or skits, perhaps based on a story or improvisational role play
- Dialogues
- Jokes
- Poems

The Writing Process

Steps of the Writing Process

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

Prewriting

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

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

Drafting

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

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

- Model drafting on the board or flip chart, writing quickly and going back to correct your own errors later.
- Have timed writing activities with prompts such as pictures, word lists or story starters. Assure students that spelling is not important at this stage.
- Give lots of praise for writing and give limited error correction.
- Indicate some errors that the student is capable of self-correcting.
- Have timed writing competitions with teams of students, students creating a passage by round robin writing. Points are awarded for number of words, regardless of errors provided the work can be understood.

Revising

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

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

Proofreading and Editing

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

Publishing

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

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

- Reading the writing to the classmates or the teacher
- Posting writing on the bulletin board
- Publishing a class or school newsletter
- Submitting writing for school/district anthologies or magazines
- Posting to a blog or webpage
- Preparing presentations
- Writing a letter to the newspaper or other media
- Entering writing contests

The 6+1 Traits of Writing

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

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

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

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

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

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

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

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

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

Error Correction

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

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

Errors are generally corrected if

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

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

Writing Assessment

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

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

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

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

Chapter 5: Assessment, Evaluation and Reporting

Initial Assessment

An initial ESL assessment should be completed within the first week of the student's registration. This assessment is to determine a child's level of English proficiency, including literacy, and will inform ESL placement and instruction.

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

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

The ESL teacher, or language arts teacher where and ESL teacher is not available, will carry out the following initial assessment:

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

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

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

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

Ongoing Assessment

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

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

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

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

- Planned observation with documentation
- Student portfolio
- Audio and videotaped recordings of readings or oral presentations
- Writing samples
- Conference or interview notes and anecdotal records
- Records of reading assessments through miscue analysis[8] (Reading Records)
- Checklists (by teacher, peers, or student)
- Pictorial products (labeling, drawings, dioramas, models, graphs)
- Oral interaction
- Oral presentations
- Student's own reflection on learning

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

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

Evaluation Plan and Reporting

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

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

ESL Reporting

- Reporting for the ESL students should happen at the regular intervals.
- ESL teachers must provide a report on student progress in English language acquisition at regular reporting times (See Appendix 11).
- Because most parents are ESL learners themselves, the ESL insert should be written in plain language with basic sentence structure.
- The ESL report should be included with the regular report to parents and a copy kept in the student's cumulative file.

Recommendations on reporting by classroom teachers and ESL teachers:

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

Assessment Suggestions for ESL and Classroom Teachers

Certain assessment practices are particularly helpful for ESL students.

- Provide clear instructions and explain the task carefully.
- Provide models, samples or demonstrations.
- Check for comprehension in various ways.
- Suggest steps to help complete a project and monitor student progress.
- Identify alternate resources such as easier reading materials on the same topic.
- Provide a choice in topics and in presentation formats.
- Ensure that points for language errors are not deducted in content area evaluations.
- Allow extra time for in-class tests or assignments.
- Provide a bilingual, children's or learner's dictionary.
- Use oral assessments, interviews or conferencing.

- Include assessments which are less dependent on written language (pictures, graphs, diagrams, short answer or fill in the blank type questions).

Parent-Teacher Interviews

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

Identifying Students with Exceptionalities

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

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

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

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

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

either the first or second language may be invalid. However, Linse also suggests that normative assessment is needed. The ESL teacher is a critical player in assessing how an ESL student is performing in relationship to other children of the same age, educational background and culture.

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

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

- Anecdotal notes on interactions and behaviours
- Reading assessment results (copies of reading records, sight word recognition)
- Sample of student's writing
- Summary of instruction
- Summary of interventions tried and student's response and progress

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

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

Some potential difficulties related to language learning or to special education:

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

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

Benchmarks for ESL Developmental Stages

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

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

Language Assessment Criteria: Grades 1-3   English Second Language

	Listening	Speaking
Stage 1: Beginner Understands basic spoken English Speaks for basic communication	❑ Responds to yes/no questions ❑ Responds appropriately to familiar conversational topics _family _school _basic information ❑ Responds to familiar vocabulary ❑ Responds to basic classroom commands ❑ Responds to simple *wh* questions	❑ Uses functional vocabulary: _familiar names & objects _ present tense verbs _ numbers 1-10 _ school items _family terms ❑ Uses short patterned questions ❑ Communicates _basic wants/needs _basic personal information ❑ Answers specific questions using single words or short phrases
Stage 2: Developing Understands key information with supports Speaks with spontaneity in daily conversation and in class	❑ Participates in conversations on familiar topics ❑ Responds to: _day-to-day vocabulary _direct questions _frequently used commands _simple stories_ concepts of learned themes_ some humour ❑ Requests clarification when necessary ❑ Follows simple instructions ❑ Is attentive to modified teacher talk and demonstrates understanding	❑ Initiates and maintains daily conversation ❑ Participates with some fluency ❑ Recounts familiar events & key information ❑ Speaks with sufficient clarity for teacher comprehension ❑ Uses known vocabulary & gestures to compensate for unfamiliar vocabulary ❑ Expresses: _feelings _preferences ❑ Begins to use: _variety of vocabulary _ *wh* questions _verb tenses _ complete simple sentences and some compound (conjunctions: *but, and, because*) ❑ Uses common: _adj. _ adv _prepositions
Stage 3: Expanding Understands social English, needs supports for grade-level academic listening Participates comfortably socially and in class, may have minor difficulties /misunderstandings in oral expression	❑ Responds appropriately to: _questions _directions _ extended discourse ❑ Responds appropriately in sustained discussions in class ❑ Identifies: _main ideas _supporting details with repetition ❑ Identifies: _main ideas and _many supporting details of content area presentation ❑ Sustains attention in the regular classroom environment ❑ Demonstrates understanding of much grade-level academic and subject specific vocabulary	❑ Uses clear pronunciation and enunciation ❑ Asks and answers a range of questions without hesitation ❑ Participates in classroom discussions ❑ Begins to use: _simple past _present_ future tenses appropriately ❑ Clearly retells: _personal experience _narratives _ basic factual information ❑ Uses *wh* questions ❑ Uses some basic complex sentences (eg. *After___, ___. When___, ___.*)
Stage 4: Consolidating Understands spoken English in most contexts at grade level Speaks fluently, almost native like in vocabulary and sentence structure	❑ Participates in most social discussions ❑ Responds to complex sentences ❑ Follows a series of instructions ❑ Rarely takes wait time to respond ❑ Understands academic content with visual support ❑ Responds to unseen speakers (PA system, telephone) ❑ Uses listening strategies: _ uses context to understand _ asks for explanation or repetition _ listens attentively	❑ Uses most language structures appropriate to grade level (e.g., complex sentences, conditionals) ❑ Self-corrects some errors for clarification ❑ Uses a range of age-appropriate vocabulary ❑ Able to express and explain an opinion ❑ Participates in regular class discussion confidently and appropriately ❑ Uses: _simple past _present_ future tenses appropriately ❑ Uses speaking strategies: _ uses appropriate, specific vocabulary _states main idea clearly and initially _uses new words learned

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

Language Assessment Criteria: Grades 1-3   English Second Language

	Reading	Writing
Stage 1: Beginner Reads and Comprehends common words and some simple sentences Beginning to write simple sentences independently	❑ Identifies the alphabet _in order _random ❑ Is developing a basic sight word vocabulary ❑ Recognizes repeated, simple phrases ❑ Beginning to use some reading strategies: _picture clues, _initial consonants, _re-reading for understanding	❑ Produces the upper and lowercase alphabet in legible printed form ❑ Copies printed information accurately ❑ Prints some personally relevant words ❑ Completes sentence patterns with familiar vocabulary ❑ Writes short, simple sentences on personally relevant topics with assistance or modelling
Stage 2: Developing Reads for specific purpose on familiar topics Writes in a variety of contexts with comprehensible simple sentences	❑ Begins to use grade-appropriate reading strategies for decoding: _blends _digraphs _long vowels _short vowels ❑ Begins to use grade-appropriate strategies for comprehension: _vocabulary strategies _context clues _identifying key info in text ❑ Retells beginning, middle and ending of story ❑ Uses some correct phrasing and rhythm when reading aloud ❑ Identifies fiction and non-fiction	❑ Composes simple sentences independently ❑ Begins to use basic sentence structures: _statements _questions ❑ Begins to: _spell phonetically _spell some high frequency words correctly ❑ Begins to organize and sequence ideas on a single topic ❑ Uses capital letters and periods correctly in free writing ❑ Is beginning to self edit (e.g., capitals, word endings and punctuation) ❑ Writes simple responses to *wh* questions
Stage 3: Expanding Works independently on a variety of reading tasks Writes a variety of genres with longer sentences and mostly accurate conventions	❑ Is developing grade-appropriate reading strategies: _sequencing _locating information_ identifying main ideas_ cause and effect _vocabulary strategies ❑ Summarizes a story identifying the main idea and some details ❑ Reads and understands: _fiction _ non-fiction ❑ Understands that words can have more than one meaning	❑ Is learning the rules of spelling ❑ Follows conventions of print appropriate to grade level with some consistency ❑ Begins to use variety in: _vocabulary _sentence structure _forms of writing ❑ Begins to write grade-appropriate, connected discourse ❑ Uses appropriate sentence structure and vocabulary to answer higher level questions (Why? How?)
Stage 4: Consolidating Reads at grade level with success Writes for a variety of purposes and with few errors in conventions for the grade level.	❑ Recalls and retells a written story ❑ Understands, with support, materials in the content areas at grade level ❑ Understands unfamiliar text that may contain unfamiliar sentence structures with few visual context clues ❑ Uses grade-appropriate reading skills effectively: _inferences _predicts _main ideas _ details	❑ Uses grade-appropriate verb tenses ❑ Writes grade-appropriate text on a variety of topics with few errors in _grammar _spelling _punctuation ❑ Writes with a clear focus, coherent organization and varied vocabulary ❑ Writes for a variety of purposes ❑ Uses the writing process effectively, considering revising for sentence structure and fluency, clarity, voice, word choice, organization and conventions

Language Assessment Criteria: Grades 4-6   English Second Language

	Listening	Speaking
Stage 1: Beginner Understands basic spoken English Speaks for basic communication	❑ Responds to yes/no and *wh* questions ❑ Responds appropriately to familiar conversational topics _family _school _basic information ❑ Responds to familiar vocabulary ❑ Responds to basic classroom commands ❑ Responds to simple *wh* questions	❑ Uses functional vocabulary: _familiar names & objects _ present tense verbs _ numbers 1-10 _school items _family terms ❑ Uses short patterned questions ❑ Communicates _basic wants/needs _basic personal information ❑ Answers questions using single words or short phrases ❑ Begins to use: _subject-predicate _negatives _pronouns _basic adjectives
Stage 2: Developing Understands key information with supports Speaks with spontaneity in daily conversation and in class	❑ Participates in conversations on familiar topics ❑ Responds to: _day-to-day vocabulary _direct questions _frequently used commands _simple stories _concepts of learned themes_ some humour ❑ Requests clarification when necessary ❑ Follows simple instructions ❑ Is attentive to modified teacher talk and demonstrates understanding ❑ Responds to key vocabulary and concepts related to specific themes ❑ Begins to respond to academic vocabulary	❑ Initiates and maintains daily conversation ❑ Participates with some fluency ❑ Recounts familiar events & key information ❑ Speaks with sufficient clarity for teacher comprehension ❑ Uses known vocabulary & gestures to compensate for unfamiliar vocabulary ❑ Expresses: _feelings _preferences ❑ Begins to use: _variety of vocabulary _*wh* questions _verb tenses _ complete simple sentences and some compound (conjunctions: *but, and, because*) ❑ Uses common: _adj. _adv _prepositions ❑ Gives straight forward instructions and directions
Stage 3: Expanding Understands social English, needs supports for grade-level academic listening Participates comfortably socially and in class, may have minor difficulties /misunderstandings	❑ Responds appropriately to: _questions _directions _extended discourse ❑ Responds appropriately in sustained discussions in class ❑ Identifies: _main ideas _supporting details with repetition ❑ Identifies: _main ideas and _many supporting details of content area presentation ❑ Sustains attention in the regular classroom environment ❑ Demonstrates understanding of much grade-level academic and subject specific vocabulary	❑ Uses clear pronunciation and enunciation ❑ Asks and answers a range of questions without hesitation ❑ Participates in classroom discussions ❑ Summarizes key ideas from written text ❑ Self -corrects some errors ❑ Begins to use: _simple past _present _ future tenses appropriately ❑ Clearly retells: _personal experience _narratives _basic factual information ❑ Uses *wh* questions ❑ Begins to use: _adverb and adjective phrases _conditionals
Stage 4: Consolidating Understands spoken English in most contexts at grade level Speaks fluently, almost native like in vocabulary and sentence structure	❑ Participates in most social discussions ❑ Responds to complex sentences ❑ Follows a series of instructions ❑ Rarely takes wait time to respond ❑ Understands academic content with visual support ❑ Responds to unseen speakers (PA system, telephone) ❑ Uses listening strategies: _uses context to understand, _asks for explanation or repetition _listens attentively _takes notes of key points and many details from a short lecture.	❑ Uses most language structures appropriate to grade level (e.g., complex sentences, conditionals) ❑ Uses a range of age-appropriate vocabulary ❑ Able to express and explain an opinion ❑ Participates in regular class discussion confidently and appropriately ❑ Uses: _simple past _present_ future tenses ❑ Makes academic presentations fluently ❑ Uses English effectively for a variety of purposes (e.g., persuade, describe, instruct, summarize, argue, narrate, question, explain) ❑ Uses speaking strategies: _self-corrects for clarification _uses appropriate, specific vocabulary _states main idea clearly and initially _attempts to use new words learned _seeks opportunities to converse

Language Assessment Criteria: Grades 4-6   English Second Language

	Reading [9]	Writing
Stage 1: Beginner Read and comprehend simple English Beginning to write simple sentences	❑ Recognizes the alphabet _print _script ❑ Uses reading strategies for decoding:_ initial consonants _ picture clues _predictability ❑ Begins to use reading strategies for comprehension: _prior knowledge _re-reading for understanding ❑ recognizes some common beginning sight words, concrete words and theme words	❑ Produces the alphabet in legible form using left-to-right progression and writing on the line ❑ Copies written information accurately ❑ Begins to use common writing conventions: _punctuation _spelling _capitalization ❑ Begins to use: _subject-predicate order _ _adjectives _common prepositions ❑ Writes short, coherent patterned sentences on personally relevant topics
Stage 2: Developing Reads for specific purpose, comprehends familiar topics Writes in a variety of contexts using simple sentences	❑ Uses decoding strategies: _syllabication ❑ Uses reading strategies for comprehension: _vocabulary strategies _context clues _identifying key info in text ❑ Demonstrates literal comprehension ❑ Uses some correct phrasing and rhythm and pronunciation when reading aloud ❑ Follows brief written instructions ❑ Identifies fiction and non-fiction ❑ Identifies author's purpose ❑ Is beginning to read with a critical view	❑ Writes with some accuracy: _common tenses _capitalization _punctuation_ spelling ❑ Writes appropriate responses to *wh* questions ❑ Attempts to organize ideas before writing ❑ Writes connected discourse: _retelling _journal writing
Stage 3: Expanding Completes classroom reading tasks adequately with support Completes grade level written tasks adequately with support	❑ Is developing grade-appropriate reading strategies: _sequencing _skimming and scanning_ identifying main ideas_ cause and effect ❑ Uses vocabulary building strategies ❑ Summarizes a story identifying the main idea and some details ❑ Reads and understands: _fiction_ non-fiction close to grade level ❑ Reads and interprets text with some visual support using context and punctuation clues and phonics ❑ Is able to choose appropriate texts for independent reading	❑ Organizes and sequences ideas ❑ Writes using appropriate verb tenses, subject-verb agreement and connectors with: _prose _questions ❑ Begins to use variety in: _vocabulary _sentence structure _forms of writing ❑ Uses paragraphs when writing descriptions and narratives ❑ Revises written work with support
Stage 4: Consolidating Demonstrates control of grade-appropriate reading tasks Writes for a variety of purposes using appropriate conventions	❑ Uses grade-appropriate reading skills effectively: _inferences _predicts _"figures out" vocabulary _skimming and scanning ❑ Is comfortable with unfamiliar text at grade level. ❑ Uses text to support personal interpretation ❑ Has an extensive reading vocabulary close to grade level. ❑ Demonstrates independent use of and can articulate some strategies to continue building reading proficiency	❑ Writes with a clear focus, coherent organization and varied vocabulary ❑ Writes for a variety of purposes at grade level expectation ❑ Writes grade-level text on a variety of topics with few errors in: _grammar _spelling _punctuation ❑ Uses some complex sentences ❑ Uses the writing process ❑ Uses writing strategies: _ attempts to use new words and accurate vocabulary _uses reference materials to aid writing ❑ Is showing growth in writing and the ability to reflect on how to continue to grow

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[9] ESL students who are literate in their L1 may have acquired many of the reading skills and strategies in the L1. ELD students will need more instruction and time to catch-up.

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Appendix 1: ESL Initial Assessment

Some suggested components of the initial ESL assessment:

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

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

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

Appendix 2: Stages of Language Acquisition

Language acquisition may be roughly defined in five stages:

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

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

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

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

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

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

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

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

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

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

Appendix 3: Text for Parent Brochure (sample)

Welcome

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

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

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

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

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

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

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

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

Should I use our first language with my child?

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

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

Appendix 4: ESL Learning Plan (sample)

The *ESL Learning Plan* should be completed annually, within one month of the student's arrival, and filed in the student's cumulative file.

Student's name:	Grade:
Classroom teacher:	ESL teacher:
School:	Date:
Previous schooling:	

ESL Developmental Stage [refer to "Benchmarks for ESL Developmental Stages" in *Guidelines for Delivery of ESL Services in K-6*]: ☐ 1. Beginner ☐ 3. Expanding ☐ 2. Developing ☐ 4. Consolidating

English Language Strengths	English Language Needs

English Language Learning Goals for current school year:

ESL LEARNING PLAN, page 1

Checklist for Classroom Teacher: Strategies to Enhance Language Learning

_ Welcome the student by learning a few words in the student's native language (e.g., "hello", "how are you?")

_ Have the student make posters or teach classmates some word or expressions in his/her native language.

_ Speak clearly and slowly, in complete simple sentences and remind classmates to do likewise.

_ Print notes in plain language, key words, dates, page numbers, instructions, homework assignments, etc. on the board to aid comprehension.

_ Use printing rather than cursive writing.

_ Use manipulatives and visuals to reinforce new concepts.

_ Check for comprehension; use questions that require one word answers. (Avoid asking, "Do you understand?")

_ Modify assignments for ESL/ELD students.

_ Give ESL/ELD students extra time to complete certain tasks.

_ Assign a partner(s) to work with the ESL/ELD student.

_ Help the student with essential survival terms (e.g., "washroom please").

_ Encourage classmates to assist the student in participating, following instructions, etc.

_ Provide a picture dictionary and/or appropriate children's dictionary.

_ Provide high interest/low vocab texts for in-class reading.

_ Modify assessment and evaluation strategies.

_ Provide models of completed work assignments, projects, etc.

_ In writing, respond first to content of what the student is saying and then focus on correcting a limited number of errors, rather than trying to "fix" everything.

_ Assign a buddy reader to read aloud to the student for a few minutes each day.

_ Set up a take-home reading program with materials at the student's independent reading level.

_ Set up a listening centre (books and audio, computer programs) for beginning ESL students.

_ Use active methods of learning such as games, skits, songs, partner interviews and structured conversation with classmates.

Others:

_ _____

_ _____

_ _____

ESL LEARNING PLAN, page 2

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

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

Signatures	
Please print name	Signature
Classroom teacher:	
ESL teacher:	
Parent:	
Other (include position)	
Date: _____	

ESL LEARNING PLAN, page 3

Completed sample of ESL Individual Outcomes: To be completed by the ESL teacher after consultation with the classroom teacher.

ESL Individual Outcomes

Student name: *Abdul*   ✓ **ESL and/or** ✓ **ELD**
Grade: *4*   **ESL Development Stage:** *2*
Outcomes for Term: *1*   **Year:** *2010-11*
Date: *October 2, 2010*

Listening and Speaking

✓ *Will retell some details after teacher read aloud.*

✓ *Will use appropriate language structures to indicate future tense (for clarity in speech and writing.)*

✓ *Will use these strategies:*

  • *Listening carefully and responding to what the interlocutor has said*

Reading and Writing

✓ *Will read (decode + comprehension) at a mid grade 2 level*

✓ *Will use these reading and vocabulary building strategies:*

  • *Copy new vocabulary words into his personal dictionary and write a simple sentence with each new word.*

  • *Will focus more on sounding out all syllables of longer words.*

✓ *Will read math word problem from grade 2-3 math materials.*

✓ *Will use a table of contents.*

✓ *Will use a graphic organizer to take notes from an information text.*

✓ *Will write a report on an information topic (e.g., an animal or country of choice) using factual information collected from a non-fiction text. Will:*

  • *Write at least three paragraphs (intro, body, conclusion).*

  • *Write a first draft and edit for some grammar, punctuation and spelling.*

The *ESL Individual Outcomes* should be completed at least twice yearly and filed in the student's cumulative file.

ESL LEARNING PLAN, page 4

Appendix 5: Learning Strategies

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

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

Appendix 6: Suggested Titles for Children's Literature

The list of children's authors is endless and growing. It is important that ESL teachers keep themselves abreast of publications. Classroom teachers and school librarians can be a great source of information. You can also find an annotated bibliography of children's books on the Department of Education, English Language Arts website. [http://www.ed.gov.nl.ca/edu/k12/curriculum/documents/english/index.html#bibliok3]

Many pattern books normally used in grades K-1 are an excellent resource for beginning English students in K-6.

The following is a recommended list to get started with ESL beginners:

- *Are You My Mother?* by P.D. Eastman
- *Bringing the Rain to Kapiti Plain* by Verna Aardema
- *Brown Bear, Brown Bear, What Do You See?* By Bill Martin Jr.
- *Cookie's Week* by Cindy Ward
- *Green Eggs and Ham* by Dr. Seuss
- *Hickory Dickory Dock* by Keith Baker
- *I Went Walking* by Sue Williams
- *My World of Color* by Margaret Wise Brown
- *Potato Joe* by Keith Baker
- *Put Me in the Zoo* Robert Lopshire
- *Ten Sly Piranhas* by William Wise
- *The Great Enormous Turnip* by Alexei Tolstoy and Helen Oxenbury
- *The Shopping Basket* by John Burningham
- *The Very Hungry Caterpillar* by Eric Carle
- *The World that Jack Built* by Ruth Brown
- *Where's Spot?* by Eric Hill
- *Who Sank the Boat* by Pamela Allen

The following list is good for high beginner to advanced students; however, even a very beginning English learner will enjoy and benefit from listening to the story and following the illustrations. The list includes titles to explore international cultures as well as Canadian, Newfoundland and Labrador cultures:

- *A Brave Soldier* by Nicolas Debon
- *Amandi's Snowman* by Katia Novet Saint-Lot
- *Anna's Goat* by Janice Kulyk Keefer
- *A Song for Ba* by Paul Yee
- *Borrowed Black* by Ellen Bryan Obed
- *Chicken Sunday* by Polacco Patricia
- *Chin Chaing and the Dragon Dance* by Ian Wallace
- *Duncan's Way* by Ian Wallace
- *Fire on the Mountain* by Jane Kurtz
- *For you are a Kenyan Child* by Kelly Cunnane

- *Ghost Train* by Paul Yee
- *Grandfather Counts* by Andrea Cheng
- *Heckedy Peg* by Audrey Wood
- *Heroes of Isle Aux Morts* by Alice Walsh
- *Jeremiah Learns to Read* by Jo Ellen Bogart
- *Mufaro's Beautiful Daughters* by John Steptoe
- *My Name Was Hussein* by Hristo Kyuchukov
- *Peppe the Lamplighter* by Elisa Bartone
- *River My Friend* by William Bell and Ken Campbell
- *Stone Soup* by Jon J. Muth
- *The Best Eid Ever* by Asama Mobin Uddin
- *The Bird Man* by Veronika M. Charles
- *The Fish Princess* by Irene N. Watts
- *The Fortune-Tellers* by Lloyd Alexander
- *The Great Kapok Tree* by Lynn Cherry
- *The Hockey Sweater* by Roch Carrier
- *The Paint Box by Maxine Trottier* and Stella East
- *The Rainbow Bridge* by Audrey Wood
- *The Stranger* by Chris Van Allsburg
- *The Sweetest Fig* by Chris van Allsburg
- *The Tiger and the Persimmon* by Janie Jaehyn Park
- *The Trial of the Stone* by Richard Keens-Douglas
- *The Walking Stick* by Maxine Trottier
- *The Wednesday Surprise* by Eve Bunting
- *Trouble* by Jane Kurtz
- *We Are All Born Free: The Universal Declaration of Human Rights in Pictures by Amnesty International*
- *Where is Gah-Ning* by Robert Munch
- *Winter of the Black Weasel* by Tom Dawe

The following titles offer opportunities for exploration of language related to math:

- *One Hen* by Katie Smith Milway
- *Once Upon a Dime* by Nancy Kelly Allen
- *Clocks and More Clocks* by Pat Hutchins
- *Equal Shmequal* by Virginia L. Kroll
- *Multiplying Menace: The Revenge Of Rumpelstiltskin* by Pam Calvert
- *A Place for Zero: A Math Adventure* by Angeline Sparagna Lopresti
- *The Shopping Basket* by John Burningham
- *My Rows and Piles of Coins* by Tololwa M. Mollel
- *Weighing the Elephant* by Ting-Xing Ye
- *Quack and Count* by Keith Baker
- *Night Noises* by Mem Fox

Appendix 7: Checklist for Reading Development

Name:_____

- Rarely or Never   + Sometimes, Often   ++ Usually or Always

Demonstrate and practise the strategies. Then assess for the application of strategies. Try to observe some strategies without the student noticing – not under pressure!	Date: Reading Level:	Date: Reading Level:	Date: Reading Level:	Date: Reading Level:
DECODING				
1. Uses sight words to read				
2. Uses sounding out to decode new words				
3. Re-reads and self-corrects if a word doesn't make sense (based on the student's knowledge of English and the world)				
4. Uses context clues to read difficult words:				
• substitutes a word that makes sense in the sentence				
• looks at pictures and graphics for a clue				
5. Breaks words into chunks for decoding				
COMPREHENSION				
6. Skims title, pictures and graphics before reading				
7. Makes predictions about the text based on skimming				
8. Knows when reading doesn't make sense and re-reads				
9. Retells main ideas				
10. Reads aloud with expression and intonation				
11. Pauses at punctuation when reading aloud				
12. Reads silently for extended periods of time				
13. Make inferences about events, feeling, etc. (reads between the line)				
14. Seeks clarification when he/she doesn't understand				
15. Relates what is read to personal experience or prior knowledge				
16. Can locate main idea in a paragraph for content study				
17. Can find detailed information in response to questions				
18. Retells most details				
19. Uses underlining and/or note-taking/graphic organizers as strategies for content study and vocabulary building				
20. Feels proud or is pleased about reading				

Notes: _____

_____

_____

_____

Appendix 8: Dolch Sight Word List

Pre-Primer (Emergent)	Primer (Emergent)	End of Grade 1	End of Grade 2	End of Grade 3
a	all	after	always	about
and	am	again	around	better
away	are	an	because	bring
big	at	any	been	carry
blue	ate	as	before	clean
can	be	ask	best	cut
come	black	by	both	done
down	brown	could	buy	draw
find	but	every	call	drink
for	came	fly	cold	eight
funny	did	from	does	fall
go	do	give	don't	far
help	eat	going	fast	full
hers	four	had	first	got
I	get	has	five	grow
in	good	her	found	hold
is	has	him	gave	hot
it	he	how	goes	hurt
jump	into	just	green	if
little	like	know	its	keep
look	must	let	made	kind
make	new	live	many	laugh
me	no	may	off	light
my	now	of	or	long
not	on	old	pull	much

one	our	once	read	myself
play	out	open	right	never
red	please	over	sing	only
run	pretty	put	sit	own
said	ran	round	sleep	pick
see	ride	some	tell	seven
the	saw	stop	their	shall
three	say	take	these	show
to	she	thank	those	six
two	so	them	upon	small
up	soon	then	us	start
we	that	think	use	ten
yellow	there	walk	very	today
you	they	where	wash	together
	this	when	which	try
	too		why	warm
	under		wish	
	want		work	
	was		would	
	well		write	
	went		your	
	what			
	white			
	who			
	will			
	with			
	yes			

# OF DOLCH WORDS RECOGNIZED		ESTIMATED READING LEVEL
0 - 75		Pre-primer
76 - 120		Primer
121 - 170		1st Year
171 - 210		2nd Year
Above 210		3rd Year +

Students often pick up these sight words through reading. Nevertheless, many emergent readers benefit from games and activities aimed specifically at learning the sight words. For assessment the teacher may use flash cards, giving the student 5 seconds to read each word and stop the assessment when the student misses 5 consecutive words.

Printable cards are available on a number of free websites.
- http://bogglesworldesl.com/dolch/flashcards.htm
- http://www.mrsperkins.com/dolch.htm

The Dolch list, like all assessments designed for native English speakers, should be used as an approximation only. It is quite likely that ESL students will read many concrete words that would be at a higher level but may not be able to read words from the Dolch list that are abstract or not yet part of the student's acquired vocabulary (e.g., *under, any, could.)*

Note: Some schools are using the Slosson Oral Reading Test. Ask primary teachers about it.

Appendix 9: Reading Level Comparison Chart

Grade Levels	Guided Reading Levels: Fountas/ Pinnell	Reading Recovery Levels	PM Readers	DRA Levels	Reading Continuum Steps
K to 1	A	1	1 (Magenta)	A/1	Step 4
K to 1	B	2	2 (Magenta)	2	
K to 1	C	3, 4	3-4 (Red)	3	
1	D	5, 6	5-6 (Red-Yellow)	4	Step 5
1	E	7, 8	7-8 (Yellow)	6.7.8	
1	F	9, 10	9-10 (Blue)	10	
1	G	11, 12	11-12 (Blue-Green)	12	Step 5 B
1	H	13,14	13-14 (Green)	14	
1	I	15, 16, 17	15-16 (Orange)	16	
1 - 2	J	18, 19, 20	17-18 (Turquoise)	18	Step 6
2	K		19-20 (Purple)	20	Step 7
2	L		21 (Gold)	24	Step 8
2 - 3	M		22 (Gold)	28	
3	N		23 (Silver)	30	Step 9
3	O		24 (Silver)	34	Step 10
3	P		25 (Emerald)	38	
4	Q		26 (Emerald)		Step 11
4	R		27 (Ruby)	40	Step 12
4	S		28 (Ruby)		
5	T		29 (Sapphire)	44	Step 13
5	U		30 (Sapphire)		
5	V				Step 14

Note: The PM Readers Series often has a flower pattern on the back cover; reading level can be determined by colour.
The CAMET Reading Assessment Tool, used in grades 4-6, may be helpful.

Appendix 10: Websites

www.readinga-z.com	Membership Fees for Full Access Print out hundreds of levelled books – with activities.
http://www.raz-kids.com/	Membership Fees for Full Access Reading and listening to levelled stories online.
http://www.nlpl.ca/eresources/	Tumblebooks: A variety of books read aloud as you follow along with the text. Access through NL Public Libraries, Resources
http://sunnyvale.ca.gov/Departments/Library/ebooks.htm	Sunnyvale Public Library A number of resources for kids, including tumbleweed books read aloud online.
http://www.colorincolorado.org/	Multilanguage resources for parents, teacher professional development materials, useful links
www.enchantedlearning.com/Home.html	Membership Fees for Full Access A multitude of reading materials, activities, worksheets for across the curriculum literacy.
www.sillybooks.net	Read along with stories, songs and poems.
http://www.funbrain.com/vocab/index.html	Build vocabulary and reading by matching the word and the picture.
www.starfall.com	Phonics and emergent reading.
www.manythings.org	A variety of activities for ESL Students.
http://a4esl.org	A range of grammar and vocab activities from Easy to Difficult, many with instant feedback.
http://www.iknowthat.com/com	Online activities for students, reading, grammar, listening and games.
http://iteslj.org/	A free online journal for ESL teachers.
www.educationworld.com	A wealth of information, lesson plans, free online materials for games and activities. Some early childhood things very good for K-6 ESL and ELD kids.

www.esl.about.com	A reference site for ESL teachers.
www.readingmatrix.com	Has links to websites for ESL teachers and students, including interactive exercises for students.
www.literacycentre.net	Choose a language to play and learn letters, numbers, colors, shapes and more. It's fun and easy. Good for readiness skills.
www.esl-kids.com	All kind of activities including a very useful worksheet generator and lots of ideas for language games.
www.bogglesworldesl.com	All kinds of links to games, puzzles and worksheets for ESL and emergent readers.
www.storylineonline.net	Beautiful children's stories read aloud by members of the Screen Actors' Guild. Activities included.
www.kidport.com	Activities for different subject areas, including ESL. Some nice simple vocab activities for beginners.
www.readwritethink.org	A teacher's resource with literacy lesson plans and resources from the International Reading Association.
http://depts.gallaudet.edu/english works/	English Works! All kinds of reading, grammar, vocabulary, strategies, resources and exercises.
http://www.everythingesl.net/inse rvices/elementary_sites_ells_7163 8.php	This very comprehensive site gives links to over 50 great websites for K-6 ESL kids.

Appendix 11: ESL Reporting Insert (sample)

Report Card Insert
English as a Second Language

Student	*Maria Lopez Camacho*	Grade	*4*		
ESL Teacher	*Ms. Smith*	Date	*March 10, 2011*		
Classroom Teacher	*Mr. Jones*	Term	1	2	3
				x	

Maria receives four hours of ESL instruction in a seven-day cycle. She has made progress with all aspects of English. Maria loves to read and is eager to read aloud in class.

I'm very proud of you, Maria. Keep working hard!

Speaking /Listening
Maria:
- participates in discussion.
- follows instructions.
- is able to express needs, preferences and opinions.
- uses new vocabulary in her speech.
- asks for clarification when necessary.
- uses known vocabulary to compensate for unknown vocabulary.
- is beginning to use past tense verbs.

Reading/ Writing
Maria:
- copies written information accurately.
- writes short, coherent sentences on personal topics.
- sounds out words well for reading and spelling.
- uses good strategies for reading comprehension.

 If you have any questions or concerns, please feel free to contact me by e-mail at theESLteacher@esdnl.ca.

Teacher's Signature	
Administrator's Signature	

Appendix 12: ESL Student Supports and Inclusion

Building a whole-school approach

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

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

Classroom teachers

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

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

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

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

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

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

Appendix 13: Community Contacts

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

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

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

Rabbittown Community Centre
26 Graves Street, St. John's, NL, A1B 3C5
Phone: 739-8482
Fax: 739-8472
Director: director@rabbittown.ca
http://www.rabbittown.ca/

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

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

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

Virginia Park Community Centre
51 Harding Rd, P.O. Box 21011, St. John's NL, A1B 5B2
Phone: 709-579-4534 or 709-579-0257
Fax: 709-579-4539
http://virginiapark.ca/index.php?pr=Home_Page

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

Website: http://www.bgclub.ca

City of St. John's Parks and Recreation
HGR Mews Centre, 40 Mundy Pond Road, St. John's, A1E 1V1
576-8499
http://www.stjohns.ca/index.jsp

City of St. John's: The R.E.A.L. Program
(Funding assistance for low income families to attend programs)
Department of Recreation, City of St. John's,
P.O. Box 908, St. John's, NL, A1C 5M2
Phone: 576-4556 or 576-8684

Mount Pearl Parks & Community Services Department
3 Centennial Street, Mount Pearl, NL, A1N 1G4
Tel: 748-1027
Fax: 748-1150
http://www.mountpearl.ca/recprograms.asp#children

PEARL Program, City of Mount Pearl
(Funding assistance for students to attend programs)
748-1046

Dunfield Park Community Centre
9 Ivy Court, P O Box 544, Corner Brook, NL, A2H 5T4
Phone: (709) 634-4077; Fax: (709) 634-5377
director@dpcc.nf.net

The Boys and Girls Clubs of Newfoundland and Labrador [*Clubs throughout NL*]
http://www.boysandgirlsclubsofnl.com/index.asp