



# ESL STEPS: ESL CURRICULUM FRAMEWORK K–6

A framework for English as a Second Language (ESL) teaching and learning in primary schools

## TEACHING GUIDE

Stage 2

ESL Bands: A1 + A2 + B

Early  
Stage  
1

Stage  
1

Stage  
2

Stage  
3



### **ACKNOWLEDGEMENT**

*ESL Steps: ESL Curriculum Framework K–6* was developed through a lengthy consultation process with primary teachers from over 100 NSW government schools. The expertise and dedication of those teachers is warmly acknowledged.

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# CONTENTS

## ESL CURRICULUM FRAMEWORK K-6

A framework for English as a Second Language (ESL) teaching and learning in primary schools

### TEACHING GUIDE

#### STAGE 2

ESL BANDS:  
A1 + A2 + B

#### INTRODUCTION

Introduction	ii
Teaching guides – overview	iii
Using the <i>ESL Steps: ESL Curriculum Framework K-6</i> teaching guides in programming	iv-v
Relationship of <i>ESL Steps: ESL Curriculum Framework K-6</i> bands to K-6 syllabus stages and <i>ESL Scales</i> levels	vi

#### 1. DESCRIBING

Language focus across the curriculum	3
Overview of ESL steps	3
A1: Oral	4
A1: Reading	5
A1: Writing	5
A2: Oral	6
A2: Reading	7
A2: Writing	7
B: Oral	8
B: Reading	9
B: Writing	9

#### 2. RECOUNTING

Language focus across the curriculum	13
Overview of ESL steps	13
A1: Oral	14
A1: Reading	15
A1: Writing	15
A2: Oral	16
A2: Reading	17
A2: Writing	17
B: Oral	18
B: Reading	19
B: Writing	19

#### 3. RESPONDING

Language focus across the curriculum	23
Overview of ESL steps	23
A1: Oral	24
A1: Reading	25
A1: Writing	25
A2: Oral	26
A2: Reading	27
A2: Writing	27
B: Oral	28
B: Reading	29
B: Writing	28

#### 4. INSTRUCTING

Language focus across the curriculum	33
Overview of ESL steps	33
A1: Oral	34
A1: Reading	35
A1: Writing	35
A2: Oral	36
A2: Reading	37
A2: Writing	37
B: Oral	38
B: Reading	39
B: Writing	39

#### 5. EXPLAINING

Language focus across the curriculum	43
Overview of ESL steps	43
A1: Oral	44
A1: Reading	45
A1: Writing	45
A2: Oral	46
A2: Reading	47
A2: Writing	47
B: Oral	48
B: Reading	49
B: Writing	49

#### 6. PERSUADING

Language focus across the curriculum	53
Overview of ESL steps	53
A1: Oral	54
A1: Reading	55
A1: Writing	55
A2: Oral	56
A2: Reading	57
A2: Writing	57
B: Oral	58
B: Reading	59
B: Writing	59

#### 7. NEGOTIATING

Language focus across the curriculum	63
Overview of ESL steps	63
A1: Oral (listening)	64
A1: Oral (talking)	65
A2: Oral (listening)	66
A2: Oral (talking)	67
B: Oral (listening)	68
B: Oral (talking)	69

#### APPENDICES

Language focus across the curriculum	72
Overview of ESL steps by language mode	
• Oral (listening)	73
• Oral (talking)	73
• Reading	74
• Writing	74
Overview of ESL steps by bands	
• Band A1	75
• Band A2	76
• Band B	77
<i>ESL Scales</i> level statements	
• Oral Interaction	78
• Reading and Responding	79
• Writing	80

# Introduction

The **ESL Steps : ESL Curriculum Framework K–6** is a planning and programming tool for teachers of students learning English as a second language (ESL) in New South Wales government schools. It demonstrates how ESL students with varying levels of English language proficiency can be supported to achieve KLA outcomes at their appropriate stage of learning. The framework is designed for use across all stages and within any KLA. It is organised in a series of 'steps' which show the progressive development of English language skills, linked to both the *ESL Scales* and K–6 syllabus stages.

## STRUCTURE

### Teaching guides

The **ESL Steps : ESL Curriculum Framework K–6** is presented in four booklets or teaching guides. A teaching guide is provided for each K–6 stage (Early Stage 1, Stage 1, Stage 2, Stage 3). Each guide is organised into seven sections based on **Language focus areas**. Each section is graded by **ESL band** and is presented in **language modes** (Oral, Reading and Writing) to define each **ESL step**.

### Language focus area

The language focus areas of **describing, recounting, responding, instructing, explaining, persuading, and negotiating** relate to the types of texts identified in the *English K–6 Syllabus*.

### ESL bands

ESL bands (A1 – beginning, A2 – elementary, B – transitional and C – extended) are clusters of *ESL Scales* levels providing broad descriptions of ESL learner English language proficiency. They can be used to determine appropriate groupings of students for ESL instructional purposes within a class. The relationship between *ESL Scales* levels and **ESL Steps : ESL Curriculum Framework K–6** bands is shown in the appendices.

### Language modes

Each ESL Step is presented in the language modes of **oral, reading** and **writing**.

### ESL step

Each ESL step is a broad outcome covering the *ESL Scales* levels included in the band. It describes what can be expected of a typical ESL learner:

- within a language focus area (describing, recounting, responding, instructing, explaining, persuading, and negotiating)
- at an ESL band of English language proficiency (A1, A2, B and C)
- in a given language mode (oral, reading and writing).

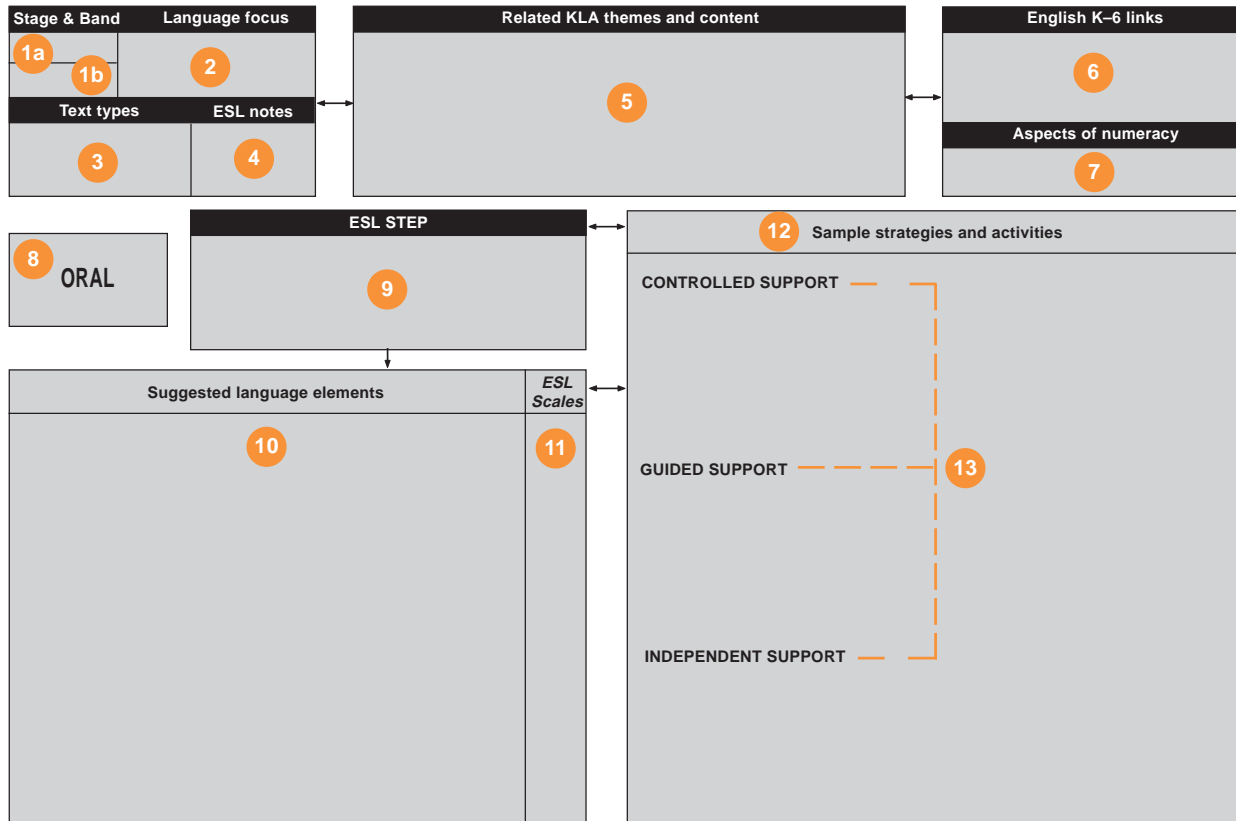
Each ESL step is supported by:

- **Suggested language elements**  
The suggested language elements act as indicators for the broad outcome of the ESL step statement. The language elements presented are selections only and may be added to as required.
- **Sample strategies and activities**  
The sample strategies and activities were developed by a team of experienced ESL teachers. They do not constitute a program or a teaching sequence, but represent examples of the sorts of activities that teachers use to optimise learning for ESL students.

In effective ESL teaching, support is gradually reduced as learners gain proficiency in the targeted language. In **ESL Steps : ESL Curriculum Framework K–6**, activities are grouped into **controlled support, guided support** and **independent support** levels to help teachers to plan sequences that reflect this progression.

*Note: The oral skill areas of listening and talking are described separately in each ESL step statement and the suggested language elements. The sample strategies and activities encompass both skills in most cases.*

# Teaching guides — overview



- 1a STAGE**  
Indicates the stage of schooling and the *ESL Steps: ESL Curriculum Framework K–6* band in which ESL teaching and learning takes place.
- 1b BAND**  
Indicates the English language proficiency range.
- 2 LANGUAGE FOCUS**  
Identifies the focus of receptive and productive use of English language for the ESL step.
- 3 TEXT TYPES**  
Identifies some types of texts associated with the language focus that students will experience or produce.
- 4 ESL NOTES**  
Indicates where relevant additional teaching and learning suggestions for ESL learners can be found in the *English K–6 Modules*.
- 5 RELATED KLA THEMES AND CONTENT**  
Identifies the kind of topics in which the language focus is essential to language use and content learning.
- 6 ENGLISH K–6 LINKS**  
Indicates the relationship between these ESL steps and the *English K–6 Syllabus* outcomes for this Stage.
- 7 ASPECTS OF NUMERACY**  
Identifies some examples of numeracy concepts that may be relevant to KLA topics associated with the language focus.
- 8 ORAL**  
Identifies which mode of English language use is being targeted. **Reading** and **Writing** appear on the facing page.
- 9 ESL STEP**  
Identifies a manageable unit of ESL teaching and learning that focuses attention on the ESL aims of the topic.
- 10 SUGGESTED LANGUAGE ELEMENTS**  
Identifies specific aspects of English language learning involved in achieving the ESL step.
- 11 ESL SCALES**  
References link language elements to *ESL Scales* with the numbers representing Level: Outcome: Pointer. Where an outcome is relevant but there is no appropriate pointer listed, x indicates that an additional pointer has been provided here.
- 12 SAMPLE STRATEGIES AND ACTIVITIES**  
Provides examples of learning activities that enable ESL students to learn the English language skills required for the ESL step.
- 13 FRAMEWORK SCAFFOLDING**  
Outlines the varying degrees of ESL support that need to be provided to enable ESL students to move towards increasingly independent use of the targeted English language skills and language elements.

# Using the 'ESL Steps: ESL Curriculum Framework K–6' teaching guides in programming

The *ESL Steps: ESL Curriculum Framework K–6* teaching guides are designed to assist teachers in their planning and programming for ESL learning. The diagram on page v outlines how the *ESL Steps: ESL Curriculum Framework K–6* teaching guides can be used to assist with programming.

## Goal

The goal of ESL teaching and learning programs is that ESL students are able to achieve the KLA outcomes for the appropriate stage. The *ESL Steps: ESL Curriculum Framework K–6* offers assistance for teachers in planning and programming to bridge the gap between the English language proficiency of their ESL students and the language demands of the activities in KLA units and topics.

## 1. Needs analysis

Teachers should use the *ESL Scales* to gauge the level of English language proficiency of ESL learners. The *ESL Scales* level statements can be used to make an initial judgement. This judgement can be confirmed or adjusted as students' engagement in teaching and learning activities provides clarification of what ESL students can and can't do. The four ESL bands used in the *ESL Steps: ESL Curriculum Framework K–6* group several *ESL Scales* levels together and create a practical basis for grouping students for ESL instructional purposes. Teachers determine the relevant **ESL band** for the ESL learner group.

## 2. Language demands

When planning a KLA unit or topic, teachers anticipate the oral and written texts with which students may be required to engage. These may be informed by the text types identified in the *English K–6 Syllabus*. Using the *Language focus across the curriculum* in the appendices as a guide, teachers can determine the related **language focus areas**. Teachers can also use the *ESL Scales* outcomes and pointers to identify the language demands of the activities and assessments in a KLA unit or topic.

## 3. ESL steps

Teachers locate relevant ESL steps. Each double page display in the teaching guides provides information about talking, listening, reading and writing for one language focus area within an **ESL band**. Teachers locate the relevant pages by combining the appropriate **language focus area** and **ESL band**.

## 4. Language elements

Teachers select items from *suggested language elements* for each language mode (oral, reading and writing). These are suggestions only and alternatives may be selected from related *ESL Scales* pointers. The items selected become the ESL objectives of the teaching unit against which ESL learning is assessed.

## 5. Strategies and activities

Teachers select ESL teaching and learning strategies and activities to support the development of English language skills needed for KLA learning. Alternatively, teachers may design strategies and activities using the samples as a guide. Teachers sequence activities using the framework of *Controlled support*, *Guided support* and *Independent support* to provide graduated support for learning the target language.

*Controlled support* is provided through specifically designed activities that give students models of the target language. Controlled support is usually teacher led and involves students participating in fully scaffolded activities that draw their attention to specific aspects of the language.

*Guided support* is provided through activities designed to ensure students have multiple exposures to the target language. Guided support provides a partial scaffold for students as they apply and practise the target language.

*Independent support* is provided through activities designed to allow independent use of the target language. Independent support provides minimal scaffolding to students as they demonstrate their developing mastery of the target language in a range of contexts.

The sequence of learning activities is based on the learning needs of students. In most cases, students require an alternation between controlled and guided support

rather than support which follows the controlled, guided, independent support framework in a linear fashion.

Teachers identify activities at all support levels that provide opportunities for assessment for ESL learning.

## 6. Teaching and learning – implementing the ESL program

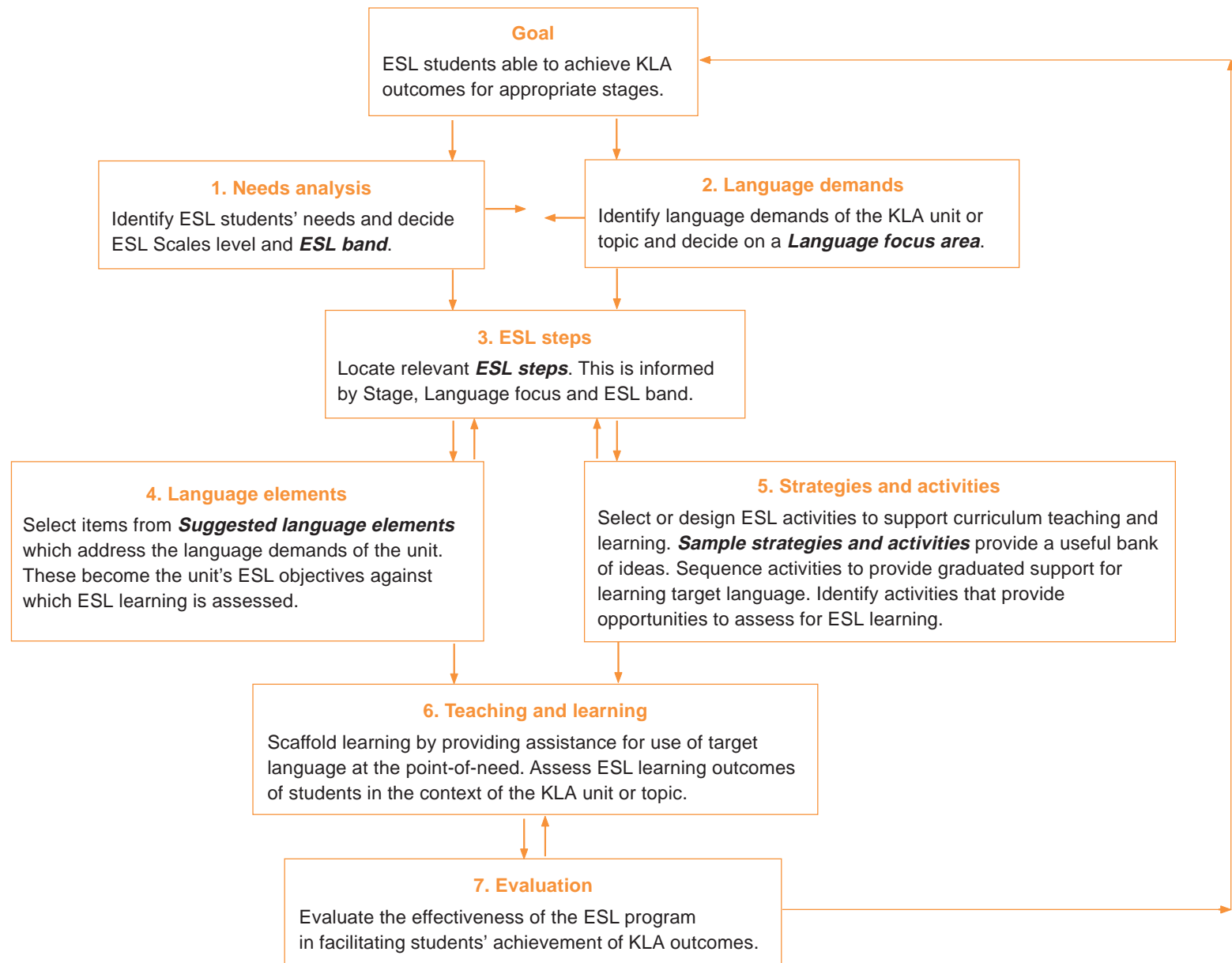
Teachers implement the programmed teaching sequences. They scaffold learning by providing point-of-need assistance adjusting the program where appropriate to ensure that individual students' immediate needs are met.

Teachers conduct planned ongoing assessments and record relevant observations as required. Teachers assess ESL learning against the ESL objectives that were established using suggested language elements.

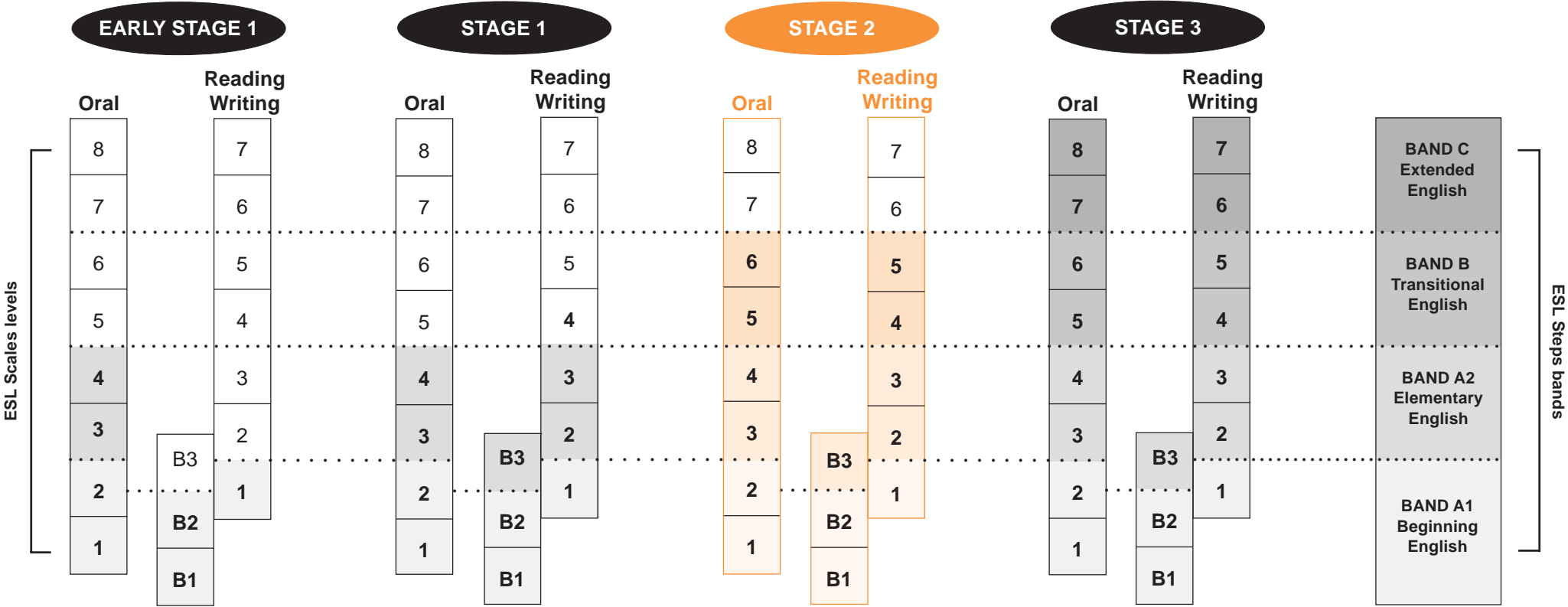
## 7. Evaluating

Teachers use students' assessment data, cumulative and final, to provide evidence of the impact and suitability of the program. They judge the effectiveness of the ESL program in enabling students to move towards achievement of KLA assessment and outcomes.

# Using the 'ESL Steps: ESL Curriculum Framework K–6' teaching guides in programming



# Relationship of 'ESL Steps: ESL Curriculum Framework K-6' bands to K-6 syllabus stages and 'ESL Scales' levels



**LEGEND**

The diagram shows the relationship between *ESL Steps: ESL Curriculum Framework K-6* in the four bands from Beginning English to Extended English, the outcomes of K-6 syllabuses in the four stages from Early Stage 1 to Stage 3 and the *ESL Scales* levels in Oral Interaction and in Reading and Writing.

The shaded areas indicate the coverage of the *ESL Steps: ESL Curriculum Framework K-6* materials for each of the four stages.



# DESCRIBING

<b>Language focus across the curriculum</b>		3
<b>Overview of ESL steps</b>		3
<b>Band A1:</b>	Oral	4
	Reading	5
	Writing	5
<b>Band A2:</b>	Oral	6
	Reading	7
	Writing	7
<b>Band B:</b>	Oral	8
	Reading	9
	Writing	9



# DESCRIBING

## Language focus across the curriculum\*

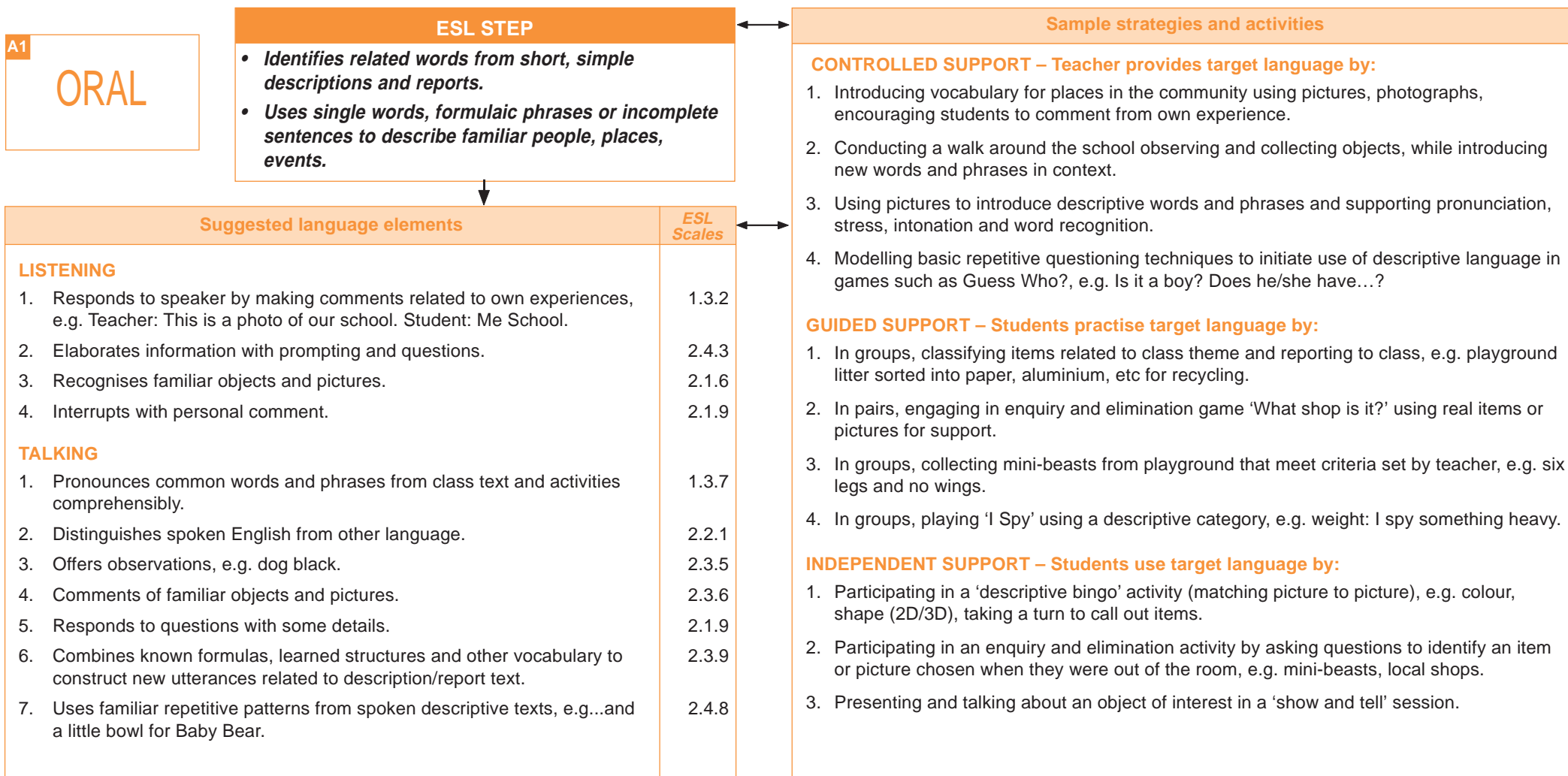
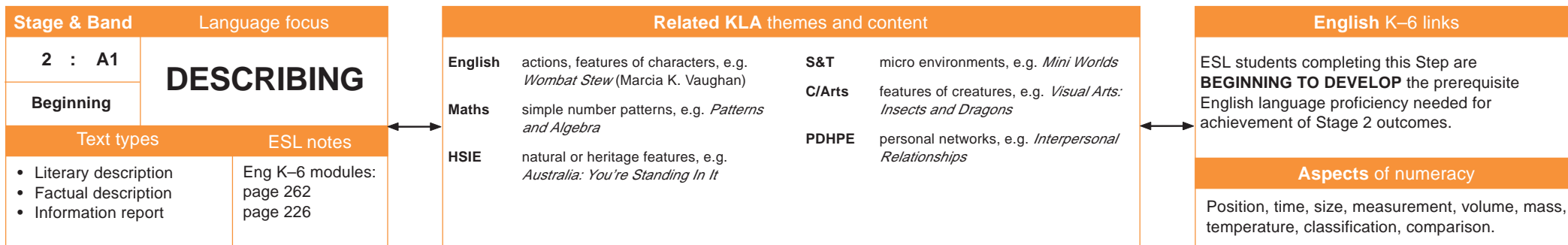
EXAMPLES OF LANGUAGE FUNCTIONS	SPOKEN AND WRITTEN TEXT TYPES <sup>2</sup>	
	Literary	Factual
naming, describing, observing, defining, classifying, generalising, qualifying, referring, comparing, contrasting...	literary description	<ul style="list-style-type: none"> <li>factual description</li> <li>information report</li> </ul>

(\*with reference to text types as discussed in the *English K–6 Syllabus (NSW Board of Studies, 1998: pp 66–71)*)

<sup>2</sup> Authentic texts often include more than one text type and the division between literary and factual texts is not always clear cut.

## Overview of ESL steps

BAND	ORAL		READING	WRITING
	Listening	Talking		
A1	identifies related words from short, simple descriptions and reports	uses single words, formulaic phrases or incomplete sentences to describe familiar people, places, events	joins in shared reading of familiar literary and factual descriptions and reports and completes simple related activities	writes and illustrates literary and factual descriptions and reports based on modelled and/or jointly constructed texts
A2	identifies key points of information from descriptive spoken texts	identifies and describes people, places and things through a growing vocabulary	reads and retells ideas and events from literary and factual descriptions and reports on familiar topics	writes simple literary and factual descriptions and reports on a familiar topic using language learned in class
B	links key points of information to supporting details from descriptive spoken texts	elaborates on descriptions in group work or class discussions and presentations	identifies and organises main ideas and specific details from literary and factual descriptions and reports	writes literary and factual descriptions and reports incorporating information from other sources
C	extracts key points of information and supporting details from extended spoken descriptive texts	presents sustained and cohesive talks on familiar topics, handling questions appropriately	organises main and supporting ideas in texts using a range of reading strategies and sources	writes literary and factual descriptions and reports showing control over register



**A1**  
**READING**

**ESL STEP**  
*Joins in shared reading of familiar literary and factual descriptions and reports and completes simple related activities.*

**Sample strategies and activities**

**CONTROLLED SUPPORT – Teacher provides target language by:**

1. Pointing out descriptive words and phrases in a familiar class text and demonstrating how to find matching word cards from display.
2. Modelling simple true/false statements based on class text, e.g. a polar bear is white, T/F; John Brown was a black cat, T/F.

**GUIDED SUPPORT – Students practise target language by:**

1. In pairs, sequencing words to reconstruct sentences from a familiar class text.
2. In pairs, matching a descriptive word or phrase to an object or character from a familiar class text.
3. In groups, reordering sentences from a familiar jumbled information report or description.

**INDEPENDENT SUPPORT – Students use target language by:**

1. Completing a descriptive matrix based on a familiar class text, e.g. bear, dog, cat, horse (animals) and big, fat, little (descriptions).
2. Matching simple descriptive sentence beginning and endings.

Suggested language elements	ESL Scales
1. Shows awareness of sound/symbol relationships and left to right progression of print in literary or factual descriptions or reports.	1.6.4 1.6.5
2. Recognises simple subject-verb-object sentence pattern in simple literary or factual descriptions or reports.	1.7.3
3. Focuses on decoding print, e.g. apply sound/symbol knowledge to text in English.	1.8.8
4. Recognises names of familiar objects and pictures.	1.5.4
5. Knows that people read for different purposes.	1.6.1
6. Identifies where sentences begin and end.	1.7.3
7. Demonstrates reading-like behaviour.	1.8.1

**A1**  
**WRITING**

**ESL STEP**  
*Writes and illustrates literary and factual descriptions and reports based on modelled and/or jointly constructed texts.*

**Sample strategies and activities**

**CONTROLLED SUPPORT – Teacher provides target language by:**

1. Demonstrating how to draw details of the setting for an event from a class text or a personal experience, e.g. *The BFG* (Roald Dahl), wetlands excursion.
2. Introducing use of concept keyboard to write a simple descriptive text, e.g. about weather.

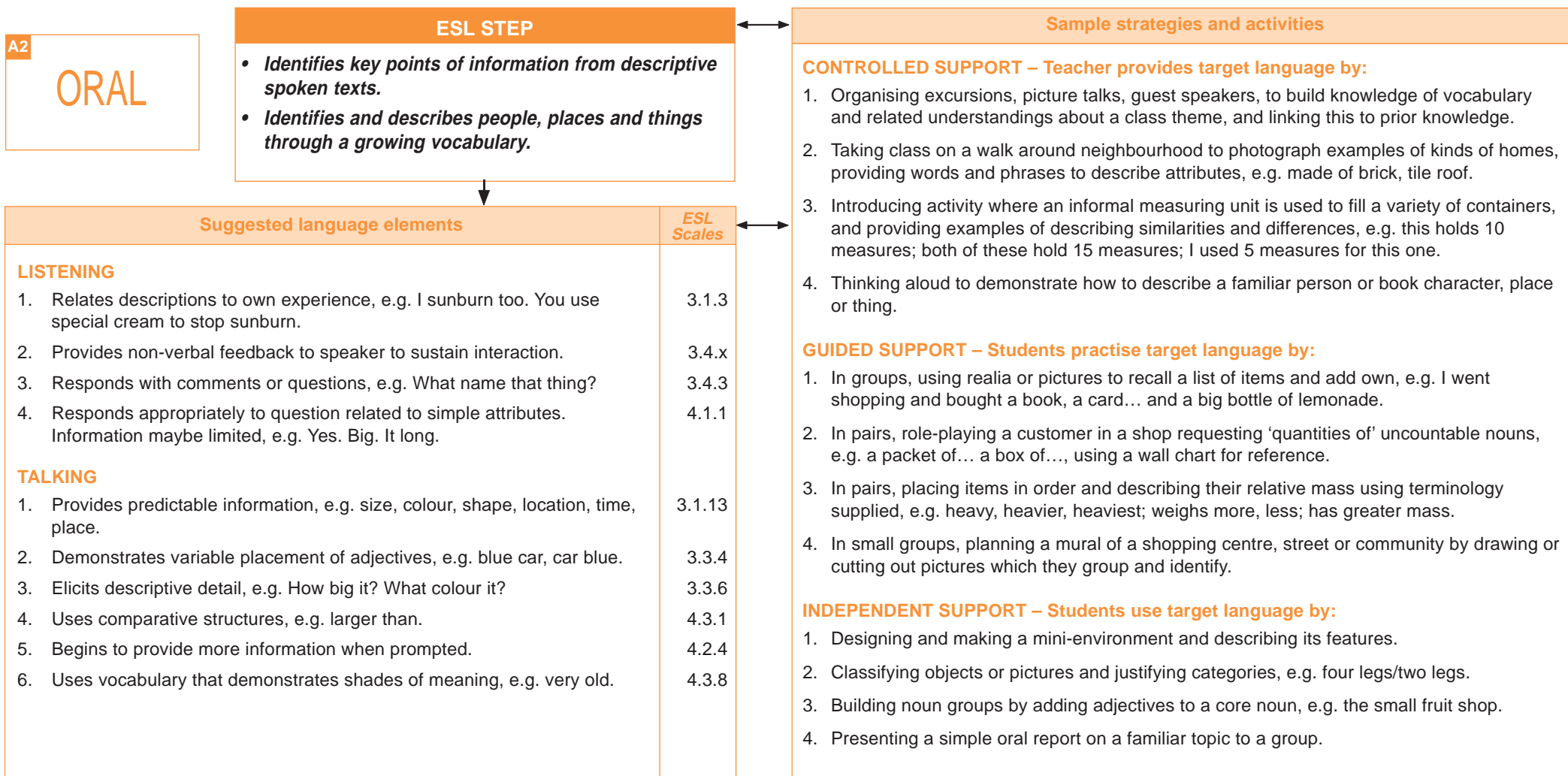
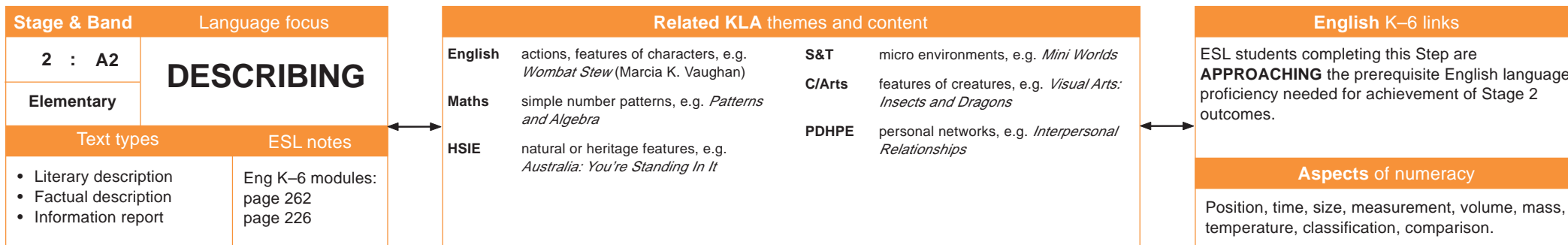
**GUIDED SUPPORT – Students practise target language by:**

1. In groups, developing illustrated class dictionary of descriptive words and phrases related to a class theme.
2. In pairs, using familiar words on flashcards to build sentences from a known text.
3. In groups, making a flap book from modelled or jointly constructed text, illustrating and writing in English and/or first language, e.g. a spider has eight legs.

**INDEPENDENT SUPPORT – Students use target language by:**

1. Writing and illustrating a simple description and or report using a text outline guide.
2. Writing to describe show and tell item, e.g. my ball for soccer.
3. Innovating on a flap book to make one on a different creature, illustrating and writing in English and/or first language.

Suggested language elements	ESL Scales
1. Completes simple repetitive modelled sentences.	1.9.4
2. Writes or copies well-known words, phrases or short texts.	1.11.1
3. Draws to illustrate literary and factual information.	1.12.2
4. Uses words from first languages to supplement writing.	1.10.4



**A2**  
**READING**

**ESL STEP**  
*Reads and re-tells ideas and events from literary and factual descriptions and reports on familiar topics.*

**Sample strategies and activities**

- CONTROLLED SUPPORT – Teacher provides target language by:**
1. Leading the sequencing of labelled pictures that show change, e.g. Witches – how a boy changed into a mouse; Mini Worlds – caterpillars changing to butterflies.
  2. Establishing and displaying a word bank of synonyms on a class theme, grouping words around similar meanings, e.g. big, huge, large, enormous, gigantic.

Suggested language elements	ESL Scales
1. Recognises the structure of factual descriptions and information reports as factual texts.	3.6.1
2. Sequences sentences from a text on a familiar topic.	3.7.2
3. Makes and substantiates predictions about the likely information when reading or listening to a text read aloud.	3.5.5
4. Follows text through a range of conventions of organisation and layout.	3.6.4

- GUIDED SUPPORT – Students practise target language by:**
1. In pairs, labelling attributes of objects, e.g. earthworms – mouth, head, body segments.
  2. In groups, locating classifying adjectives in a description to identify types of things, e.g. marsupial mammal, racing car.
  3. In groups, reconstructing a jumbled descriptive text.

- INDEPENDENT SUPPORT – Students use target language by:**
1. Matching labels to parts of subjects (pictures), e.g. koala – fluffy ears, big black nose; dragon – big leathery wings, long sharp claws.
  2. Using 'Here, Hidden, Head' strategy or 3 level guide to answer comprehension questions at literal, inferential and applied levels.

**A2**  
**WRITING**

**ESL STEP**  
*Writes simple literary and factual descriptions and reports on a familiar topic using language learned in class.*

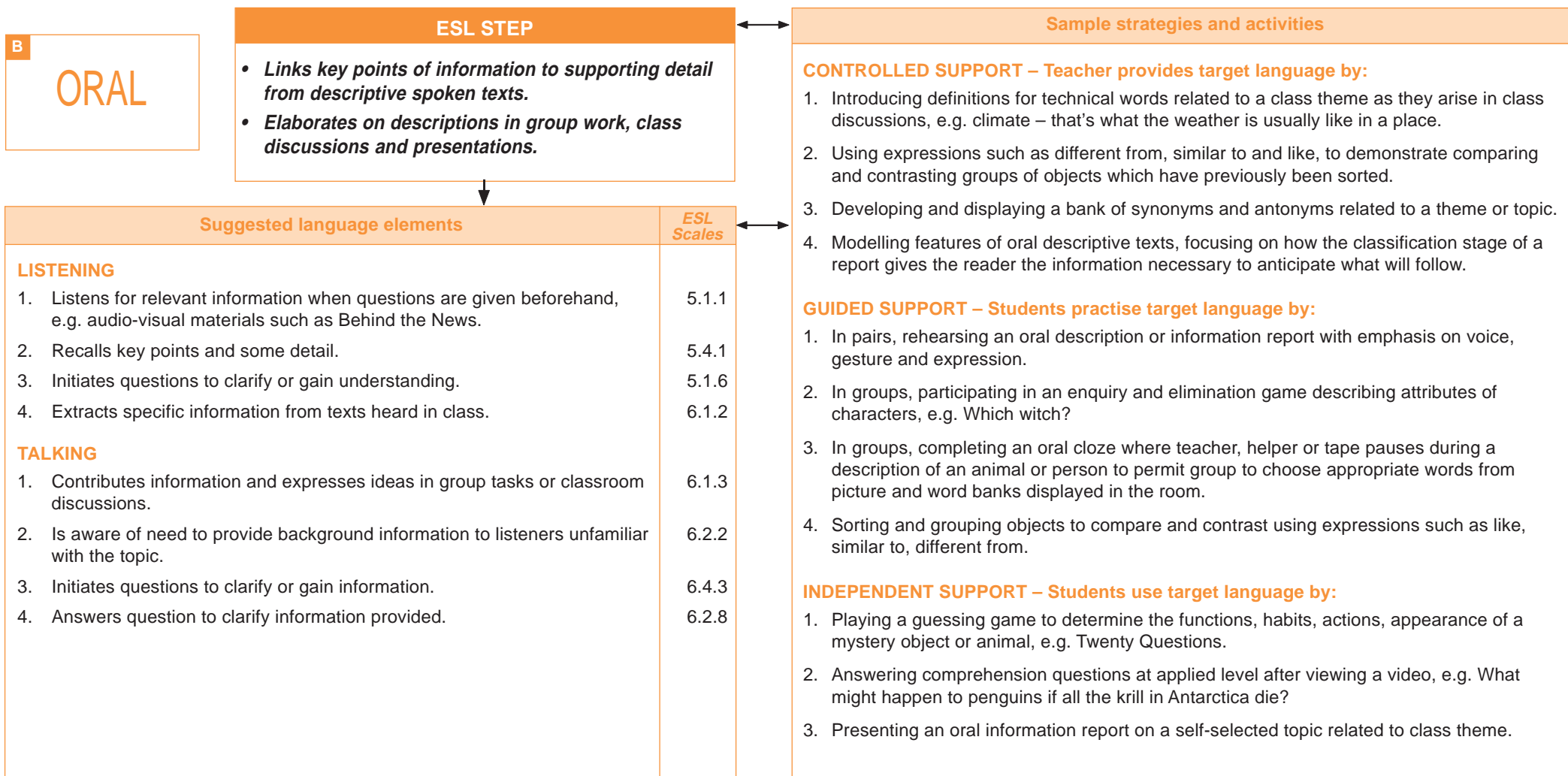
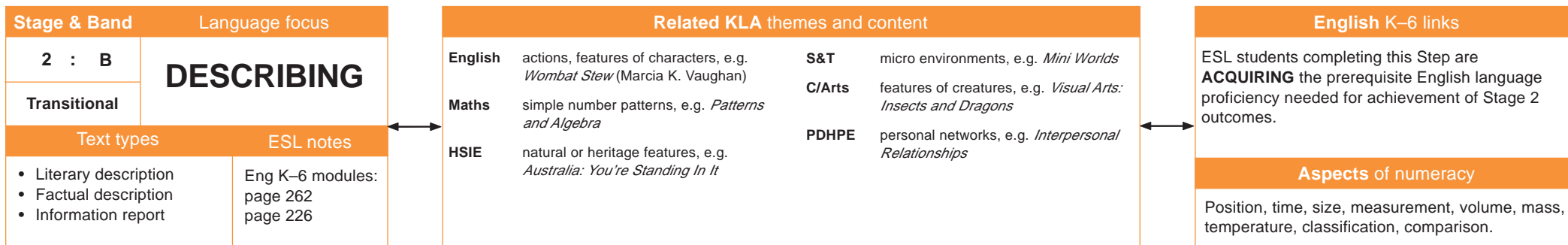
**Sample strategies and activities**

- CONTROLLED SUPPORT – Teacher provides target language by:**
1. Demonstrating construction of simple descriptions of familiar people and things.
  2. Developing word banks of vocabulary related to class information reports and descriptions.
  3. Demonstrating how to join simple sentences with conjunctions to create compound and complex sentences.

Suggested language elements	ESL Scales
1. Uses organisational frameworks in writing a description or report.	3.11.1
2. Attempts to provide more detail in writing, through illustrations, listing of items.	2.12.3
3. Initiates own writing for simple descriptions.	2.9.2
4. Uses pronoun reference with some noun/pronoun agreement appropriate for describing people, things and places.	3.11.10
5. Uses known sentence patterns to create new describing sentences.	3.12.1
6. Plans the format of a description or report.	3.12.4
7. Uses some conventions for separating ideas or sections in a description or report, e.g. starting a new idea on a new line.	3.10.5
8. Writes suitable captions for pictures or photographs.	3.9.5

- GUIDED SUPPORT – Students practise target language by:**
1. In pairs, using a pro-forma to select and organise information for a descriptive text.
  2. In groups, extending a description by adding adjectives and phrases, e.g. the earthworm; the long earthworm; the long, skinny earthworm; the long skinny earthworm with brown spots.

- INDEPENDENT SUPPORT – Students use target language by:**
1. Constructing a simple information report on an animal studied using key descriptive words and phrases previously recorded on a matrix
  2. Using key words and phrases recorded on a semantic map to construct a simple description on a familiar topic, e.g. a place from a familiar literary or factual book or TV program.





# B READING

**ESL STEP**  
*Identifies and organises main ideas and specific details from literary and factual descriptions and reports.*

## Sample strategies and activities

**CONTROLLED SUPPORT – Teacher provides target language by:**

1. Presenting and identifying types of visual information, e.g. map, chart, table, animation.
2. Introducing and demonstrating text previewing strategies such as skimming, scanning and reading first sentence of each paragraph.

**GUIDED SUPPORT – Students practise target language by:**

1. In groups, jointly constructing a chart to compare and contrast features of different animals based on information from reading, e.g. habitat, body covering, food.
2. In pairs, highlighting adverbials and identifying type of information, e.g. when? where? – the penguin waddles awkwardly across land, but glides effortlessly through the water.

**INDEPENDENT SUPPORT – Students use target language by:**

1. Finding an example of a 3D shape in real world and locating a related interesting fact in print or electronic resources, e.g. finding examples of pyramids, then information about new uses, history, etc.
2. Drawing a sociogram for a character from a literary text.

Suggested language elements	ESL Scales
1. Uses information skills for research.	5.5.x
2. Identifies important features of text organisation, e.g. chapter, section, paragraph, topic sentences.	4.7.1
3. Uses knowledge of sentence structure and text organisation to identify meaning of unknown words.	4.8.1
4. Transfers information from literary and factual descriptions and reports into tables and diagrams.	5.5.8
5. Locates information for a specific purpose.	5.8.5
6. Formulates key questions to help identify information from a literary or factual description or report.	5.8.5

# B WRITING

**ESL STEP**  
*Writes literary and factual descriptions and reports incorporating information from other sources.*

## Sample strategies and activities

**CONTROLLED SUPPORT – Teacher provides target language by:**

1. Modelling the completion of an information report from key words on a pro-forma.
2. Demonstrating how to rewrite an information report for a younger class, discussing modifications, e.g. less technical language; more paraphrased definitions.
3. Leading the annotation of diagrams after reading familiar factual information.

**GUIDED SUPPORT – Students practise target language by:**

1. In groups, writing own descriptions of a familiar character or place, then comparing texts and discussing how different descriptive words affect the meaning.
2. In pairs, selecting dependent and relative clauses from word banks to expand sentences, e.g. the whale, which is the largest mammal of earth...

**INDEPENDENT SUPPORT – Students use target language by:**

1. Using computer to write and edit text focusing on targeted language.
2. Writing own definitions of familiar technical terms after oral input from class or group.
3. Using relative clauses to expand a description, e.g. the old lady who lives down the street won the prize.

Suggested language elements	ESL Scales
1. Presents information appropriately in texts, e.g. chooses when to use diagrams, illustrations.	4.10.4
2. Writes using sequenced organisational framework and identifiable topic sentence.	4.11.4
3. Combines simple sentences into more complex ones using common conjunctions and relative pronouns.	4.11.8
4. Writes sequenced factual texts based on information provided in class.	4.9.6
5. Edits own writing for accuracy and coherence.	5.12.8
6. Maintains appropriate balance between main ideas and supporting details.	5.9.7



# RECOUNTING

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# RECOUNTING

## Language focus across the curriculum\*

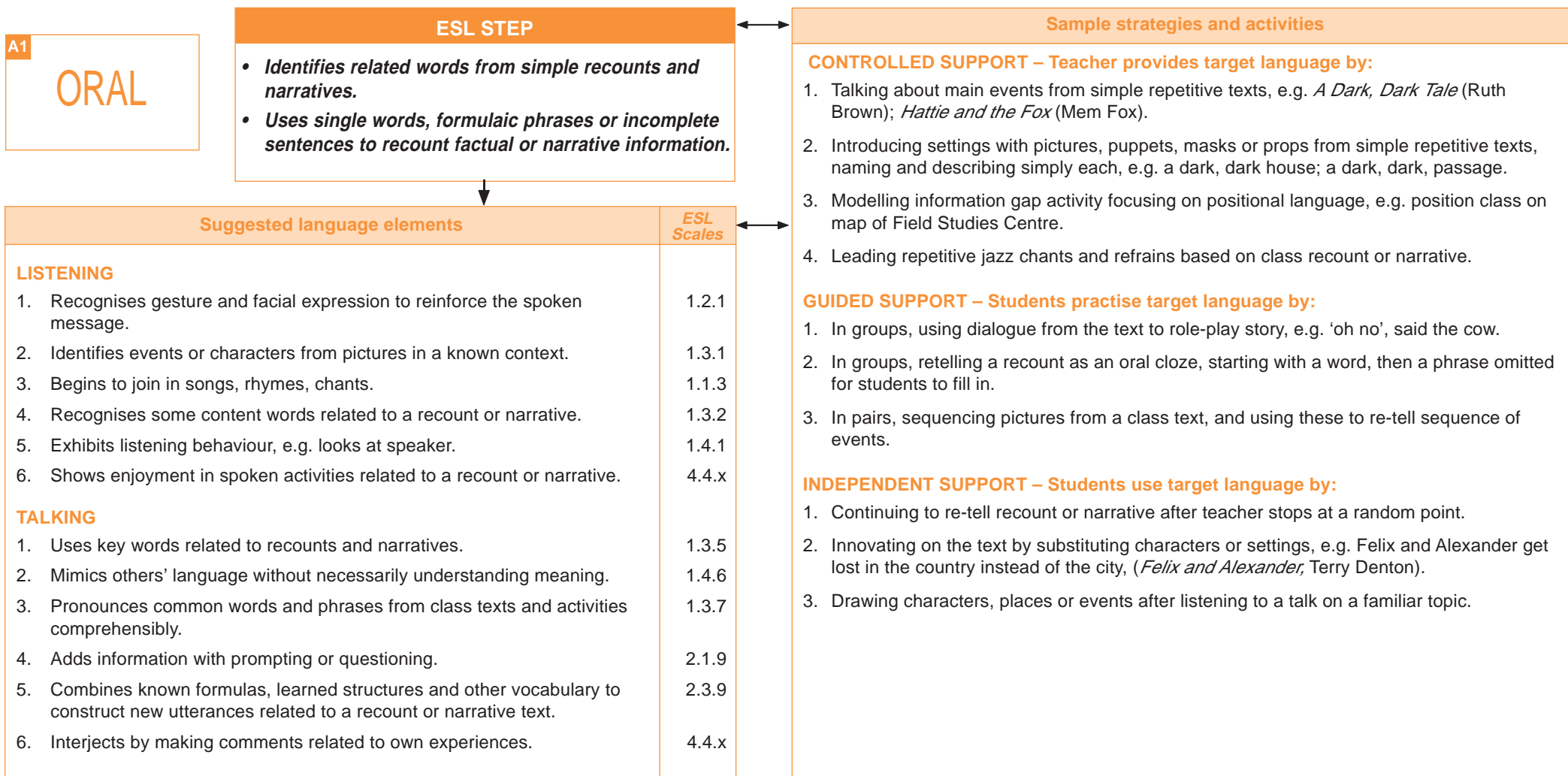
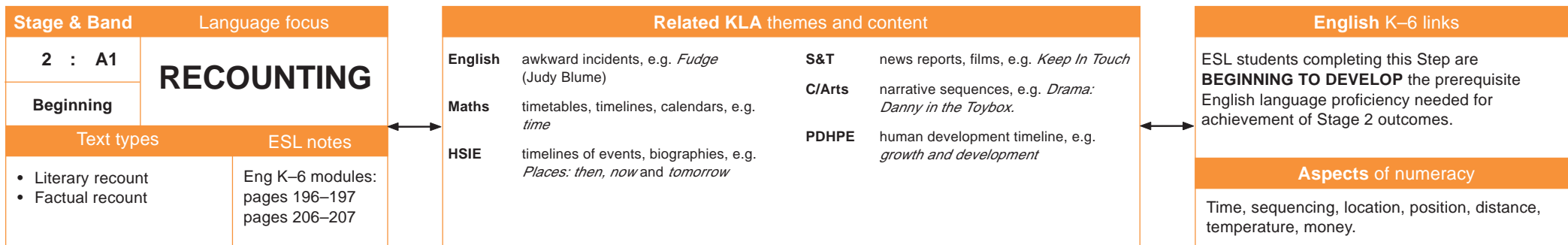
EXAMPLES OF LANGUAGE FUNCTIONS	SPOKEN AND WRITTEN TEXT TYPES <sup>2</sup>	
	Literary	Factual
recounting, re-telling, narrating, describing...	<ul style="list-style-type: none"> <li>literary recount</li> <li>narrative</li> <li>observation</li> </ul>	factual recount

(\*with reference to text types as discussed in the *English K–6 Syllabus (NSW Board of Studies, 1998: pp 66–71)*)

<sup>2</sup> Authentic texts often include more than one text type and the division between literary and factual texts is not always clear cut.

## Overview of ESL steps

BAND	ORAL		READING	WRITING
	Listening	Talking		
A1	identifies related words from short, simple recounts and narratives	uses single words, formulaic phrases or incomplete sentences to recount factual or narrative information	joins in shared reading of familiar literary and factual recounts and narratives and completes simple related activities	writes and illustrates literary and factual recounts and narratives based on modelled and/or jointly constructed texts
A2	identifies main events and characters in familiar recounts and narratives	re-tells familiar narratives and recounts personal experiences	reads familiar literary and factual recounts and narrative texts	writes simple literary and factual recounts and narratives using language learned in class
B	gains information and enjoyment from extended recounts and narratives	recognises and interprets key elements in the development of recounts and narratives	re-tells and summarises literary and factual recounts and narratives referring to main ideas and supporting details	plans and writes cohesive literary and factual recounts and narratives on familiar topics
C	synthesises key messages from extended recounts and complex narratives	presents engaging recounts and narratives appropriate for audience	identifies issues and implications arising from extended literary and factual recounts and complex narratives	creates extended literary and factual recounts and narratives that develop character and theme



**A1**  
**READING**

**ESL STEP**  
*Joins in with shared reading of familiar literary and factual recounts and narratives and completes simple related activities.*

**Sample strategies and activities**

**CONTROLLED SUPPORT – Teacher provides target language by:**

1. Modelling how to match pictures to characters or objects from a familiar text.
2. Demonstrating how to answer simple true and false statements based on class narratives or recounts e.g. On Tuesday, 4G went to the Zoo. T/F.
3. Demonstrating how to match sentence strips to pages in familiar texts.

**GUIDED SUPPORT – Students practise target language by:**

1. In groups, predicting characters, actions, places and events from title.
2. In pairs, completing a supported cloze (beginning letter left in or words at top of page etc.).
3. Reordering jumbled sentences from a familiar recount or narrative.

**INDEPENDENT SUPPORT – Students use target language by:**

1. Building and reading aloud sentences relating to a familiar class text, constructed from noun groups, verbs and adverbs on cards.
2. Sequencing the events of an excursion by placing sentence strips on a chart or map.

Suggested language elements	ESL Scales
1. Reads simple sentences from familiar recounts and narratives.	1.5.8
2. Recognises key participants and actions from familiar literary and factual recounts and narratives.	1.5.3
3. Identifies different purposes of texts on the basis of layout, style, content.	1.6.x
4. Uses illustrations to gain information from recounts and narratives.	1.5.5
5. Identifies some letters, sounds and words in a literary text.	1.7.5

**A1**  
**WRITING**

**ESL STEP**  
*Writes and illustrates literary and factual recounts and narratives based on modelled and/or jointly constructed texts.*

**Sample strategies and activities**

**CONTROLLED SUPPORT – Teacher provides target language by:**

1. Encouraging students to write recounts of shared experiences in their first language, and arranging translation if possible, to use for activities.
2. Demonstrating how to draw to illustrate an event from a class text or a personal experience.
3. Transcribing sentences from students' oral recounts.

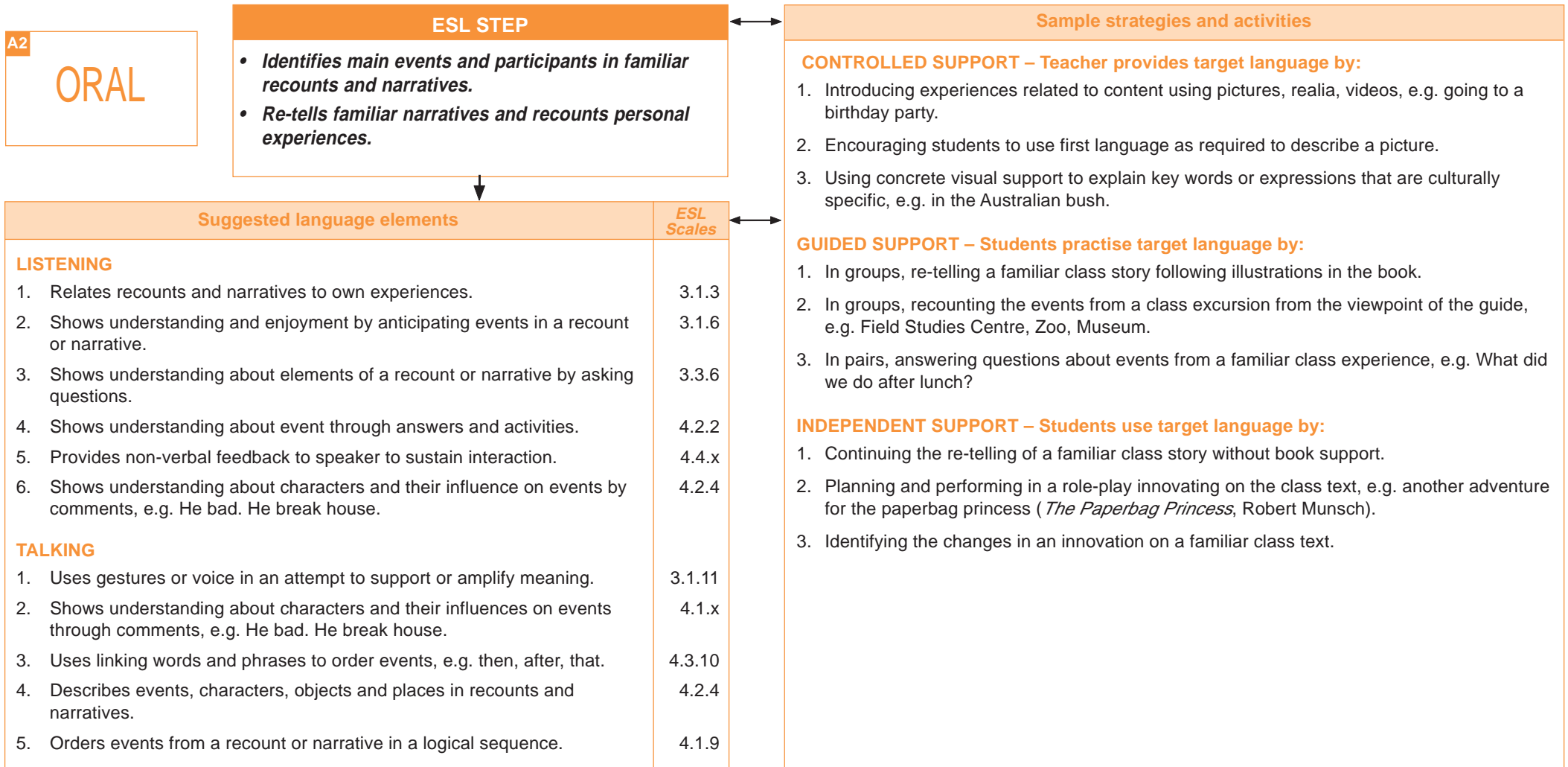
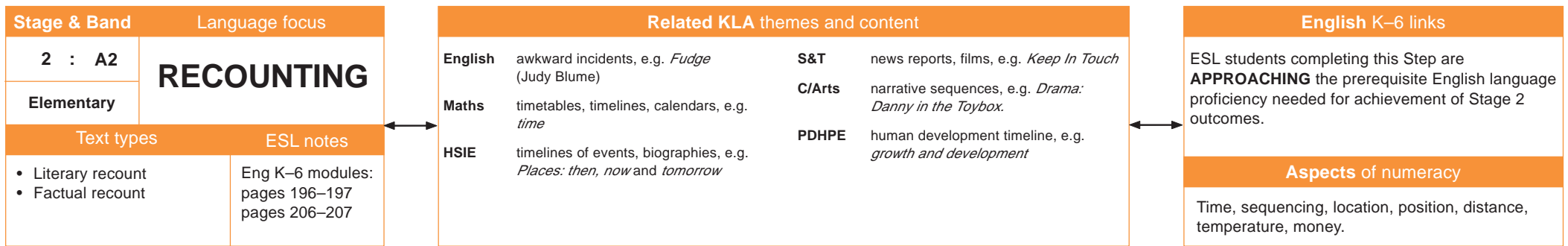
**GUIDED SUPPORT – Students practise target language by:**

1. Editing jointly constructed text on computer.
2. Extending noun groups by adding adjectives, e.g. There was a building... There was a grey stone building...

**INDEPENDENT SUPPORT – Students use target language by:**

1. Innovating on a class text, nursery rhyme or song by substituting nouns and adjectives, e.g. We're going on a fast food hunt...
2. Producing a recount of an excursion in the form of a journey map using words, illustrations and phrases from word banks.

Suggested language elements	ESL Scales
1. Uses words from first language to supplement writing.	1.10.4
2. Writes or copies words, phrases or short sentences from literary or factual recounts or narratives.	1.11.1
3. Draws to illustrate a simple literary or factual recount or narrative.	1.12.2
4. Uses a small bank of known words in writing.	1.12.4
5. Completes simple, repetitive, modelled sentences.	1.9.4





**A2**  
**READING**

**ESL STEP**  
*Read familiar literary and factual recounts and narrative texts.*

**Sample strategies and activities**

**CONTROLLED SUPPORT – Teacher provides target language by:**

1. Modelling simple true or false statements based on class texts, ‘thinking aloud’ evidence for inferential responses, e.g. John Brown liked the midnight cat T/F. He told the cat to go away. (*John Brown, Rose and The Midnight Cat*, Jenny Wagner.)
2. Demonstrating the use of ‘five Ws’ (who, what, when, where, why) to identify content detail in a familiar recount or narrative.

**GUIDED SUPPORT – Students practise target language by:**

1. In groups, finding evaluative language in a narrative or recount and discussing the effect, e.g. Because his sister was a scaredy-cat, she waited for him to come out again.
2. Participating in a guided jigsaw reading of sections from a short recount or narrative using detailed comprehension questions or sentence stems to guide summaries.

**INDEPENDENT SUPPORT – Students use target language by:**

1. Identifying who, what, where and when in the orientation of a recount or narrative.
2. Identifying evaluative language in a narrative and describing its effect.

Suggested language elements	ESL Scales
1. Predicts actions of participants from a recount or narrative.	2.5.2
2. Identifies the building and resolution of tension in a narrative.	2.5.4
3. Recognises structure of a literary or factual recount or narrative.	3.6.1
4. Recalls events from well-known literary and factual recounts and narratives.	3.5.3
5. Compares and contrasts participants and events from different texts.	3.5.4
6. Recognises linking words and phrases to order events.	3.7.4
7. Follows pronoun reference in a literary or factual recount or narrative.	3.7.5
8. Summarises and organises information from factual recounts.	3.5.8
9. Uses visual supports, e.g. pictures, diagrams, to interpret meaning.	3.8.9

**A2**  
**WRITING**

**ESL STEP**  
*Writes simple literary and factual recounts and narratives using language learned in class.*

**Sample strategies and activities**

**CONTROLLED SUPPORT – Teacher provides target language by:**

1. Developing and displaying word banks of nouns, adjectives, verbs relating to class text.
2. Drawing attention to text structure and language features of each stage, e.g. answering who, what, where, when, why in orientation; sequence markers in events.

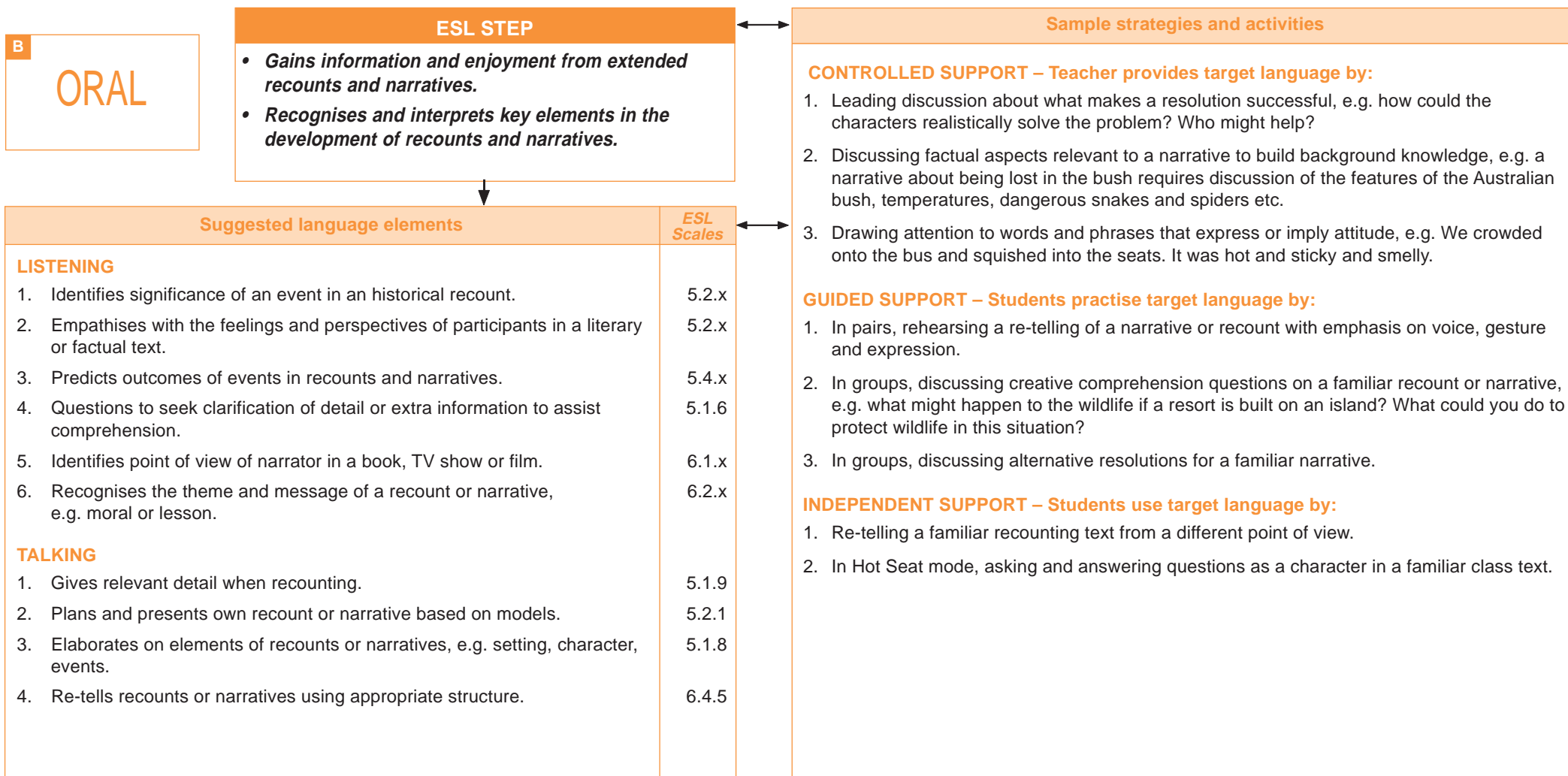
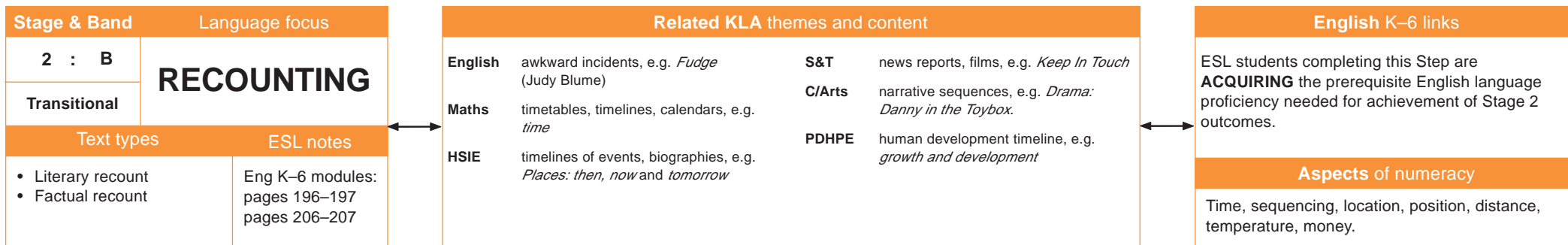
**GUIDED SUPPORT – Students practise target language by:**

1. In pairs, creating new sentences using strips of noun phrases, verbs, adverbial phrases.
2. In groups, matching direct speech bubbles to the correct character, e.g. ‘ ‘Please line up with your partner,’ he requested’ is matched to a picture of the teacher.
3. In groups, creating appropriate illustrations for a picture book version of a jointly constructed text.

**INDEPENDENT SUPPORT – Students use target language by:**

1. Innovating on a class text by changing setting – time, place.
2. Writing a recount using visuals as stimulus, e.g. photographs of a familiar event. This can be written in L1, in part or in total, with the student later providing an oral English version.

Suggested language elements	ESL Scales
1. Writes a literary or factual recount or narrative that shows simple and logical sequence of ideas through structure and progression.	2.11.2
2. Shows simple cohesion of ideas, e.g. then, and.	2.11.3
3. Writes sentences that use subject-verb-object patterns.	2.11.4
4. Uses regular and some irregular past tense verbs, e.g. went, bought.	2.11.6
5. Writes and orientation informing the reader about who, where, when.	3.11.1
6. Uses pronoun reference, e.g. the bus broke down. It...	3.11.10
7. Provides some detail in factual text, e.g. newspaper reports.	3.10.3
8. Writes some creative texts, e.g. imaginative recounts, narratives.	3.9.1
9. Uses direct speech, e.g. ‘It’s broken’.	3.11.9



**B**  
**READING**

**ESL STEP**  
*Retells and summarises literary and factual recounts and narratives, referring to main ideas and supporting details.*

**Sample strategies and activities**

**CONTROLLED SUPPORT – Teacher provides target language by:**

1. Demonstrating how to read maps and interpret photographs, diagrams and other graphics related to historical recounts.
2. Leading class in identifying the differences from the original in a narrative or recount written from a different point of view, e.g. *The true story of the 3 little pigs by A. Wolf* (Jon Scieszka).

**GUIDED SUPPORT – Students practise target language by:**

1. In pairs, drawing a story map for a narrative or recount, e.g. *Piggybook* (Anthony Browne); First Fleet voyage.
2. In groups, after viewing a short animated narrative, e.g. *The Farmyard Cat* (Christine Anello), comparing the animation to the original text using a Venn diagram.

**INDEPENDENT SUPPORT – Students use target language by:**

1. Completing a cause and effect chain, stating what happened as a result of other events or actions, e.g. the princess kissed the frog and he turned into a prince.
2. Completing a three-level guide focusing on inferential (what is implied) and critical (evaluation of the author’s message) comprehension.

Suggested language elements	ESL Scales
1. Compares and contrasts in some detail people, places and events in literary and factual recounts and narratives.	4.5.4
2. Shows understanding of participants’ character, e.g. through role-play.	4.6.4
3. Identify key words and phrases relating to theme of literary or factual recount or narrative.	5.7.4
4. Organises and represents information from a factual recount using modelled formats, e.g. family tree, biography.	5.5.8
5. Formulates key questions to help identify events and ideas in literary and factual recounts and narratives.	5.8.5

**B**  
**WRITING**

**ESL STEP**  
*Plans and writes cohesive literary and factual recounts and narratives on familiar topics.*

**Sample strategies and activities**

**CONTROLLED SUPPORT – Teacher provides target language by:**

1. Thinking aloud to demonstrate how to develop a believable resolution for a narrative, drawing on characterisation, previous events, etc.
2. Drawing attention to the effect of using more descriptive, dynamic verbs, e.g. fell – plummeted, called out – shrieked.

**GUIDED SUPPORT – Students practise target language by:**

1. In groups, designing a storyboard for an animation of a narrative or a factual recount.
2. In pairs, expanding sentences by including dependent clauses, e.g. My friend, who is the same age as me, is going to six different countries since he has relatives there.

**INDEPENDENT SUPPORT – Students use target language by:**

1. Rewriting a traditional tale from the point of view of one of the characters, e.g. Baby Bear in *Goldilocks and the Three Bears*.
2. Contributing relevant technical vocabulary (including definitions, illustrations, etc.) to class word banks, e.g. eucalyptus tree; red-bellied black snake.

Suggested language elements	ESL Scales
1. Creates mood and feeling by selection of appropriate words.	4.10.6
2. Sustains storyline or sequence of events and some characterisation in literary or factual recounts or narratives.	4.9.2
3. Uses relative clauses to describe participants, e.g. the explorer who landed in Botany Bay...	5.11.10
4. Uses evaluative language in a literary or factual recount or narrative.	5.11.2
5. Incorporates information from another source into own writing, e.g. historical recounts.	4.9.9
6. Recounts from the viewpoint of a designated participant in a literary or factual recount or narrative.	5.9.2



# RESPONDING

<b>Language focus across the curriculum</b>		23
<b>Overview of ESL steps</b>		23
<b>Band A1:</b>	Oral	24
	Reading	25
	Writing	25
<b>Band A2:</b>	Oral	26
	Reading	27
	Writing	27
<b>Band B:</b>	Oral	28
	Reading	29
	Writing	29



# RESPONDING

## Language focus across the curriculum\*

EXAMPLES OF LANGUAGE FUNCTIONS	SPOKEN AND WRITTEN TEXT TYPES <sup>2</sup>	
	Literary	Factual
recalling, recounting, revising, describing, defining, clarifying, comparing, contrasting, deciding, choosing, justifying, synthesising, speculating, hypothesising, evaluating, imagining...	<ul style="list-style-type: none"> <li>personal response</li> <li>review</li> </ul>	

(\*with reference to text types as discussed in the *English K–6 Syllabus* (NSW Board of Studies, 1998: pp 66–71)

<sup>2</sup> Authentic texts often include more than one text type and the division between literary and factual texts is not always clear cut.

## Overview of ESL steps

BAND	ORAL		READING	WRITING
	Listening	Talking		
<b>A1</b>	identifies related words from simple responses to literary texts	uses single words, formulaic phrases or incomplete sentences to respond to literary texts	joins in shared reading of responses to literary texts and completes simple related activities	writes and illustrates responses to literary texts based on modelled and/or jointly constructed texts
<b>A2</b>	follows short opinions about familiar literary texts	states brief opinions about familiar literary texts	reads simple responses to familiar literary texts	writes short responses to familiar literary texts
<b>B</b>	follows varying comments and opinions about literary texts	elaborates on personal responses to literary texts	follows main ideas from reviews of literary texts	plans and writes reviews incorporating key structural elements
<b>C</b>	follows extended commentaries on responses to literary texts	gives sustained and cohesive responses to literary texts	identifies writer's point of view from critical reviews of literary texts	writes reviews of literary texts showing critical response

Stage & Band		Language focus	Related KLA themes and content		English K–6 links
2	A1	<b>RESPONDING</b>	<b>English</b>	author study, e.g. Roald Dahl – <i>Matilda</i> , <i>The Twists</i>	ESL students completing this Step are <b>BEGINNING TO DEVELOP</b> the prerequisite English language proficiency needed for achievement of Stage 2 outcomes.
Beginning			<b>C/Arts</b>	varying dynamics and noting effects, e.g. <i>Music: Night and Day</i>	
Text types		ESL notes			
<ul style="list-style-type: none"> <li>Personal response</li> <li>Review</li> </ul>		Eng K–6 modules: page 276			
<b>Aspects of numeracy</b>					
Comparison, classification, time, sequencing, position.					

A1	<b>ORAL</b>	<b>ESL STEP</b>		<b>Sample strategies and activities</b>	
		<ul style="list-style-type: none"> <li>Identifies related words from simple responses to literary texts.</li> <li>Uses single words, formulaic phrases or incomplete sentences to respond to literary texts.</li> </ul>		<p><b>CONTROLLED SUPPORT – Teacher provides target language by:</b></p> <ol style="list-style-type: none"> <li>After reading class text, asking questions about reactions to story in a way that enables students to show their responses non-verbally, e.g. thumbs up for like, down for dislike.</li> <li>Developing the concept of ‘favourite’ by listing preferences in, e.g. television shows, pets, fruit, food, and ranking them, pointing out that the best-liked one is the ‘favourite’.</li> <li>Presenting sentence structures; I like..., I didn’t like...</li> <li>Demonstrating a range of facial expressions to show agreement or disagreement to appraisal statements on tape, e.g. the witch is beautiful.</li> <li>Using a story map to trace important events and settings as story is re-told.</li> </ol> <p><b>GUIDED SUPPORT – Students practise target language by:</b></p> <ol style="list-style-type: none"> <li>In groups, recording onto matrix group members’ likes/dislikes of events or characters.</li> <li>In pairs, practising a response to a book following a simple formula, e.g. In this book, I like it when...</li> <li>In groups, participating in an enquiry and elimination game based on class text, e.g. Is this the part where...?</li> <li>In pairs, giving reasons for liking or disliking a character from a familiar story.</li> <li>In groups, playing a concentration memory game, using pictures of characters or events from a familiar story, e.g. This be fox. No like fox. This fox too. Mine.</li> </ol> <p><b>INDEPENDENT SUPPORT – Students use target language by:</b></p> <ol style="list-style-type: none"> <li>Presenting a simple oral response to a familiar narrative text.</li> <li>Asking questions of a speaker, e.g. author or illustrator after Book Week talk.</li> </ol>	
		<b>Suggested language elements</b>		<b>ESL Scales</b>	
		<b>LISTENING</b>			
		1. Exhibit listening behaviour when listening to discussion about a literary text.	1.4.1		
		2. Responds to questions with support, e.g. Teacher: Did you like the story? Student: nods.	2.1.2		
		3. Responds to a single element of a literary text, e.g. laughs when...	2.1.5		
		4. Indicates understanding through yes/no responses.	2.3.4		
		<b>TALKING</b>			
		1. Begins to express some likes, dislikes and feelings about a literary text, e.g. it funny.	2.1.x		
		2. Expresses short personal opinion about a literary text, e.g. boy no good.	2.1.x		
		3. Pronounces common words and phrases from class texts and activities comprehensibly.	2.3.10		
		4. Combines known formulas, learned structures and other vocabulary to construct new utterances related to responses to a literary text.	2.3.9		



**A1**  
**READING**

**ESL STEP**  
*Joins in with shared reading of responses to literary texts and completes simple related activities.*

**Sample strategies and activities**

**CONTROLLED SUPPORT – Teacher provides target language by:**

1. Thinking aloud to demonstrate how to identify pictures, words or phrases from a familiar literary text that create a like or dislike, e.g. Witch, gnarled tree, cackled, bony fingers.
2. Presenting language which identifies parts of a book, e.g. title, author, spine.
3. Introducing sentence strips about likes and dislikes of characters or events from a familiar class narrative, e.g. I like...

**GUIDED SUPPORT – Students practise target language by:**

1. In pairs, completing a supported cloze – (beginning letter left in or words at top of page) on nouns and evaluative words, e.g. exciting, hard-working, timidly.
2. Matching split sentences, e.g. I like the princess because ...she was brave

**INDEPENDENT SUPPORT – Students use target language by:**

1. Completing a cloze on nouns and evaluative words, where a word bank containing distractors is provided.
2. Reading and commenting on familiar sentences about likes and dislikes about a book, e.g. Jack liked Mrs Piggott when she fixed the car. I like too. (*Piggybook*, Anthony Browne.)

Suggested language elements	ESL Scales
1. Demonstrates reading like behaviour by taking part in shared reading.	1.8.1
2. Chooses suitable and interesting fiction books by looking at covers and illustration.	1.5.2
3. Follows simple literary texts while listening to them read aloud.	1.5.2
4. Shows a personal response to a literary text.	1.5.3
5. Identifies opinion words in a response to a literary texts.	1.7.4

**A1**  
**WRITING**

**ESL STEP**  
*Writes and illustrates responses to literary texts based on modelled and/or jointly constructed texts.*

**Sample strategies and activities**

**CONTROLLED SUPPORT – Teacher provides target language by:**

1. Demonstrating how to draw to illustrate favourite event or character from a class text.
2. Modelling a sentence completion activity, e.g. I like \_\_\_ because \_\_\_; I didn't like \_\_\_ because...

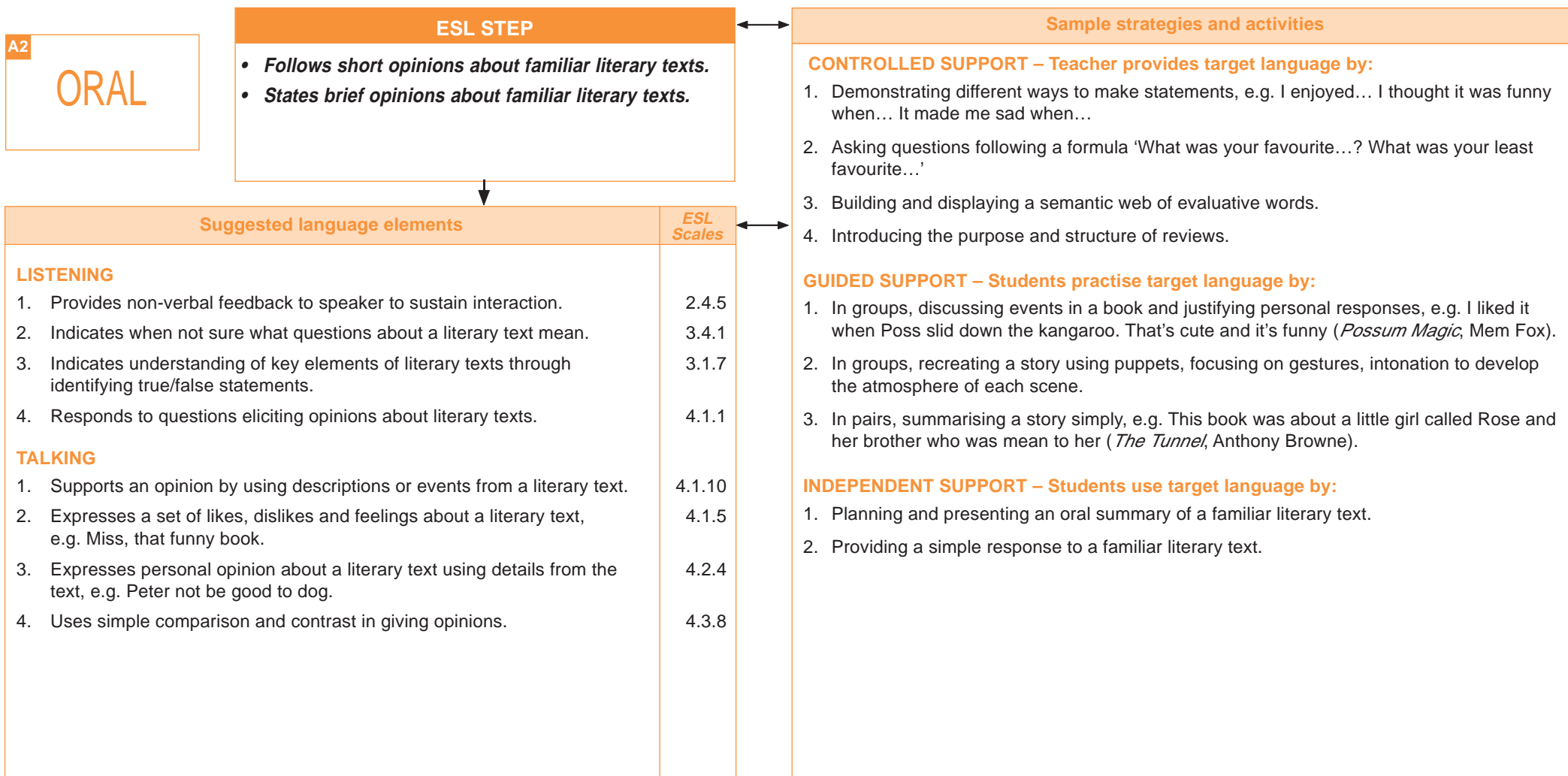
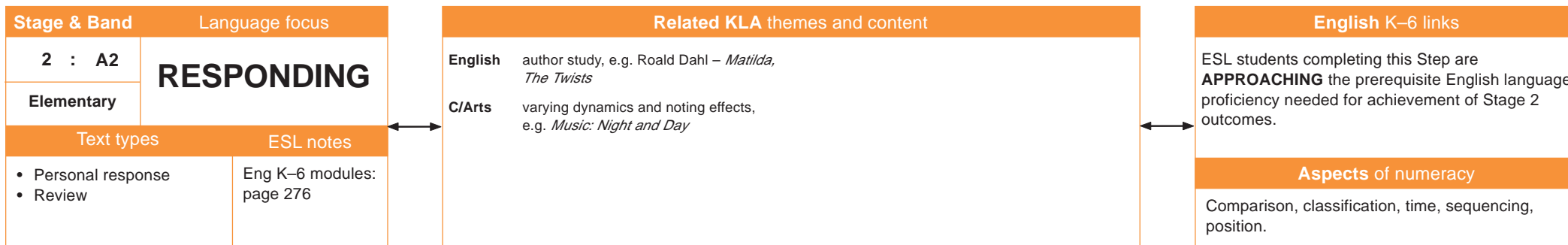
**GUIDED SUPPORT – Students practise target language by:**

1. In groups, developing and illustrating a group dictionary of evaluative words for likes and dislikes, e.g. good, bad, funny, sad, silly.
2. In pairs, writing simple responses to familiar narrative texts using correct punctuation, e.g. capitals for proper nouns.

**INDEPENDENT SUPPORT – Students use target language by:**

1. Writing a personal response to a familiar literary text.
2. Selecting a picture of an element of a favourite story and completing a cloze response, e.g. I like... because...

Suggested language elements	ESL Scales
1. Uses words in first language to supplement writing.	1.10.4
2. Copies lists of words that express likes, dislikes and feelings about a literary text.	1.12.4
3. Draws/illustrates favourite part of a literary text.	1.12.1
4. Copies single opinion sentences and sentence patterns about a literary text.	1.11.1



**A2**  
**READING**

**ESL STEP**  
*Reads simple responses to familiar literary texts.*

**Sample strategies and activities**

**CONTROLLED SUPPORT – Teacher provides target language by:**

1. Leading identification of evaluative words in a review, e.g. courageous, magnificent.
2. Modelling how to make inferences about a character's motives, qualities, characteristics based on visual images from the text.

**GUIDED SUPPORT – Students practise target language by:**

1. In groups, identifying evaluative words in a review text.
2. Choosing three books, ordering them for preference and giving reasons by completing sentence stems, e.g. I like this book best because...
3. In pairs, matching split sentences, e.g. the witch was bad – because she wanted to eat Hansel.

**INDEPENDENT SUPPORT – Students use target language by:**

1. Sorting and sequencing two reviews on different literary texts.
2. Discussing whether a simple review of a literary text is accurate in terms of factual information, e.g. names of characters, and whether they agree with the reviewer.

Suggested language elements	ESL Scales
1. Relates an aspect of literary text to personal experience.	2.5.3
2. Identifies features with personal appeal in literary texts.	2.5.5
3. Understands and uses some of the terminology of reading, e.g. author, title, letter, word, sentence, page.	2.6.4
4. Re-reads familiar self-chosen literary texts to increase accuracy and fluency and to enhance understanding and enjoyment.	2.8.7
5. Shows personal response by choosing another book by the same author.	3.5.2
6. Compares and contrasts, in simple ways, characters or events from different literary texts.	3.5.4

**A2**  
**WRITING**

**ESL STEP**  
*Writes short responses to familiar literary texts.*

**Sample strategies and activities**

**CONTROLLED SUPPORT – Teacher provides target language by:**

1. Discussing how to illustrate a favourite event or character using colour to enhance the mood, e.g. red = rage; black = fear, evil; yellow = cheerfulness, etc.
2. Demonstrating how to compose a simple review including two examples from the text in the text description stage.

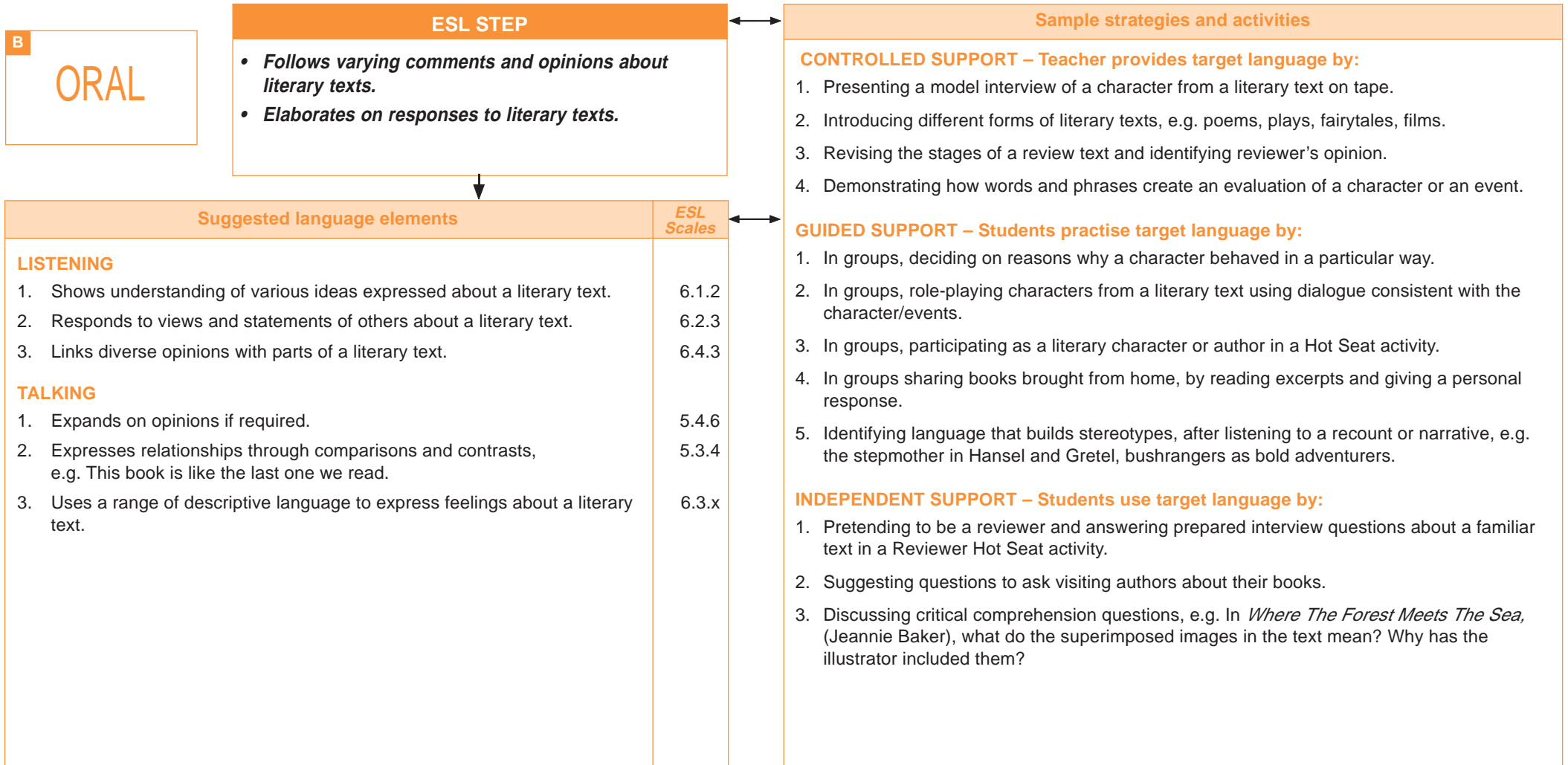
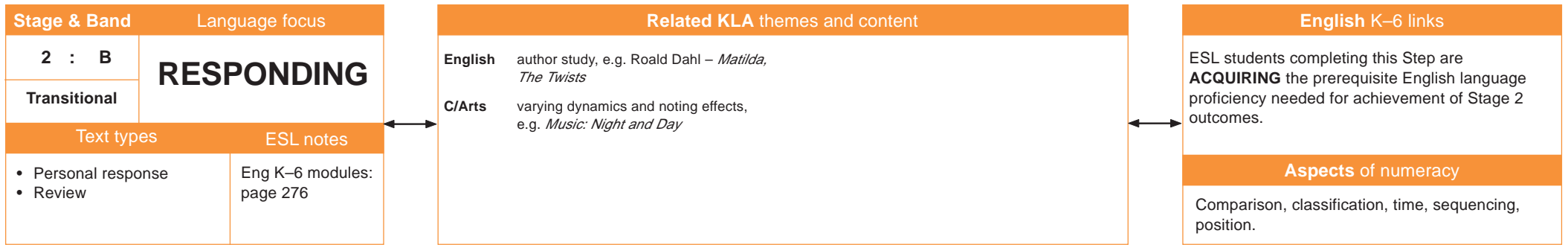
**GUIDED SUPPORT – Students practise target language by:**

1. In pairs, completing a review proforma, e.g. Story title, Author, Synopsis, Judgement.
2. In groups, completing a matrix on characters in a book, using adjectives to describe appearance, actions, habits, feelings.
3. In groups, writing a blurb for a familiar class literary text.

**INDEPENDENT SUPPORT – Students use target language by:**

1. Writing a response to a book by completing a proforma, e.g. who was your favourite character and why? Draw and label events from the story.
2. Completing sentence stems, e.g. When Rose was crawling through the tunnel, she was scared because... (*The Tunnel*, Anthony Browne).

Suggested language elements	ESL Scales
1. Uses simple phrases to express basic comparisons.	3.11.11
2. Uses knowledge of sentence patterns to form new sentences.	3.12.1
3. Writes predominantly in present tense.	3.11.3
4. Selects suitable descriptive and opinion words in writing.	3.11.7
5. Writes simple personal and opinionative texts that present a point of view.	3.9.2



**B**  
**READING**

**ESL STEP**  
*Follows the main ideas from reviews of literary texts.*

**Sample strategies and activities**

- CONTROLLED SUPPORT – Teacher provides target language by:**
1. Modelling identification of thinking verbs in a review, noting in which stage of the text they mostly occur.
  2. Leading discussion about stereotypes in a literary text, highlighting language and pictures that contribute to creating the image, e.g. witch – ugly, old, scrawny, warts, cat.
- GUIDED SUPPORT – Students practise target language by:**
1. In pairs, identifying lexical chains of evaluative words.
  2. In groups, identifying stereotypical statements in literary texts, e.g. The stepmother is wicked, the overweight child is lazy.
  3. In groups, making charts of synonyms for thinking and saying verbs, e.g. said = discussed, reported = stated; thinks = considers, believes.
- INDEPENDENT SUPPORT – Students use target language by:**
1. Answering comprehension question at literal, inferential and critical levels about a familiar literary text.
  2. Reading different reviews of the same book and completing a same/different matrix.

Suggested language elements	ESL Scales
1. Recalls key information from a review.	4.5.3
2. Compares and contrasts reviews of the same book or film.	4.5.6
3. Identifies how sentences or paragraphs are organised to present new information on a topic, e.g. detail will follow the main idea.	4.7.5
4. Identifies audience for review.	4.6.7
5. Identifies how a literary review affects the reader.	4.6.7
6. Locates topic sentence to identify the main idea of a paragraph.	4.8.6
7. Identifies the main stages in a review.	5.7.2
8. Draws conclusions, makes choices and decisions on the basis of information gained from a review.	5.5.9

**B**  
**WRITING**

**ESL STEP**  
*Plans and writes reviews incorporating key structural elements.*

**Sample strategies and activities**

- CONTROLLED SUPPORT – Teacher provides target language by:**
1. Demonstrating how to identify the structure of promotional trailers for a video or film.
  2. Modelling drawing a concept or story map summarising part of a book or film.
  3. Demonstrating how to include excerpts from a text to support a statement in a review.
- GUIDED SUPPORT – Students practise target language by:**
1. In pairs, writing questions to use in an interview with a reviewer.
  2. In groups, building word families of words that end with ‘-ful’ to use in reviews, e.g. wonderful, suspenseful.
- INDEPENDENT SUPPORT – Students use target language by:**
1. Writing a synopsis of a familiar video or film.
  2. Completing a reflective reading log using headings, e.g. title, author, characters, story, illustrations, what I liked/didn’t like.

Suggested language elements	ESL Scales
1. Writes cohesive paragraphs reflecting distinct ideas.	4.11.1
2. Edits own writing for accuracy and coherence.	5.12.8
3. Uses a range of expressions signalling personal opinion.	5.11.9
4. Supports opinion with detail from a literary text.	5.9.4
5. Incorporates key events in the synopsis.	5.9.5
6. Shows awareness of audience in writing a review.	5.10.1 5.12.3



# INSTRUCTING

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<b>Language focus across the curriculum</b>		33
<b>Overview of ESL steps</b>		33
<b>Band A1:</b>	Oral	34
	Reading	35
	Writing	35
<b>Band A2:</b>	Oral	36
	Reading	37
	Writing	37
<b>Band B:</b>	Oral	38
	Reading	39
	Writing	39





# INSTRUCTING

## Language focus across the curriculum\*

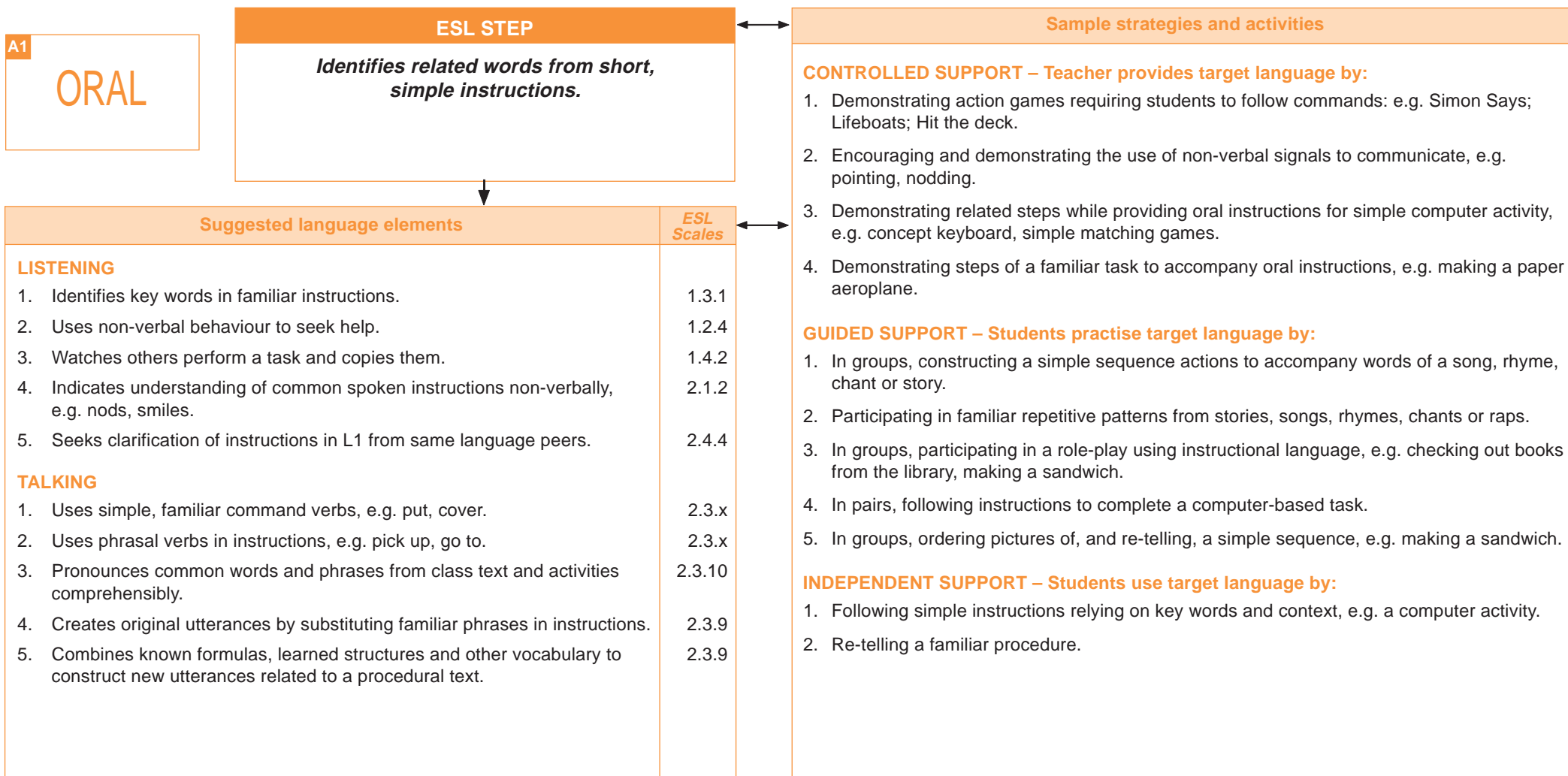
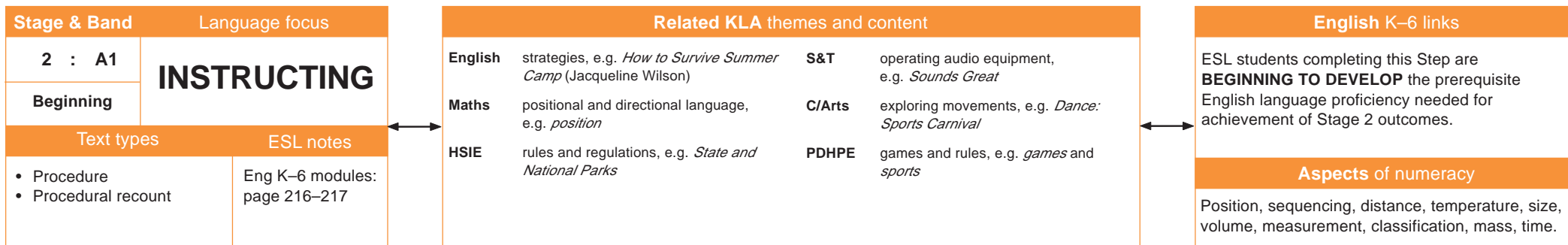
EXAMPLES OF LANGUAGE FUNCTIONS	SPOKEN AND WRITTEN TEXT TYPES <sup>2</sup>	
	Literary	Factual
describing, ordering, commanding, listening, clarifying, noting, expressing conditions...		<ul style="list-style-type: none"> <li>procedures</li> <li>procedural recount</li> </ul>

(\*with reference to text types as discussed in the *English K–6 Syllabus (NSW Board of Studies, 1998: pp 66–71)*)

<sup>2</sup> Authentic texts often include more than one text type and the division between literary and factual texts is not always clear cut.

## Overview of ESL steps

BAND	ORAL		READING	WRITING
	Listening	Talking		
<b>A1</b>	identifies related words from short, simple instructions	uses single words, formulaic phrases or incomplete sentences to respond to instructions	joins in shared reading of familiar procedure texts and completes simple related tasks	writes and illustrates procedures based on modelled and/or jointly constructed texts
<b>A2</b>	follows sequences of steps related to classroom procedures or learning activities	give short sequences of steps related to classroom procedures, games, learning tasks	reads simple procedures on a familiar topic	writes simple procedure on a familiar topic
<b>B</b>	follows a series of instructions related to classroom procedures or learning activities	gives a series of oral instructions related to classroom procedures, games or learning activities	identifies and organises main steps of instructions	plans and sequences information in procedural texts
<b>C</b>	understands complex instructional sequences at normal speed	gives detailed instructions related to complex games or learning activities	identifies what is required from complex task instructions	plans and sequences procedures on complex subject matter



**A1**  
**READING**

**ESL STEP**  
*Joins in shared reading of familiar procedure texts and completes simple related tasks.*

**Sample strategies and activities**

**CONTROLLED SUPPORT – Teacher provides target language by:**

1. Talking about the content before reading a procedural text from a Big Book.
2. Introducing key words in the text and relating to pictures where relevant and possible.
3. Highlighting the command form of action verbs in theme position.

**GUIDED SUPPORT – Students practise target language by:**

1. In pairs, matching and sequencing pictures from a procedural text.
2. In groups, following a simple procedure after labelling and sequencing a set of pictures.
3. Identifying sequence words in a text, e.g. first, second, then.

**INDEPENDENT SUPPORT – Students use target language by:**

1. Identifying key words and phrases in captioned illustrations from a familiar procedural text.
2. Finding further examples of instructional texts at home, in library, etc., e.g. recipes, sport coaching, craft instructions.
3. Participating in memory games, matching instructional text to related illustrations.

Suggested language elements	ESL Scales
1. Identifies objects in a procedure from pictures.	1.5.x
2. Follows a procedural sequence in pictures.	1.5.6
3. Uses illustrations to support reading.	1.8.7
4. Recognises key words from familiar procedural text.	1.7.4
5. Recognises the structure of a procedural text.	1.6.1

**A1**  
**WRITING**

**ESL STEP**  
*Writes and illustrates procedures based on modelled and/or jointly constructed texts.*

**Sample strategies and activities**

**CONTROLLED SUPPORT – Teacher provides target language by:**

1. Demonstrating how to illustrate a simple, familiar procedure, e.g. how to make pikelets.
2. Providing simple instructions for students to copy and match to illustrations.
3. Developing and displaying a word bank of instructional verbs related to the class topic.

**GUIDED SUPPORT – Students practise target language by:**

1. In pairs, labelling own illustrations using instructional words on display.
2. In groups, jointly constructing a procedure by sequencing illustrations, diagrams or photographs from a familiar procedural text.
3. In groups, contributing to a group or class dictionary of relevant action verbs.

**INDEPENDENT SUPPORT – Students use target language by:**

1. Writing instructions for making or doing something using drawings and L1.
2. Innovating on a jointly constructed procedure, e.g. How to make a \_\_\_\_\_. This could be a mixture of drawing and text.
3. Dictating sentences that give instructions for a procedural task.

Suggested language elements	ESL Scales
1. Writes short copied instructions.	1.11.1
2. Uses words in first language to supplement writing.	1.10.4
3. Draws arrows to demonstrate sequence.	1.9.1
4. Copies simple instructions.	1.9.2
5. Draws objects in a procedure.	B2.5.2

Stage & Band		Language focus	Related KLA themes and content		English K–6 links	
2 : A2	Elementary	<b>INSTRUCTING</b>	<b>English</b>	strategies, e.g. <i>How to Survive Summer Camp</i> (Jacqueline Wilson)	<b>S&amp;T</b>	operating audio equipment, e.g. <i>Sounds Great</i>
			<b>Maths</b>	positional and directional language, e.g. <i>position</i>	<b>C/Arts</b>	exploring movements, e.g. <i>Dance: Sports Carnival</i>
Text types		ESL notes	<b>HSIE</b>	rules and regulations, e.g. <i>State and National Parks</i>	<b>PDHPE</b>	games and rules, e.g. <i>games</i> and <i>sports</i>
<ul style="list-style-type: none"> <li>• Procedure</li> <li>• Procedural recount</li> </ul>		Eng K–6 modules: page 216–217			ESL students completing this Step are <b>APPROACHING</b> the prerequisite English language proficiency needed for achievement of Stage 2 outcomes.	
					<b>Aspects of numeracy</b> Position, sequencing, distance, temperature, size, volume, measurement, classification, mass, time.	

A2	ESL STEP	Sample strategies and activities
<b>ORAL</b>	<ul style="list-style-type: none"> <li>• <b>Follows sequence of steps related to classroom procedures or learning activities.</b></li> <li>• <b>Gives short sequence of steps related to classroom procedures, games, learning tasks.</b></li> </ul>	<p><b>CONTROLLED SUPPORT – Teacher provides target language by:</b></p> <ol style="list-style-type: none"> <li>1. Highlighting key content words and demonstrating procedures for a specific task, e.g. a barrier game.</li> <li>2. Demonstrating how to follow a short sequence of instructions related to classroom procedures, games or learning tasks, e.g. cutting and pasting to make a mask.</li> <li>3. Encouraging same language peers to use L1 to clarify tasks or concepts.</li> <li>4. Leading action games by giving instructions for students to follow, e.g. Simon says, Stand up, hop on one leg.</li> <li>5. Giving a series of instructions for the students to follow, focusing on sequence markers, e.g. First open your books, then pick up your pencils, after that write your name.</li> </ol> <p><b>GUIDED SUPPORT – Students practise target language by:</b></p> <ol style="list-style-type: none"> <li>1. In groups, playing an enquiry and elimination game focusing on adverbial phrases, e.g. S1: Where is the book?; S2: On the table?</li> <li>2. In groups, playing Do as I say games using command verbs. S1 gives an instruction and others follow, e.g. jump up and down; clap your hands .</li> <li>3. In pairs, constructing a model following instructions on tape or video.</li> </ol> <p><b>INDEPENDENT SUPPORT – Students use target language by:</b></p> <ol style="list-style-type: none"> <li>1. Presenting a procedural recount of how a task was performed, e.g. playing a game, getting ready for school.</li> <li>2. Participating in a barrier game, giving and following instructions to draw a picture or build a model, e.g. Draw a yellow square beside the red triangle. What side?</li> </ol>
	<p><b>Suggested language elements</b></p> <p><b>LISTENING</b></p> <ol style="list-style-type: none"> <li>1. Follows a short sequence of instructions related to classroom activities. 3.1.1</li> <li>2. Asks speaker to repeat and/or speak slowly, e.g. say again please. 3.4.1</li> <li>3. Asks questions that demonstrate an understanding of the task. 3.3.6</li> <li>4. Provides non-verbal feedback to speaker to sustain interaction. 4.4.x</li> <li>5. Responds appropriately to instructions for different classroom activities. 4.2.2</li> </ol> <p><b>TALKING</b></p> <ol style="list-style-type: none"> <li>1. Gives simple directions on a familiar task. 3.1.x</li> <li>2. Makes simple comments about a procedure, e.g. too fast. 3.3.x</li> <li>3. Uses commands to direct peers in classroom games and activities. 3.3.x</li> <li>4. Repeats another speaker's words in subsequent conversation, e.g. Where did you plant the seed? Plant seed in pot. 3.4.6</li> <li>5. Rehearses or role-plays giving instructions or directions. 4.4.5</li> <li>6. Plans what to say and how to give instructions. 4.4.6</li> </ol> <p><b>ESL Scales</b></p>	

**A2**  
**READING**

**ESL STEP**  
*Reads simple procedures on a familiar topic.*

**Sample strategies and activities**

**CONTROLLED SUPPORT – Teacher provides target language by:**

1. Demonstrating how to use illustrations, title and layout to predict content and purpose of a procedural text.
2. Highlighting the use of adverbial phrases to show position, e.g. Tape the curling ribbon to the top of the box...
3. Modelling pronunciation, intonation, rhythm and stress when reading familiar instructing texts aloud, e.g. rhymes and chants such as Put your finger on your nose...

**GUIDED SUPPORT – Students practise target language by:**

1. In pairs, reordering a jumbled procedural sequence.
2. Completing a supported cloze on sequence words, e.g. then, next, after.
3. In groups, sorting and reordering two different sets of instructions, e.g. making lamingtons and making a paper aeroplane.

**INDEPENDENT SUPPORT – Students use target language by:**

1. Labelling sections of an unfamiliar procedure.
2. Choosing appropriate pictures to include in a procedural text, then justifying their choices.

Suggested language elements	ESL Scales
1. Relies on key words for understanding instructions when reading texts or listening to texts read aloud.	2.8.1
2. Matches simple sentences or captions to illustrations or diagrams.	2.5.7
3. Understands common words that have different meanings in different contexts, e.g. look, look at, look for.	2.7.7
4. Distinguishes actions from objects in a procedural text.	3.7.x
5. Recalls sequence of steps in a procedure.	3.7.2
6. Recognises procedural texts through layout of print, illustrations and headings.	3.6.3
7. Makes predictions about appropriate sequence in a procedural text.	3.5.5
8. Uses visual supports such as diagrams or pictures to interpret meaning.	3.8.9

**A2**  
**WRITING**

**ESL STEP**  
*Writes simple procedure on a familiar topic.*

**Sample strategies and activities**

**CONTROLLED SUPPORT – Teacher provides target language by:**

1. Thinking aloud to demonstrate the construction of a simple procedure.
2. Developing and displaying word banks of action verbs and measurement words relevant to the topic, e.g. ml, kilo, combine, stir.
3. Presenting numerical sequence words matched to numbers, e.g. first = 1, second = 2.

**GUIDED SUPPORT – Students practise target language by:**

1. In groups, contributing to a word bank of adverbs of manner to add details to instructions, e.g. carefully, slowly, lightly, with edges even.
2. In pairs, describing ingredients, materials by expanding noun groups, e.g. a rounded tablespoon of sugar, a 10 cm square of prewashed calico.

**INDEPENDENT SUPPORT – Students use target language by:**

1. Innovating on a familiar procedure by substituting different ingredients or materials.
2. Deciding on a familiar activity, then writing or drawing the procedure under headings. Evaluate by having a friend follow the instructions.

Suggested language elements	ESL Scales
1. Writes procedures using some technically appropriate words.	2.11.10
2. Organises procedural texts in a logical order.	2.11.2
3. Rewrites instructions after correction and conferencing, e.g. deletes or adds words to clarify meaning.	2.12.6
4. Writes simple and familiar procedures using teacher-prepared scaffolds.	3.11.1
5. Uses knowledge of sentence patterns to form new sentences, e.g. follow modelled and joint construction texts to write own.	3.12.1
6. Write suitable captions for procedural steps.	3.9.5

Stage & Band		Language focus	Related KLA themes and content		English K–6 links
2 : B	Transitional	<b>INSTRUCTING</b>	<b>English</b>	strategies, e.g. <i>How to Survive Summer Camp</i> (Jacqueline Wilson)	ESL students completing this Step are <b>ACQUIRING</b> the prerequisite English language proficiency needed for achievement of Stage 2 outcomes.
			<b>S&amp;T</b>	operating audio equipment, e.g. <i>Sounds Great</i>	
			<b>Maths</b>	positional and directional language, e.g. <i>position</i>	<b>Aspects of numeracy</b> Position, sequencing, distance, temperature, size, volume, measurement, classification, mass, time.
			<b>HSIE</b>	rules and regulations, e.g. <i>State and National Parks</i>	
Text types		ESL notes			
<ul style="list-style-type: none"> <li>• Procedure</li> <li>• Procedural recount</li> </ul>		Eng K–6 modules: page 216–217			

B		ESL STEP	Sample strategies and activities
<b>ORAL</b>		<ul style="list-style-type: none"> <li>• <b>Follows a series of instructions related to classroom procedures or learning activities.</b></li> <li>• <b>Gives a series of oral instructions related to classroom procedures, games or learning activities.</b></li> </ul>	<p><b>CONTROLLED SUPPORT – Teacher provides target language by:</b></p> <ol style="list-style-type: none"> <li>1. Revising stages of an oral procedural text.</li> <li>2. Introducing technically appropriate action words, e.g. whisk, blend, press, stand, pin.</li> <li>3. Drawing attention to causal conjunctions, e.g. so that, because, in order to.</li> <li>4. Demonstrating how to predict the topic of a procedure by listening to action verbs taken from one, e.g. stir, mix, add = cooking procedure; cut, paste, glue = craft.</li> </ol> <p><b>GUIDED SUPPORT – Students practise target language by:</b></p> <ol style="list-style-type: none"> <li>1. In groups, completing an oral macrocloze following an experiment, i.e. teacher leaves out text headings and provides the verb for each step. Students provide missing words.</li> <li>2. In pairs, participating in a barrier game focusing on giving directions, e.g. providing and following instructions on how to get to a particular location on a map.</li> <li>3. In pairs, taking part in a ‘blind man’s walk’ activity. S1 gives directions to a blindfolded S2 to guide S2 through an obstacle course.</li> <li>4. In groups, acting out a procedure. One student uses adverbs to direct students to change the way actions are performed, e.g. stir... slowly/quickly/briskly/carefully.</li> </ol> <p><b>INDEPENDENT SUPPORT – Students use target language by:</b></p> <ol style="list-style-type: none"> <li>1. Developing a flow chart or a diagram with steps to prompt an oral presentation.</li> <li>2. Taking part in a role-play, giving instructions to different people, e.g. friend, younger brother, parent, teacher, shopkeeper, and discussing how the language changes.</li> </ol>
Suggested language elements		ESL Scales	
<b>LISTENING</b>			
1. Listens for relevant information when instructions are given.		5.1.1	
2. Identifies implied sequences in oral instructions.		5.1.3	
3. Follows a complex set of oral instructions or directions related to a game or learning activity, e.g. follow a route with the use of a map.		5.1.3	
4. Identifies a number of sequence markers that indicate steps in an oral instruction, e.g. finally, prior to.		5.3.2	
5. Recalls the order in which steps occur.		6.1.x	
6. Recalls key steps in instructions.		6.4.x	
<b>TALKING</b>			
1. Monitors an activity and provides feedback, e.g. The elastic is too short.		5.4.x	
2. Talks simply about cultural differences related to communication, e.g. eye contact, distance, use of gesture.		5.2.2	
3. Applies familiar procedural language to new contexts.		6.1.x	
4. Plans and organises instructions for a group activity.		6.1.x	
5. Uses appropriate register for giving instructions in different situations.		6.1.6	

**B**  
**READING**

**ESL STEP**  
*Identifies and organises main steps of instructions.*

**Sample strategies and activities**

**CONTROLLED SUPPORT – Teacher provides target language by:**

1. Developing and displaying word banks of conventional measurements, e.g. pinch of salt, ream of paper.
2. Modelling the identification of adverbs and adverbial phrases or clauses as expressing time, manner, location.
3. Demonstrating the effect of placing the adverbial element in theme position, e.g. As carefully as possible, add...

**GUIDED SUPPORT – Students practise target language by:**

1. In groups, listing the similarities and differences in the structure, language features and illustrations of procedures from a range of sources and media on the same topic.
2. In pairs, identifying the audience for a number of different procedures, e.g. adult – how to program a VCR; child – how to play Snap by matching colour cards.

**INDEPENDENT SUPPORT – Students use target language by:**

1. Reading rules for a new game and participating in playing it.
2. Reading a procedure and drawing a flow chart to represent the steps.

Suggested language elements	ESL Scales
1. Uses knowledge of sentence structure and text organisation to identify meaning of unknown words.	4.8.1
2. Follows and recalls sequence of steps and relevant details from procedural text.	4.5.5
3. Interprets a procedure from diagrams, flow charts, etc.	4.5.7
4. Identifies different examples of instructional writing across cultures and belonging to the same form.	4.6.6
5. Identifies key words and phrases relating to the steps of an instructional text.	5.7.4
6. Transfers information from text to instruction format.	5.5.8

**B**  
**WRITING**

**ESL STEP**  
*Plans and sequences information in procedural texts.*

**Sample strategies and activities**

**CONTROLLED SUPPORT – Teacher provides target language by:**

1. Demonstrating how to reorder a procedure in which all the words in a step are jumbled, focusing on what words come first (theme position).
2. Modelling how to use relative clauses to add detail to a procedure, e.g. Add the fruit, which has been soaking for two hours, into the mixture.

**GUIDED SUPPORT – Students practise target language by:**

1. In pairs, editing a procedure to improve the overall purpose and the purpose of each stage.
2. In groups, using visual texts from a range of sources to assist readers to achieve the goal of a procedure, e.g. photographs, drawings.
3. Completing a dictogloss on a procedure.

**INDEPENDENT SUPPORT – Students use target language by:**

1. Using a computer to write a procedure on a topic of their choice.
2. Writing procedures for two different audiences on the same topic varying the language and visuals appropriately, e.g. making scones for adults or for a kindergarten class.

Suggested language elements	ESL Scales
1. Uses appropriate time sequence references.	4.11.11
2. Uses a set of common specialised technical and non-technical words appropriate to instructions.	4.11.15
3. Provides details in a procedure, e.g. into the beaker, 5ml of water.	5.11
4. Uses a variety of connectives to avoid mechanical repetitions.	5.11.3
5. Organises information in a procedure format.	4.9.6
6. Uses diagrammatic format to write a procedural text.	5.10.7
7. Edits own writing for accuracy and coherence.	5.12.8





# EXPLAINING

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<b>Language focus across the curriculum</b>		43
<b>Overview of ESL steps</b>		43
<b>Band A1:</b>	Oral	44
	Reading	45
	Writing	45
<b>Band A2:</b>	Oral	46
	Reading	47
	Writing	47
<b>Band B:</b>	Oral	48
	Reading	49
	Writing	49



# EXPLAINING

## Language focus across the curriculum\*

EXAMPLES OF LANGUAGE FUNCTIONS	SPOKEN AND WRITTEN TEXT TYPES <sup>2</sup>	
	Literary	Factual
expressing causality/opinion/reasons/conditions, elaborating, exemplifying, referring, reiterating, emphasising...		explanation

(\*with reference to text types as discussed in the *English K–6 Syllabus (NSW Board of Studies, 1998: pp 66–71)*)

<sup>2</sup> Authentic texts often include more than one text type and the division between literary and factual texts is not always clear cut.

## Overview of ESL steps

BAND	ORAL		READING	WRITING
	Listening	Talking		
A1	identifies related words from short, simple explanations	uses single words, formulaic phrases or incomplete sentences to ask and answer questions	joins in shared reading of familiar explanations and completes simple related activities	writes and illustrates simple explanations based on modelled and/or jointly constructed texts
A2	follows spoken explanations on familiar topics	provides simple explanations on familiar topics	reads and retells explanations on familiar topics	writes simple explanations on familiar topics
B	identifies relationships between key information and supporting detail from spoken explanations	elaborates on explanations on familiar topics	identifies and organises main ideas and supporting details in explanations	plans and writes explanations on familiar topics
C	extracts main and supporting information from extended and complex explanations	presents sustained and cohesive explanations	identifies causal and sequential factors contained in different explanation texts	writes extended explanations showing sequential or causal relationships on a range of topics

Stage & Band		Language focus	Related KLA themes and content		English K–6 links
2	A1	<b>EXPLAINING</b>	<b>Maths</b>	equivalence of fractions, e.g. <i>Fractions and Decimals</i>	ESL students completing this Step are <b>BEGINNING TO DEVELOP</b> the prerequisite English language proficiency needed for achievement of Stage 2 outcomes.
<b>Beginning</b>			<b>S&amp;T</b>	simple machines, e.g. <i>Making It Easy</i>	
Text types		ESL notes	<b>PDHPE</b>	transmission of diseases, e.g. <i>Personal Health Choices</i>	
• Explanation		Eng K–6 modules: pages 234–235			<b>Aspects of numeracy</b>
					Sequencing, hypothesising, cycles, time, distance, position.

A1	ESL STEP	Sample strategies and activities																						
<b>ORAL</b>	<ul style="list-style-type: none"> <li>Identifies related words from short simple explanations.</li> <li>Uses single words, formulaic phrases or incomplete sentences to ask and answer questions.</li> </ul>	<p><b>CONTROLLED SUPPORT – Teacher provides target language by:</b></p> <ol style="list-style-type: none"> <li>Introducing content vocabulary using objects or pictures, and labelling a diagram, e.g. eggs, tadpole.</li> <li>Developing and displaying a word bank of simple time conjunctions, e.g. first, second, third, then.</li> <li>Supporting pronunciation and word recognition using flashcards of technical words and phrases with accompanying illustrations.</li> </ol> <p><b>GUIDED SUPPORT – Students practise target language by:</b></p> <ol style="list-style-type: none"> <li>In groups, sequencing illustrations of an explanation on a familiar topic, e.g. life cycle.</li> <li>In groups, completing an oral cloze, e.g. first the adult frog lays its ____.</li> <li>In pairs, taking part in a barrier game where each student has an incompletely labelled diagram of a process (e.g. digestion) with their partner having the missing information.</li> </ol> <p><b>INDEPENDENT SUPPORT – Students use target language by:</b></p> <ol style="list-style-type: none"> <li>Following a sequencing diagram to explain a process to the teacher.</li> <li>Explaining how a familiar object works, e.g. a pencil sharpener.</li> </ol>																						
	<p><b>Suggested language elements</b></p> <table border="1"> <thead> <tr> <th></th> <th>ESL Scales</th> </tr> </thead> <tbody> <tr> <td><b>LISTENING</b></td> <td></td> </tr> <tr> <td>1. Responds to questions about an explanation text with teacher support.</td> <td>2.1.2</td> </tr> <tr> <td>2. Understands basic sequential markers in sequential explanations, e.g. first, then, next.</td> <td>2.3.1</td> </tr> <tr> <td>3. Identifies single items of information from short explanation texts, e.g. objects, parts.</td> <td>2.1.5</td> </tr> <tr> <td><b>TALKING</b></td> <td></td> </tr> <tr> <td>1. Asks for clarification or interpretation from first language speakers, e.g. seeks explanation of classroom instructions or routines.</td> <td>1.4.5</td> </tr> <tr> <td>2. Demonstrates an understanding of explanations using non-verbal means to communicate.</td> <td>1.4.8</td> </tr> <tr> <td>3. Pronounces common words and phrases from class texts and activities comprehensibly.</td> <td>2.3.10</td> </tr> <tr> <td>4. Responds with one- or two-word answers.</td> <td>2.3.4</td> </tr> <tr> <td>5. Combines known formulas, learned structures and other vocabulary to construct new utterances related to explanation texts.</td> <td>2.3.9</td> </tr> </tbody> </table>		ESL Scales	<b>LISTENING</b>		1. Responds to questions about an explanation text with teacher support.	2.1.2	2. Understands basic sequential markers in sequential explanations, e.g. first, then, next.	2.3.1	3. Identifies single items of information from short explanation texts, e.g. objects, parts.	2.1.5	<b>TALKING</b>		1. Asks for clarification or interpretation from first language speakers, e.g. seeks explanation of classroom instructions or routines.	1.4.5	2. Demonstrates an understanding of explanations using non-verbal means to communicate.	1.4.8	3. Pronounces common words and phrases from class texts and activities comprehensibly.	2.3.10	4. Responds with one- or two-word answers.	2.3.4	5. Combines known formulas, learned structures and other vocabulary to construct new utterances related to explanation texts.	2.3.9	
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<b>TALKING</b>																								
1. Asks for clarification or interpretation from first language speakers, e.g. seeks explanation of classroom instructions or routines.	1.4.5																							
2. Demonstrates an understanding of explanations using non-verbal means to communicate.	1.4.8																							
3. Pronounces common words and phrases from class texts and activities comprehensibly.	2.3.10																							
4. Responds with one- or two-word answers.	2.3.4																							
5. Combines known formulas, learned structures and other vocabulary to construct new utterances related to explanation texts.	2.3.9																							

**A1**  
**READING**

**ESL STEP**  
*Joins in shared reading of familiar explanations and completes simple related activities.*

**Sample strategies and activities**

**CONTROLLED SUPPORT – Teacher provides target language by:**

1. Demonstrating how to match content words on cards with the text.
2. Modelling how to match content word cards with diagram cards.
3. Introducing sequential connectives, e.g. next, after, when.

**GUIDED SUPPORT – Students practise target language by:**

1. In groups, playing memory games with word and diagram cards.
2. In pairs, completing a cloze passage on an explanatory text on a familiar topic with content words and sequence words provided.

**INDEPENDENT SUPPORT – Students use target language by:**

1. Completing a read and draw activity, using content words from topic as focus.
2. Sequencing a process related to a familiar topic.

Suggested language elements	ESL Scales
1. Identifies the purpose of a simple explaining text.	1.6.1
2. Gains basic information from illustrations.	1.5.5
3. Uses illustrations to support reading of simple explanatory texts.	1.8.7
4. Sequences a simple explanation process using pictures.	B2.1.7 1.5.6
5. Recognises technical words in a familiar explanation, e.g. lever.	1.7.4

**A1**  
**WRITING**

**ESL STEP**  
*Writes and illustrates simple explanations based on modelled and/or jointly constructed texts.*

**Sample strategies and activities**

**CONTROLLED SUPPORT – Teacher provides target language by:**

1. Writing captions dictated by students and demonstrating how to illustrate.
2. Modelling how to use concept keyboard to write simple explanations.

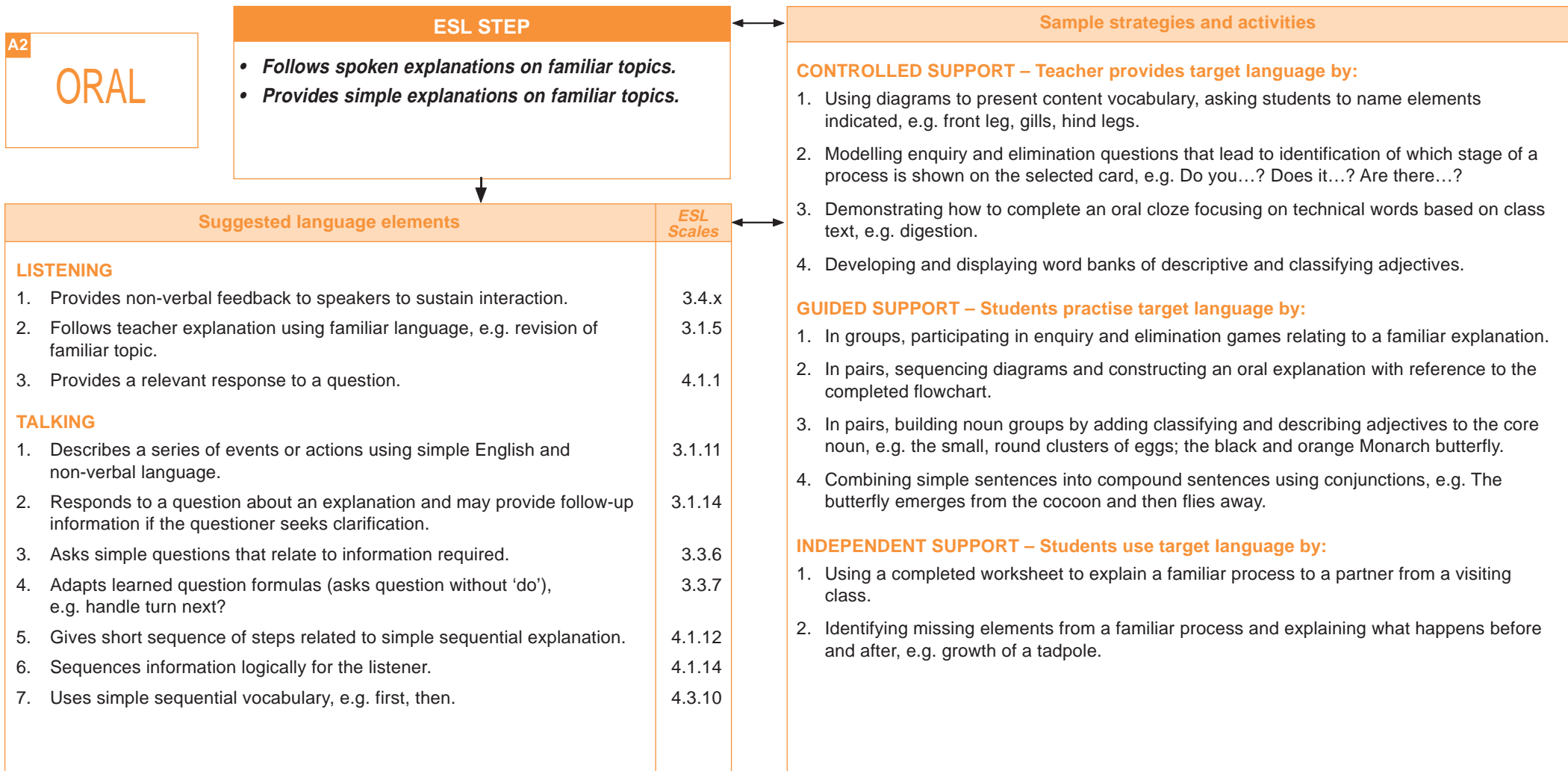
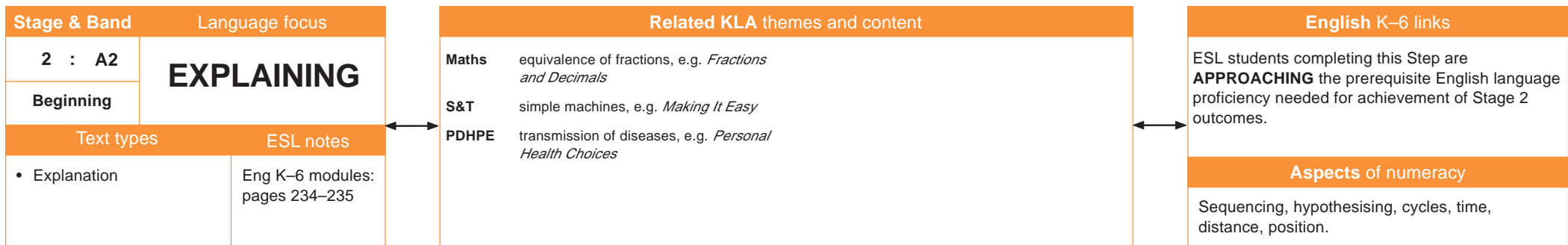
**GUIDED SUPPORT – Students practise target language by:**

1. In pairs, using word banks to label illustrations.
2. In groups, developing contributions to a class dictionary of technical words related to topic.
3. In groups, using familiar words from colour-coded word banks to construct explanatory sentences to match text, e.g. connectives (yellow), noun groups (green), verbs (pink) and adverbial phrases (blue): Later, the small snail crawls onto the leaf.

**INDEPENDENT SUPPORT – Students use target language by:**

1. Drawing to explain a process, e.g. how panning gold works.
2. Writing independently in L1 about how a familiar object works, e.g. a pencil sharpener.

Suggested language elements	ESL Scales
1. Uses drawings or diagrams to illustrate a simple sequence in an explanation.	1.12.1
2. Uses drawings or illustrations to compensate for limited English vocabulary, e.g. mixes writing with drawing.	1.12.2
3. Uses words from first language to supplement writing.	1.10.4
4. Finds words needed for own explanations from labels, charts, diagrams.	1.12.4
5. Labels diagrams with words learnt in class.	1.9.3
6. Completes simple repetitive modelled sentences, e.g. The handle turns the...	1.9.4



**A2**  
**READING**

**ESL STEP**  
*Reads and re-tells explanations on familiar topics.*

**Sample strategies and activities**

**CONTROLLED SUPPORT – Teacher provides target language by:**

1. Highlighting the text structure after a shared reading of a simple explanation.
2. Modelling how to identify time conjunctions in a text.

**GUIDED SUPPORT – Students practise target language by:**

1. In groups, sequencing sentences from a familiar explanation and identifying stages of the text.
2. In pairs, completing a flow chart of a process using given groups of words, e.g. egg, tadpole, froglet, adult.
3. In pairs, identifying word chains in an explanatory text, e.g. egg, froglet, adult.

**INDEPENDENT SUPPORT – Students use target language by:**

1. Reading an explanatory text similar to the class text and illustrating information gained, e.g. life cycle of a different animal.
2. Completing an unsupported cloze on action verbs in an explanatory text.

Suggested language elements	ESL Scales
1. Relies on key words for understanding explanations when reading or listening to texts being read.	2.8.1
2. Matches simple sentences or captions to illustrations or photographs of a phenomenon.	2.5.7
3. Re-reads familiar explanations to increase accuracy and fluency.	2.8.7
4. Identifies basic text features of explanation text organisation, e.g. phenomenon and explanation sequence.	3.6.1
5. Identifies linking words which indicate sequence, e.g. first, next.	3.7.4
6. Identifies new information gained from reading an explanation.	3.5.9
7. Uses visual supports, e.g. diagrams, graphs, picture, to interpret meaning in an explanation.	3.8.9

**A2**  
**WRITING**

**ESL STEP**  
*Writes simple explanations on familiar topics.*

**Sample strategies and activities**

**CONTROLLED SUPPORT – Teacher provides target language by:**

1. Developing and displaying word banks of technical vocabulary related to class text.
2. Modelling how to use diagrams to sequence an explanatory text.
3. Demonstrating how to join simple sentences with time and additive connectives.
4. Demonstrating how to use pronoun references in writing.

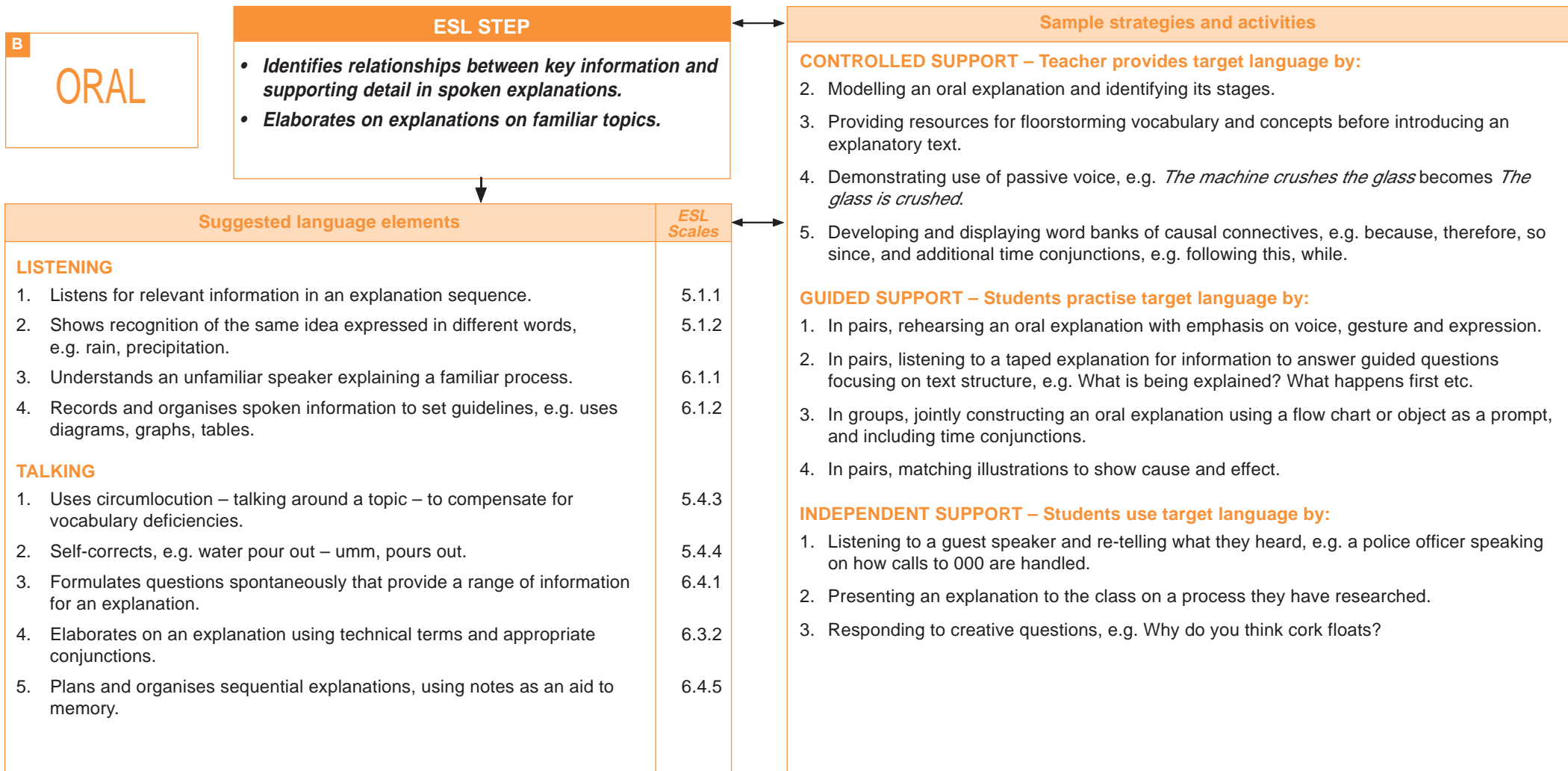
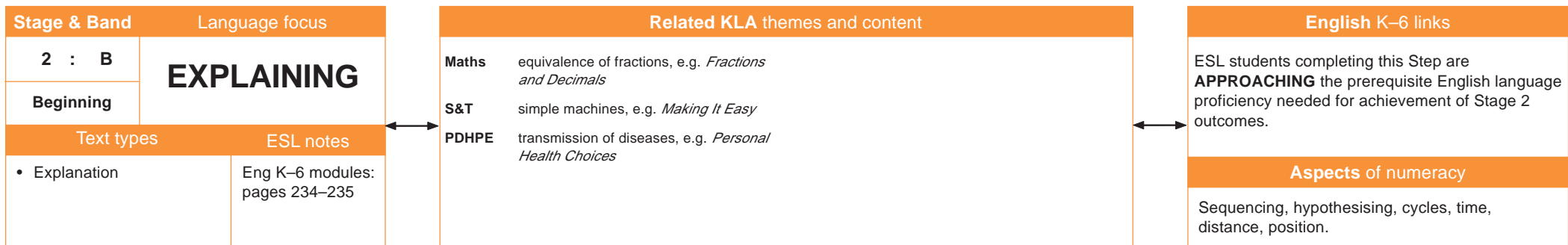
**GUIDED SUPPORT – Students practise target language by:**

1. In groups, completing a story ladder based on a familiar explanation, with reference to a bank of completion options, as well as a diagram of the process.
2. In pairs, adding descriptive and classifying adjectives to extend noun groups.
3. Replacing selected nouns with the appropriate pronoun references.

**INDEPENDENT SUPPORT – Students use target language by:**

1. Labelling a diagram of a process.
2. Writing a simple explanation referring to a labelled diagram, e.g. the growth of a plant.

Suggested language elements	ESL Scales
1. Identifies the nature and purpose of explanatory texts in different formats, e.g. book, pamphlet.	2.10.1
2. Sequences information in a logical order.	2.11.2
3. Writes explanations that show simple cohesion of ideas, joining them with 'and then'.	2.11.3
4. Attempts to provide more detail in written explanations through illustrations and lists.	2.12.3
5. Initiates own writing of an explanation.	2.9.2
6. Uses simple present tense in an explanation.	3.11.13
7. Writes suitable labels for an explanation.	3.11.17
8. Uses simple sequence markers when describing a process.	3.11.4





**B**  
**READING**

**ESL STEP**  
*Identifies and organises main ideas and supporting details in explanations.*

**Sample strategies and activities**

- CONTROLLED SUPPORT – Teacher provides target language by:**
1. Demonstrating how to use a thesaurus to extend word banks.
  2. Modelling how to identify connectives and classify as time, causal or additive in nature.

Suggested language elements	ESL Scales
2. Interprets sequential information in a flow chart.	4.5.7
3. Recognises how time sequences are signalled by linking words and phrases, e.g. following this, next.	4.7.7
4. Collects, organises and analyses information from an explanation into diagrammatic form.	5.5.10
5. Recognises use of passive voice in explanation.	5.7.x
6. Identifies common patterns of given and new sequences within explanations, e.g. eruptions occur when magma and gases are forced... When the magma..., it is called lava. This lava...	5.7.3
7. Finds specific detail or information from explanations.	5.5.7
8. Develops chains of words referring to concepts developed throughout the explanation, e.g. eruption, magma, lava.	5.7.5

- GUIDED SUPPORT – Students practise target language by:**
1. In pairs, competing a cause/effect chain after reading an explanation.
  2. In groups, matching topic sentences to related bodies of text in an explanation.
  3. In groups, completing a jigsaw reading of a causal explanation.

- INDEPENDENT SUPPORT – Students use target language by:**
1. Answering comprehension questions beginning with ‘What caused... What made... Why did...?’
  2. Sorting and reordering sentences from three different explanations and marking the stages, e.g. how plants grow; how tadpoles grow; how chocolate is made.

**B**  
**WRITING**

**ESL STEP**  
*Plans and writes explanations on familiar topics.*

**Sample strategies and activities**

- CONTROLLED SUPPORT – Teacher provides target language by:**
1. Demonstrating how to use a flow chart to summarise information from an explanation.
  2. Modelling how to take notes from factual texts.

Suggested language elements	ESL Scales
1. Combines simple sentences into complex ones, using common conjunctions and relative pronouns.	4.10.4
2. Knows when to use diagrams to support explanations.	5.10.7
3. Has identifiable topic sentences for sequential explanation stage.	4.11.4
4. Presents an explanation with phenomenon identification and sequence.	4.9.11
5. Manipulates given and new information within sentences to maintain coherence in an explanation.	5.11.7
6. Edits own writing for accuracy and coherence.	5.12.8
7. Writes logically, incorporating relevant information.	5.9.5

- GUIDED SUPPORT – Students practise target language by:**
1. In pairs, changing action verbs into abstract nouns, e.g. the volcano erupts becomes the eruption of the volcano.
  2. In groups, expanding sentences by including relative clauses, e.g. the volcano, which is on the island of Hawaii...
  3. In pairs, completing an explanation by answering guide questions.

- INDEPENDENT SUPPORT – Students use target language by:**
1. Writing a sequential explanation for a younger class, illustrating it with appropriate visual material, e.g. How does a telephone work?
  2. Writing a sequential explanation using compound and complex sentences, e.g. How does rain form?



# PERSUADING

<b>Language focus across the curriculum</b>		53
<b>Overview of ESL steps</b>		53
<b>Band A1:</b>	Oral	54
	Reading	55
	Writing	55
<b>Band A2:</b>	Oral	56
	Reading	57
	Writing	57
<b>Band B:</b>	Oral	58
	Reading	59
	Writing	59



# PERSUADING

## Language focus across the curriculum\*

EXAMPLES OF LANGUAGE FUNCTIONS	SPOKEN AND WRITTEN TEXT TYPES <sup>2</sup>	
	Literary	Factual
previewing, expressing opinion, stating, reasoning, generalising, analysing, qualifying, arguing, refuting, explaining, referring, concluding, summarising, exemplifying, clarifying, hypothesising, extrapolating, justifying, evaluating, synthesising...		<ul style="list-style-type: none"> <li>• exposition</li> <li>• discussion</li> </ul>

(\*with reference to text types as discussed in the *English K–6 Syllabus (NSW Board of Studies, 1998: pp 66–71)*)

<sup>2</sup> Authentic texts often include more than one text type and the division between literary and factual texts is not always clear cut.

## Overview of ESL steps

BAND	ORAL		READING	WRITING
	Listening	Talking		
<b>A1</b>	identifies related words from short, simple points of view	uses single words, formulaic phrases or incomplete sentences to express points of view	joins in reading of familiar persuasive texts and completes simple related activities	writes and illustrates point of view based on modelled and/or jointly constructed texts
<b>A2</b>	follows gist of point of view being expressed on a familiar topic	gives simple reasons for opinions and shares ideas about familiar topics	reads simple persuasive texts that present a point of view on familiar topics	writes simple persuasive texts that present a single point of view on a familiar topic
<b>B</b>	follows a line of argument in persuasive texts	presents coherent arguments on familiar topics	identifies and assesses arguments in persuasive texts	writes a cohesive persuasive text which supports conclusions on a familiar topic
<b>C</b>	evaluates the validity of spoken arguments	discusses issues using sustained reasoning	recognises and evaluates underlying perspectives in persuasive texts	writes sustained and convincing persuasive texts about familiar and researched topics

Stage & Band		Language focus	Related KLA themes and content		English K–6 links
2	A1	<b>PERSUADING</b>	<b>English</b>	family and friends, e.g. <i>Willy the Wimp</i> (Anthony Browne)	ESL students completing this Step are <b>BEGINNING TO DEVELOP</b> the prerequisite English language proficiency needed for achievement of Stage 2 outcomes.
<b>Beginning</b>			<b>C/Arts</b>	decisions related to actions, e.g. <i>Drama: Explorers</i>	
Text types		ESL notes	<b>Maths</b>	different representations of same data, e.g. <i>Data</i>	<b>Aspects of numeracy</b> Comparison, sequencing, classification, hypothesising, perspective.
<ul style="list-style-type: none"> <li>Discussion</li> <li>Exposition</li> <li>Media texts { advertisements, newspaper articles, editorials</li> <li>Visual texts</li> </ul>		Eng K–6 modules: pages 244–245, 252–253	<b>PDHPE</b>	passenger safety rules, e.g. <i>Safe Living</i>	
			<b>HSIE</b>	satisfying needs, e.g. <i>Who Will Buy?</i>	
			<b>S&amp;T</b>	recycling, pollution, e.g. <i>Material World</i>	

ESL STEP	Sample strategies and activities
<p><b>A1</b></p> <p><b>ORAL</b></p> <ul style="list-style-type: none"> <li>Identifies related words from short, simple points of view.</li> <li>Uses single words, formulaic phrases or incomplete sentences to express points of view.</li> </ul>	<p><b>CONTROLLED SUPPORT – Teacher provides target language by:</b></p> <ol style="list-style-type: none"> <li>Demonstrating how to use facial expressions to show likes and dislikes of familiar items, e.g. chocolate, rain, playing computer games.</li> <li>Introducing an opinion activity where participants move to the ‘agree’, ‘no opinion’ or ‘disagree’ part of the room, then justify their opinion using ‘I think... because’.</li> <li>Introducing repetitive jazz chants about likes and dislikes or opinions.</li> </ol> <p><b>GUIDED SUPPORT – Students practise target language by:</b></p> <ol style="list-style-type: none"> <li>In groups, participating in a role-play, then discussing feelings or reactions, e.g. walking through a forest.</li> <li>In pairs, categorising pictures into things they like and dislike.</li> <li>In pairs, expressing opinions about an issue using modelled modal verbs, e.g. I think we should... because...</li> <li>In groups, practising intonation, facial expression and gestures in role-playing situations where different point of views can be taken.</li> </ol> <p><b>INDEPENDENT SUPPORT – Students use target language by:</b></p> <ol style="list-style-type: none"> <li>Presenting alternative point of view to one already expressed.</li> <li>Participating In group role-play of a persuasive event, e.g. persuading animals in <i>Oi Get Off Our Train</i> (John Burningham).</li> </ol>
<p><b>Suggested language elements</b></p> <p><b>LISTENING</b></p> <ol style="list-style-type: none"> <li>Recognises that a point of view is being expressed. 2.1.x</li> <li>Follows reasons for everyday routines, e.g. wearing a hat in playground. 2.1.1</li> <li>Indicates understanding of elements of different speakers’ viewpoints through non-verbal signal. 2.1.2</li> <li>Clarifies understanding of arguments through repetition of utterance, rising intonation or gesture. 2.4.2</li> <li>Links speaker’s tone of voice to purpose. 2.1.7</li> <li>Provides non-verbal feedback to sustain interaction. 2.4.5</li> </ol> <p><b>TALKING</b></p> <ol style="list-style-type: none"> <li>Uses voice to emphasise point of view. 2.1.x</li> <li>Pronounces common words and phrases from class texts and activities comprehensibly. 2.3.10</li> <li>Expresses own point of view by substituting new words in learned patterns, e.g. rubbish bad. 2.3.3</li> </ol> <p><b>ESL Scales</b></p>	

**A1**  
**READING**

**ESL STEP**  
*Joins in reading of familiar persuasive texts and completes simple related activities.*

**Sample strategies and activities**

**CONTROLLED SUPPORT – Teacher provides target language by:**

1. Developing a book of class opinions on simple topics discussed orally, e.g. What sports do you like? John and Maria like soccer; Tuva and Jenny don't like soccer.
2. Modelling how to identify opinion words in a text, e.g. fun, boring, pretty.

**GUIDED SUPPORT – Students practise target language by:**

1. In groups, reordering a jumbled exposition or discussion and labelling the stages,
2. In pairs, designing posters that incorporate modality, e.g. You shouldn't walk against the red light.
3. In pairs, constructing a modality cline of adverbs, e.g. certainly, probably, possibly.
4. Completing a support cloze activity focusing on thinking verbs.

**INDEPENDENT SUPPORT – Students use target language by:**

1. Completing a cloze on nouns and causal connectives.
2. Reading an exposition or discussion and stating how their opinion has been affected.
3. Identifying the position statement and arguments in a persuasive text.

Suggested language elements	ESL Scales
1. Identifies the purpose of a simple persuasive text.	1.6.1
2. Identifies single words in a persuasive text.	1.7.4
3. Identifies beginning and end of sentences in simple opinions.	1.7.3
4. Uses illustrations to support reading.	1.8.7
5. Reads back own written point of view or sentences scribed by another.	1.5.8

**A1**  
**WRITING**

**ESL STEP**  
*Writes and illustrates point of view based on modelled and/or jointly constructed texts.*

**Sample strategies and activities**

**CONTROLLED SUPPORT – Teacher provides target language by:**

1. Writing, and encouraging copying of, sentences dictated by students to innovate on advertisements.
2. Demonstrating how to complete sentences containing different thinking verbs, e.g. feel, believe, hope.

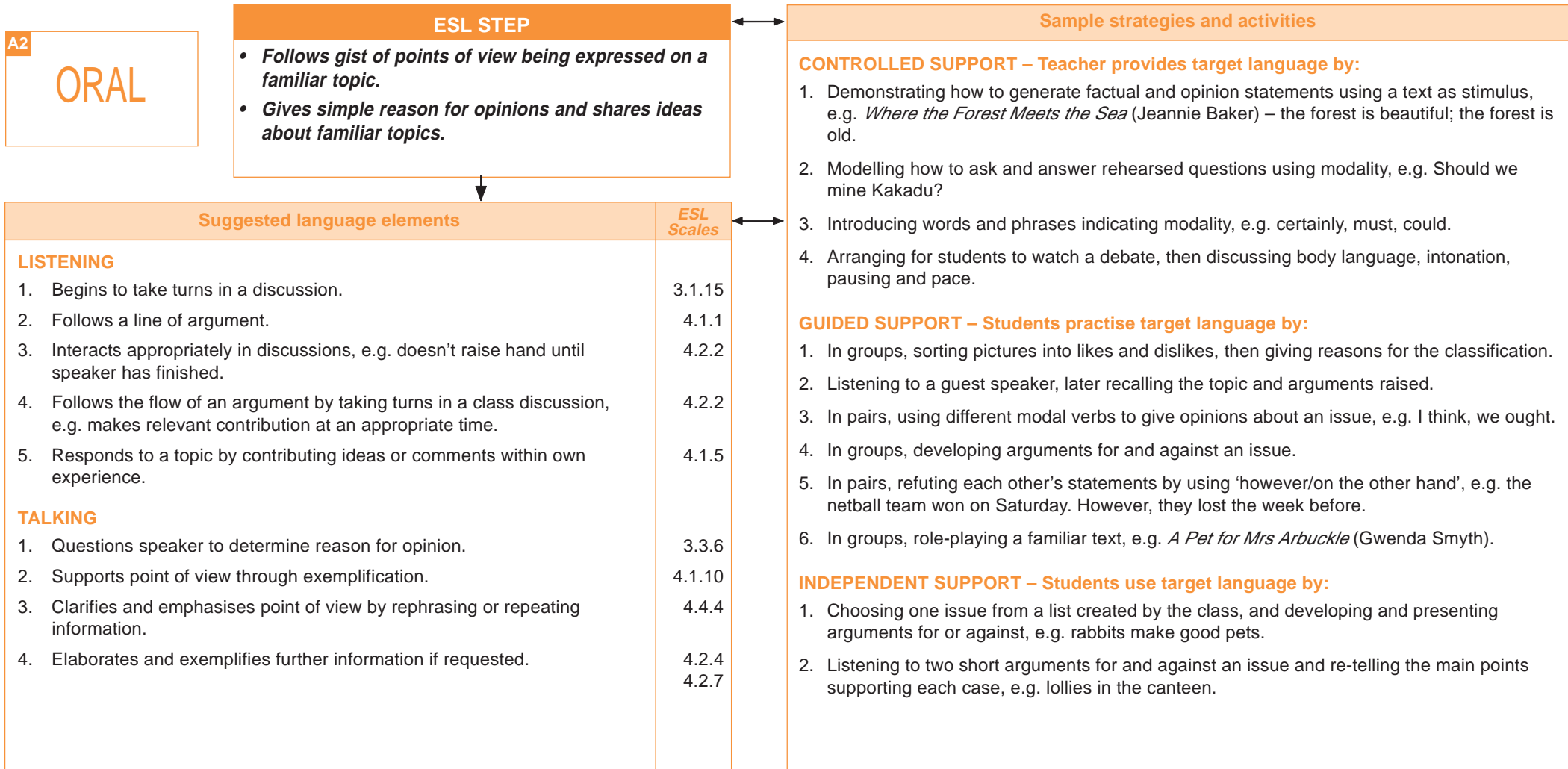
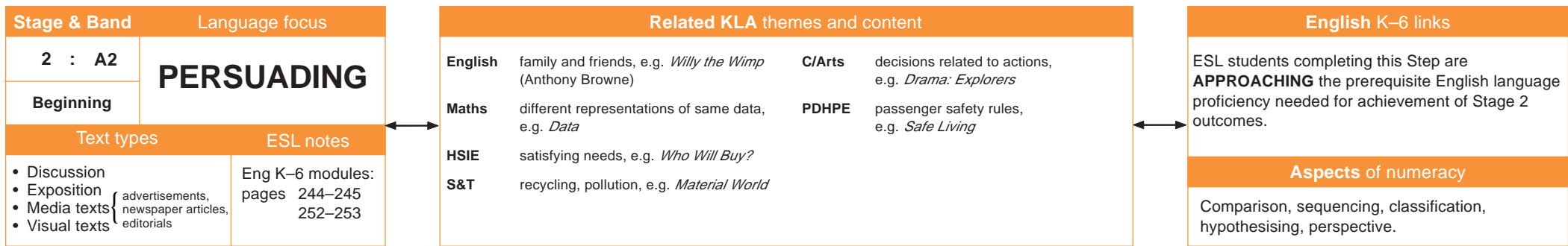
**GUIDED SUPPORT – Students practise target language by:**

1. In groups, developing a dictionary of opinion words and phrases.
2. Referring to word banks for sequential connectives to list points, e.g. firstly, secondly.
3. In pairs, finishing incomplete sentences expressing an opinion on a given topic, e.g. I feel \_\_\_\_ (climbing Uluru).

**INDEPENDENT SUPPORT – Students use target language by:**

1. Creating an advertisement or poster on a familiar topic.
2. Using stimulus pictures and modelled persuasive language to show what action is needed, e.g. ways to clean up or prevent a littered environment.

Suggested language elements	ESL Scales
1. Contributes words, ideas or sentences to class or group persuasive text.	B2.5.1
2. Writes short, repetitive modelled persuasive statements.	1.11.1
3. Copies persuasive words and phrases related to a familiar topic, e.g. I think it is a good idea.	B2.8.10
4. Uses words in first language to supplement writing.	1.10.4





**A2**  
**READING**

**ESL STEP**  
*Reads simple persuasive texts that present a point of view on familiar topics.*

**Sample strategies and activities**

- CONTROLLED SUPPORT – Teacher provides target language by:**
1. Demonstrating how to read and sort arguments for and against an issue.
  2. Thinking aloud to model how to predict a possible argument from the title of a discussion.
  3. Identifying thinking verbs, and opinion and modality words in a text.
- GUIDED SUPPORT – Students practise target language by:**
1. In groups, reading books that seek to inform or persuade in a particular way, identifying the position statement and arguments, e.g. The environment.
  2. In pairs, sorting and reordering jumbled persuasive texts on similar topics but in different forms, e.g. advertisement, letter to editor, speech on environmental issues.
  3. In groups, identifying audience and purpose of various advertisements, considering language choices, highlighting any modality words and emotive words.
- INDEPENDENT SUPPORT – Students use target language by:**
1. Completing an unsupported cloze focusing on contrastive connectives.
  2. Interpreting a range of advertisements, e.g. Who is it aimed at?; How do you know?
  3. Identifying other arguments not stated in persuasive text.

Suggested language elements	ESL Scales
1. Imitates pronunciation, intonation, rhythm and stress when reading familiar persuasive texts aloud.	2.8.5
2. Identifies key phrases expressing point of view, e.g. I think.	3.7.x
3. Identifies basic text structure of expositions and discussions.	3.6.1
4. Re-tells points of view expressed in a text.	3.5.3
5. Re-reads to confirm or reject a prediction about information in a persuasive text.	3.8.10
6. Makes predictions about point of view from text introduction (thesis).	3.5.5
7. Recognises use of emotive words and modality.	3.6.6

**A2**  
**WRITING**

**ESL STEP**  
*Writes simple persuasive texts that present a single point of view on a familiar topic.*

**Sample strategies and activities**

- CONTROLLED SUPPORT – Teacher provides target language by:**
1. Modelling how to compose a simple exposition or discussion, with more than one supporting argument.
  2. Demonstrating the construction of an advertisement with accompanying visuals.
  3. Demonstrating the effects of changing verbs to nouns, e.g. people have destroyed the ecosystems..., this destruction...
- GUIDED SUPPORT – Students practise target language by:**
1. Composing statements increasing in certainty, e.g. we might \_\_\_ we could \_\_\_ we will\_\_\_.
  2. In pairs, sorting arguments on a familiar issue under 'for' and 'against' headings.
  3. Matching split sentences on issues, providing an argument, e.g. I think we should recycle paper because \_\_\_ it saves trees.
- INDEPENDENT SUPPORT – Students use target language by:**
1. On a computer, designing own advertisement using emotive words, modality.
  2. Completing sentence stems, including causal connectives, e.g. logging ruins rainforests because...

Suggested language elements	ESL Scales
1. Contributes to group writing of a persuasive text.	2.9.1
2. Uses some modality words to express opinion, e.g. should, must.	3.11
3. Uses simple time sequence markers to order arguments logically in a persuasive text.	3.11.4
4. Expresses own opinion in a persuasive text.	3.9.2
5. Gives reason to support a point of view.	3.9.2

Stage & Band		Language focus	Related KLA themes and content		English K–6 links
2	B	<b>PERSUADING</b>	<b>English</b>	family and friends, e.g. <i>Willy the Wimp</i> (Anthony Browne)	ESL students completing this Step are <b>ACQUIRING</b> the prerequisite English language proficiency needed for achievement of Stage 2 outcomes.
Beginning			<b>C/Arts</b>	decisions related to actions, e.g. <i>Drama: Explorers</i>	
Text types		ESL notes	<b>Maths</b>	different representations of same data, e.g. <i>Data</i>	<b>Aspects of numeracy</b> Comparison, sequencing, classification, hypothesising, perspective.
<ul style="list-style-type: none"> <li>Discussion</li> <li>Exposition</li> <li>Media texts { advertisements, newspaper articles, editorials</li> <li>Visual texts</li> </ul>		Eng K–6 modules: pages 244–245, 252–253	<b>PDHPE</b>	passenger safety rules, e.g. <i>Safe Living</i>	
			<b>HSIE</b>	satisfying needs, e.g. <i>Who Will Buy?</i>	
			<b>S&amp;T</b>	recycling, pollution, e.g. <i>Material World</i>	

ESL STEP	Sample strategies and activities																														
<b>B</b> <b>ORAL</b> <ul style="list-style-type: none"> <li>Follows a line of argument in persuasive texts.</li> <li>Present coherent arguments on familiar topics.</li> </ul>	<b>CONTROLLED SUPPORT – Teacher provides target language by:</b> <ol style="list-style-type: none"> <li>Revising stages of exposition/discussion texts, and encouraging students to identify main arguments.</li> <li>Demonstrating how to change statements from personal opinion to an impersonal thesis, e.g. I like ice cream, becomes; Ice cream is good to eat because...</li> <li>Discussing the effects of word use, sound effects and jingles in advertisements.</li> <li>Introducing how to prepare a simple debate, e.g. on a community or school issue.</li> </ol>																														
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**B**  
**READING**

**ESL STEP**  
*Identifies and assesses arguments in persuasive texts.*

**Sample strategies and activities**

**CONTROLLED SUPPORT – Teacher provides target language by:**

1. Before reading a persuasive text, eliciting students' level of agreement with an issue (high, medium or low), then repeating after reading and discussing any changes of opinion, with reference to the text.
2. Reordering a jumbled exposition or discussion and labelling the stages.

**GUIDED SUPPORT – Students practise target language by:**

1. In pairs, highlighting words that are synonyms or near-synonyms, e.g. convict, prisoner, criminals, felons.
2. In pairs, identifying shifts in arguments through contrastive connectives, e.g. whereas.
3. In groups, matching 'coloured' (emotionally charged) terms to everyday (more neutral) terms, e.g. environmentalist, greenies.

**INDEPENDENT SUPPORT – Students use target language by:**

1. Reading an exposition or discussion and identifying arguments that changed or reinforced own opinion.
2. Highlighting opinions given in a text as opposed to facts.

Suggested language elements	ESL Scales
1. Identifies suitable sources of information as a basis for presenting an argument.	5.5.11
2. Recognises cause and effect, problem and solution relationships in a persuasive text.	5.7.1
3. Identifies and summarises points of view in a text.	5.5.4
4. Identifies logical flow of an argument in a persuasive text.	5.7.2
5. Identifies key linking words in a persuasive text, e.g. therefore, however, furthermore.	5.7.7
6. Draws a conclusion based on reading a number of persuasive texts.	5.8.6
7. Understands that shades of meaning in persuasive texts are expressed through choice of synonyms.	5.6.8

**B**  
**WRITING**

**ESL STEP**  
*Writes cohesive texts which support its conclusions on a familiar topic.*

**Sample strategies and activities**

**CONTROLLED SUPPORT – Teacher provides target language by:**

1. Demonstrating how to develop a concept map about an issue.
2. Modelling how to combine arguments with various connectives to change point form notes into sentences.
3. Demonstrating how to write a topic sentence to go with a number of supporting ideas for an argument, or how to write supporting ideas to go with a given topic sentence.

**GUIDED SUPPORT – Students practise target language by:**

1. In groups, experimenting with changing the order of arguments in a text and discussing the effects.
2. In pairs, writing sentences using nouns in apposition, e.g. The Prime Minister, Mr Howard, believes... in place of: The Prime Minister is Mr Howard. He believes...

**INDEPENDENT SUPPORT – Students use target language by:**

1. Researching an issue and writing a persuasive text.
2. Using a thesaurus to explore alternative words and their effects when writing a persuasive text.

Suggested language elements	ESL Scales
1. Uses modality words to qualify an opinion, e.g. might, possibly.	5.11.12
2. Uses a range of adjectival phrases, e.g. many attractive places, other dangerous people.	5.11.14
3. Elaborates reason to support a point of view.	5.9.4
4. Previews arguments in introduction.	4.11.2
5. Uses a range of phrases to guide the reader through the development of the arguments, e.g. as already discussed.	5.11.x
6. Selects appropriate emotive vocabulary to reinforce an argument.	4.10.6
7. Signals progress and development of arguments using appropriate linking words, e.g. however, firstly, whereas.	5.11.5



# NEGOTIATING

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<b>Language focus across the curriculum</b>		63
<b>Overview of ESL steps</b>		63
<b>Band A1:</b>	Oral (listening)	64
	Oral (talking)	65
<b>Band A2:</b>	Oral (listening)	66
	Oral (talking)	67
<b>Band B:</b>	Oral (listening)	68
	Oral (talking)	69



# NEGOTIATING

## Language focus across the curriculum\*

EXAMPLES OF LANGUAGE FUNCTIONS	SPOKEN AND WRITTEN TEXT TYPES <sup>2</sup>	
	Literary	Factual
<b>learning</b> recalling, reflecting, rehearsing, clarifying, correcting, calculating, problem solving, questioning, answering, stating, informing, elaborating, evaluating, deducing, linking, referring  <b>interacting</b> greeting, leave taking, requesting, inviting, apologising, suggesting, commanding, exclaiming, reiterating, emphasising, rephrasing, interrupting, turn taking, agreeing, disagreeing, confirming		

(\*with reference to text types as discussed in the *English K–6 Syllabus (NSW Board of Studies, 1998: pp 66–71)*)

<sup>2</sup> Authentic texts often include more than one text type and the division between literary and factual texts is not always clear cut.

## Overview of ESL steps

BAND	ORAL		READING	WRITING
	Listening	Talking		
A1	attempts to infer meanings conveyed verbally and non-verbally	negotiates simple exchanges verbally and non-verbally		
A2	understands the gist of familiar social and learning exchanges	participates in familiar social and learning exchanges		
B	follows the drift of unpredictable social and learning transactions	manages participation in social and learning transactions		
C	infers speakers' intentions to negotiate complex interactions	uses a repertoire of communication strategies to negotiate complex interactions		

Stage & Band		Language focus	Related KLA themes and content		English K–6 links
2 : A1	Beginning	<b>NEGOTIATING</b>	<ul style="list-style-type: none"> <li>Negotiating underpins all KLA themes and content.</li> <li>All home and school routines using the language of politeness appropriate to audience and purpose, e.g. please, thank you, greetings, requests.</li> </ul>	<ul style="list-style-type: none"> <li>Participating in group work effectively by taking on roles in groups, e.g. questioner, clarifier, presenter.</li> <li>Using discourse strategies effectively, e.g. turn taking, agreeing/disagreeing appropriately.</li> </ul>	ESL students completing this Step are <b>BEGINNING TO DEVELOP</b> the prerequisite English language proficiency needed for achievement of Stage 2 outcomes.
Text types					
All text types		Eng K–6 modules: all ESL notes		<b>Aspects of numeracy</b> Context dependent	

A1		ESL STEP	Sample strategies and activities
<b>ORAL</b> (listening)		<ul style="list-style-type: none"> <li><i>Attempts to infer meanings conveyed verbally and non-verbally.</i></li> <li><i>Negotiates simple exchanges verbally and non-verbally.</i></li> </ul>	<b>CONTROLLED SUPPORT – Teacher provides target language by:</b> <ol style="list-style-type: none"> <li>Using consistent language for daily routines.</li> <li>Supporting simple instructions and directions with gestures, e.g. line up in pairs; hang up your bag; get out your homework books.</li> <li>Consistently modelling greetings and farewells, e.g. Good morning 4M.</li> <li>Modelling class discourse conventions, e.g. hands up to speak; telling news; how to ask a question.</li> <li>Using puppets to demonstrate appropriate language in particular situations, e.g. Sorry, thank you, no thank you, can I play?</li> </ol> <b>GUIDED SUPPORT – Students practise target language by:</b> <ol style="list-style-type: none"> <li>Participating in follow the leader games, copying the actions (and later words) of others, e.g. Simon Says.</li> <li>Responding appropriately to tone of voice in school situations.</li> <li>Participating in games requiring responses to a command with an action, e.g. ships and life boats; hit the deck.</li> </ol> <b>INDEPENDENT SUPPORT – Students use target language by:</b> <ol style="list-style-type: none"> <li>Participating in daily routines.</li> <li>Responding with appropriate gestures to movement songs, chants with actions.</li> <li>Responding non-verbally to questions posed by teacher, e.g. Show me the tadpole stage.</li> </ol>
		<b>Suggested language elements</b>	
<b>LISTENING</b>		<ol style="list-style-type: none"> <li>Participates in group learning activities. 1.1.3</li> <li>Relies on assistance from first language speaker to interpret or elaborate. 1.4.5</li> <li>Checks understanding of activity by asking for clarification from other first language speakers. 1.4.7</li> <li>Follows instructions relying on key words and context. 2.1.1</li> <li>Responds appropriately with non-verbal language to comments, e.g. smiles when greeted. 2.1.2</li> <li>Attends to tone and context to support understanding. 2.1.7</li> <li>Signals comprehension even when not understanding spoken language. 2.4.5</li> </ol>	

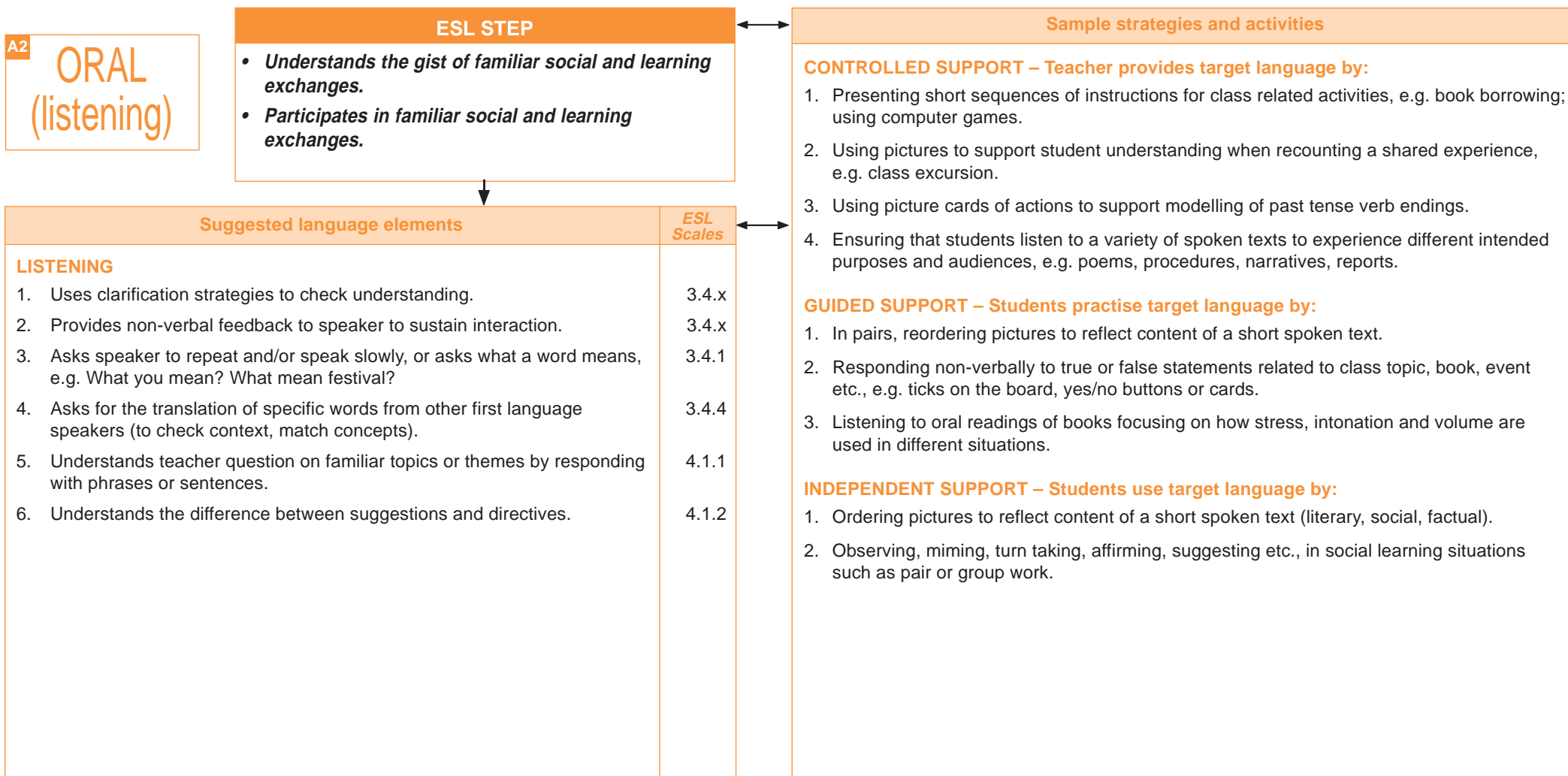


**A1**  
**ORAL**  
**(talking)**

ESL STEP
<ul style="list-style-type: none"> <li>• <i>Attempts to infer meanings conveyed verbally and non-verbally.</i></li> <li>• <i>Negotiates simple exchanges verbally and non-verbally.</i></li> </ul>

Sample strategies and activities
<p><b>CONTROLLED SUPPORT – Teacher provides target language by:</b></p> <ol style="list-style-type: none"> <li>1. Modelling greetings and farewells and encouraging students to respond appropriately, e.g. Good Morning Mr Nasr.</li> <li>2. Presenting chants of days of week.</li> <li>3. Providing opportunities for choral counting, e.g. spokes in a bicycle wheel.</li> <li>4. Introducing and leading chant and echo songs, e.g. I met a bear; On Top of Spaghetti.</li> </ol> <p><b>GUIDED SUPPORT – Students practise target language by:</b></p> <ol style="list-style-type: none"> <li>1. Responding to simple questions that require single word response, e.g. What is your name? What day is it?</li> <li>2. Joining in songs, chants, poems, repetitive refrains.</li> <li>3. Using puppets to role-play teacher questions, mimicing teacher voice.</li> <li>4. Taking part in a group enquiry and elimination activity relating to a class theme or book.</li> </ol> <p><b>INDEPENDENT SUPPORT – Students use target language by:</b></p> <ol style="list-style-type: none"> <li>1. Asking peers questions during news, e.g. Where play netball?</li> <li>2. Using appropriate tone of voice and language in the classroom.</li> <li>3. Participating in daily routines.</li> </ol>

Suggested language elements	ESL Scales
<b>TALKING</b>	
1. Participates in simple routine social interactions by exchanging greetings and farewells, e.g. Hi, Hello, See You.	1.1.15
2. Watches others' actions and copies them.	1.4.2
3. Uses turn-taking strategies to sustain interaction.	2.4.x
4. Makes use of empathetic behaviours to sustain interaction with others, e.g. nod, smile, repeat speaker's words.	2.4.14
5. Relies on other speaker to scaffold conversation.	2.4.18
6. Feigns comprehension to interact with peers.	2.4.19
7. Uses questions to elicit help.	2.4.9



**A2**  
**ORAL**  
**(talking)**

ESL STEP
<ul style="list-style-type: none"> <li>• <i>Understands the gist of familiar social and learning exchanges.</i></li> <li>• <i>Participates in familiar social and learning exchanges.</i></li> </ul>

Sample strategies and activities
<p><b>CONTROLLED SUPPORT – Teacher provides target language by:</b></p> <ol style="list-style-type: none"> <li>1. Modelling how to negotiate simple transactions with support, e.g. borrowing a library book, ordering lunch.</li> <li>2. Demonstrating an action related to a picture cue, e.g. He is running.</li> <li>3. Presenting and leading chants, e.g. in the morning before school, before school, before...</li> <li>4. Modelling ways to make a request using polite forms, e.g. Excuse me... Could I please...</li> </ol> <p><b>GUIDED SUPPORT – Students practise target language by:</b></p> <ol style="list-style-type: none"> <li>1. In groups, deciding on response to questions guiding the re-telling of shared experience, e.g. excursion, science experiments.</li> <li>2. In groups, responding to questions about actions in pictures, e.g. What's happening? – The drummer is hitting the big drum. The singer is pointing to the audience.</li> <li>3. In pairs, preparing to role-play a situation needing polite requests, e.g. ordering lunch.</li> </ol> <p><b>INDEPENDENT SUPPORT – Students use target language by:</b></p> <ol style="list-style-type: none"> <li>1. Re-telling a short spoken text using pictures to support the re-telling, e.g. ordering lunch, borrowing a book.</li> <li>2. Participating in role-playing a simple transaction, e.g. ordering lunch, borrowing a book.</li> </ol>

Suggested language elements	ESL Scales
<b>TALKING</b>	
1. Repeats other speaker's words in subsequent conversation, e.g. Where did you plant the seeds? Plant seeds in pot.	3.4.6
2. Uses a few practised question formats during more formal situations, e.g. class sharing sessions.	3.4.7
3. Negotiates simple transactions, e.g. canteen, classroom activities.	3.3.8
4. Repeats a sentence modelling rhythm, intonation and pronunciation on another speaker.	3.4.8
5. Initiates and participates in casual exchanges with English speaking peers.	4.1.4
6. Reformulates language to convey meaning more clearly, e.g. and my mum say don't – and my mum was angry to me.	4.4.4

Stage & Band		Language focus	Related KLA themes and content		English K–6 links
2 : B		<b>NEGOTIATING</b>	<ul style="list-style-type: none"> <li>Negotiating underpins all KLA themes and content.</li> <li>All home and school routines using the language of politeness appropriate to audience and purpose, e.g. please, thank you, greetings, requests.</li> </ul>	<ul style="list-style-type: none"> <li>Participating in group work effectively by taking on roles in groups, e.g. questioner, clarifier, presenter.</li> <li>Using discourse strategies effectively, e.g. turn taking, agreeing/disagreeing appropriately.</li> </ul>	ESL students completing this Step are <b>ACQUIRING</b> the prerequisite English language proficiency needed for achievement of Stage 2 outcomes.
Transitional					
Text types		ESL notes			Aspects of numeracy
All text types		Eng K–6 modules: all ESL notes			Context dependent

<b>B</b> <b>ORAL</b> <b>(listening)</b>	ESL STEP	Sample strategies and activities			
	<ul style="list-style-type: none"> <li><i>Follows the drift of unpredictable social and learning transactions.</i></li> <li><i>Manages participation in social and learning transactions.</i></li> </ul>	<p><b>CONTROLLED SUPPORT – Teacher provides target language by:</b></p> <ol style="list-style-type: none"> <li>Modelling active listening strategies, e.g. asking for information to be repeated, asking for clarification, asking for rephrasing.</li> <li>Introducing a modified game of ‘Simon Says’ to highlight the difference between a suggestion and directive, e.g. when the teacher uses a directive, students move to one side of the room; for a suggestion they move to the other side.</li> </ol> <p><b>GUIDED SUPPORT – Students practise target language by:</b></p> <ol style="list-style-type: none"> <li>In pairs, using cards to cue active listening strategies, e.g. clarifying understanding, requesting information be repeated using phrases such as Pardon; What did you say?; Do you mean...?; Is it the same as...?</li> <li>In groups, listening to preferences to a group research topic to support personal ranking of choices.</li> </ol> <p><b>INDEPENDENT SUPPORT – Students use target language by:</b></p> <ol style="list-style-type: none"> <li>Participating in a problem solving communicative activity, e.g. listening to a possible solution to a moral dilemma.</li> <li>Listening to group suggestions for answers to preview questions before hearing an oral text.</li> </ol>			
<th>Suggested language elements</th> <th>ESL Scales</th> <td colspan="2"></td>		Suggested language elements	ESL Scales		
<p><b>LISTENING</b></p> <ol style="list-style-type: none"> <li>Shows a recognition of same idea expressed in different words.</li> <li>Demonstrates awareness of when fact and viewpoint are being expressed.</li> <li>Interacts fluently.</li> <li>Identifies basic information needs and interests of an audience.</li> <li>Assesses own information needs and purposes before listening or viewing.</li> <li>Checks completeness and accuracy of information gained from spoken communication.</li> </ol>		<p>5.1.2</p> <p>5.1.4</p> <p>6.1.x</p> <p>6.2.1</p> <p>6.4.2</p> <p>6.4.3</p>			

**B** ORAL  
(talking)

ESL STEP
<ul style="list-style-type: none"> <li>• <i>Follow the drift of unpredictable social and learning transactions.</i></li> <li>• <i>Manages participation in social and learning transactions.</i></li> </ul>

Sample strategies and activities
<p><b>CONTROLLED SUPPORT – Teacher provides target language by:</b></p> <ol style="list-style-type: none"> <li>1. Presenting a range of the language used to make suggestions, politely reject suggestions, and justify ideas, then role-playing a situation that requires that suggestions be offered, e.g. T: What do you think goes here? S: I think you should... because...</li> <li>2. Using 'fish bowl' strategies to focus attention on the language a small group uses to interact and negotiate differing points of view as they solve a problem.</li> <li>3. Leading discussion about the different contexts when suggestions and directives may be appropriate.</li> </ol> <p><b>GUIDED SUPPORT – Students practise target language by:</b></p> <ol style="list-style-type: none"> <li>1. In groups, engaging in a problem-solving task, using appropriate negotiating language in agreeing on a solution to present.</li> <li>2. In pairs, clarifying and confirming partner's oral instructions or directions for completing a complex task.</li> </ol> <p><b>INDEPENDENT SUPPORT – Students use target language by:</b></p> <ol style="list-style-type: none"> <li>1. Reporting on how a group interacted and negotiated differing opinions.</li> <li>2. Contributing ideas to discussions around a problem and clarifying own and others' positions.</li> </ol>

Suggested language elements	ESL Scales
<b>TALKING</b>	
1. Maintains casual exchanges with peers.	5.1.x
2. Engages in transactions and simple negotiations with peers, e.g. organising, planning and presenting a group project or special event.	5.1.5
3. Uses circumlocution – talks around a topic – to compensate for vocabulary inadequacies.	5.4.3
4. Uses range of fillers to sustain conversations, e.g. 'Really?' 'OK', 'umm'.	5.4.7
5. Contributes to group activities by clarifying task goals and time limits, requesting or accepting opinions, negotiating roles and suggesting procedures.	6.1.3
6. Uses common colloquialisms in everyday interactions.	6.1.5
7. Compensates effectively for avoiding difficult structures by rephrasing.	6.4.4



# APPENDICES

I	Language focus across the curriculum	72
II	Overview of ESL steps by language mode	73–74
III	Overview of ESL steps by bands	75–77
IV	<i>ESL Scales</i> level statements:	
	• oral interaction	78
	• reading and responding	79
	• writing	80

## Appendix I

### Language focus across the curriculum

(with reference to text types as discussed in the *English K–6 Syllabus (NSW Board of Studies, 1998: pp66–71)*)

LANGUAGE FOCUS	EXAMPLES OF LANGUAGE FUNCTIONS	SPOKEN AND WRITTEN TEXT TYPES <sup>2</sup>	
		literary	factual
<b>Describing</b>	naming, describing, observing, defining, classifying, generalising, qualifying, referring, comparing, contrasting ...	literary description	<ul style="list-style-type: none"> <li>• factual description</li> <li>• information report</li> </ul>
<b>Recounting</b>	recounting, retelling, narrating, describing ...	<ul style="list-style-type: none"> <li>• literary recount</li> <li>• narrative</li> <li>• observation</li> </ul>	factual recount
<b>Responding</b>	recalling, recounting, revising, describing, defining, clarifying, comparing, contrasting, deciding, choosing, justifying, synthesising, speculating, hypothesising, evaluating, imagining ...	<ul style="list-style-type: none"> <li>• personal response</li> <li>• review</li> </ul>	
<b>Instructing</b>	describing, ordering, commanding, listening, clarifying, noting, expressing conditions ...		<ul style="list-style-type: none"> <li>• procedures</li> <li>• procedural recount</li> </ul>
<b>Explaining</b>	expressing causality/opinion/reasons/conditions, elaborating, exemplifying, referring, reiterating, emphasising ...		explanation
<b>Persuading</b>	previewing, expressing opinion, stating, reasoning, generalising, analysing, qualifying, arguing, refuting, explaining, referring, concluding, summarising, exemplifying, clarifying, hypothesising, extrapolating, justifying, evaluating, synthesising ...		<ul style="list-style-type: none"> <li>• exposition</li> <li>• discussion</li> </ul>
<b>Negotiating</b>	<i>learning</i> recalling, reflecting, rehearsing, clarifying, correcting, calculating, problem solving, questioning, answering, stating, informing, elaborating, evaluating, deducing, linking, referring ...  <i>interacting</i> greeting, leave taking, requesting, inviting, apologising, suggesting, commanding, exclaiming, reiterating, emphasising, rephrasing, interrupting, turn taking, agreeing, disagreeing, confirming ...		

<sup>2</sup> Authentic texts often include more than one text type and the division between literary and factual texts is not always clear cut.

The above matrix is provided as a guide for teachers to assist in relating the text types identified in the *English K–6 Syllabus* to the language focus areas used to organise the teaching guides of *ESL Steps: ESL curriculum framework K–6*.



## Appendix II

# Overview of ESL steps by language mode

### Stage 2 Overview of ESL steps by language mode ORAL (listening)

	BAND A1	BAND A2	BAND B
<b>Describing</b>	identifies related words from short, simple descriptions and reports	identifies key points of information from descriptive spoken texts	links key points of information to supporting details from descriptive spoken texts
<b>Recounting</b>	identifies related words from short, simple recounts and narratives	identifies main events and characters in familiar recounts and narratives	gains information and enjoyment from extended recounts and narratives
<b>Responding</b>	identifies related words from simple responses to literary texts	follows short opinions about familiar literary texts	follows varying comments and opinions about literary texts
<b>Instructing</b>	identifies related words from short, simple instructions	follows sequences of steps related to classroom procedures or learning activities	follows a series of instructions related to classroom procedures or learning activities
<b>Explaining</b>	identifies related words from short, simple explanations	follows spoken explanations on familiar topics	identifies relationships between key information and supporting detail from spoken explanations
<b>Persuading</b>	identifies related words from short, simple points of view	follows gist of point of view being expressed on a familiar topic	follows a line of argument in persuasive texts
<b>Negotiating</b>	attempts to infer meanings conveyed verbally and non-verbally	understands the gist of familiar social and learning exchanges	follows the drift of unpredictable social and learning transactions

### Stage 2 Overview of ESL steps by language mode ORAL (talking)

	BAND A1	BAND A2	BAND B
<b>Describing</b>	uses single words, formulaic phrases or incomplete sentences to describe familiar people, places, events	identifies and describes people, places and things through a growing vocabulary	elaborates on descriptions in group work or class discussions and presentations
<b>Recounting</b>	uses single words, formulaic phrases or incomplete sentences to recount factual or narrative information	retells familiar narratives and recounts personal experiences	recognises and interprets key elements in the development of recounts and narratives
<b>Responding</b>	uses single words, formulaic phrases or incomplete sentences to respond to literary texts	states brief opinions about familiar literary texts	elaborates on personal responses to literary texts
<b>Instructing</b>	uses single words, formulaic phrases or incomplete sentences to respond to instructions	give short sequences of steps related to classroom procedures, games, learning tasks	gives a series of oral instructions related to classroom procedures, games or learning activities
<b>Explaining</b>	uses single words, formulaic phrases or incomplete sentences to ask and answer questions	provides simple explanations on familiar topics	elaborates on explanations on familiar topics
<b>Persuading</b>	uses single words, formulaic phrases or incomplete sentences to express points of view	gives simple reasons for opinions and shares ideas about familiar topics	present coherent arguments on familiar topics
<b>Negotiating</b>	negotiates simple exchanges verbally and non-verbally	participates in familiar social and learning exchanges	manages participation in social and learning transactions

## Appendix II

# Overview of ESL steps by language mode

### Stage 2 Overview of ESL steps by language mode READING

	BAND A1	BAND A2	BAND B
<b>Describing</b>	joins in shared reading of familiar literary and factual descriptions and reports and completes simple related activities	reads and retells ideas and events from literary and factual descriptions and reports on familiar topics	identifies and organises main ideas and specific details from literary and factual descriptions and reports
<b>Recounting</b>	joins in shared reading of familiar literary and factual recounts and narratives and completes simple related activities	reads familiar literary and factual recounts and narrative texts	retells and summarises literary and factual recounts and narratives referring to main ideas and supporting details
<b>Responding</b>	joins in shared reading responses to literary texts and completes simple related activities	reads simple responses to familiar literary texts	follows main ideas from reviews of literary texts
<b>Instructing</b>	joins in shared reading of familiar procedure texts and completes simple related tasks	reads simple procedures on a familiar topic	identifies and organises main steps of instructions
<b>Explaining</b>	joins in shared reading of familiar explanations and completes simple related activities	reads and retells explanations on familiar topics	identifies and organises main ideas and supporting details in explanations
<b>Persuading</b>	joins in reading of familiar persuasive texts and completes simple related activities	reads simple persuasive texts that present a point of view on familiar topics	identifies and assesses arguments in persuasive texts
<b>Negotiating</b>			

### Stage 2 Overview of ESL steps by language mode WRITING

	BAND A1	BAND A2	BAND B
<b>Describing</b>	writes and illustrates literary and factual descriptions and reports based on modelled and/or jointly constructed texts	writes simple literary and factual descriptions and reports on a familiar topic using language learned in class	writes literary and factual descriptions and reports incorporating information from other sources
<b>Recounting</b>	writes and illustrates literary and factual recounts and narratives based on modelled and/or jointly constructed texts	writes simple literary and factual recounts and narratives using language learned in class	plans and writes cohesive literary and factual recounts and narratives on familiar topics
<b>Responding</b>	writes and illustrates responses to literary texts based on modelled and/or jointly constructed texts	writes short responses to familiar literary texts	plans and writes reviews incorporating key structural elements
<b>Instructing</b>	writes and illustrates procedures based on modelled and/or jointly constructed texts	writes simple procedure on a familiar topic	plans and sequences information in procedural texts
<b>Explaining</b>	writes and illustrates simple explanations based on modelled and/or jointly constructed texts	writes simple explanations on familiar topics	plans and writes explanations on familiar topics
<b>Persuading</b>	writes and illustrates point of view based on modelled and/or jointly constructed texts	writes simple persuasive texts that present a single point of view on a familiar topic	writes a cohesive persuasive text which supports conclusions on a familiar topic
<b>Negotiating</b>			

## Appendix III

# Overview of ESL steps by bands

## BAND A1

LANGUAGE FOCUS	ORAL		READING	WRITING
	Listening	Talking		
<b>Describing</b>	identifies related words from short, simple descriptions and reports	uses single words, formulaic phrases or incomplete sentences to describe familiar people, places, events	joins in shared reading of familiar literary and factual descriptions and reports and completes simple related activities	writes and illustrates literary and factual descriptions and reports based on modelled and/or jointly constructed texts
<b>Recounting</b>	identifies related words from simple recounts and narratives	uses single words, formulaic phrases or incomplete sentences to recount factual or narrative information	joins in with shared reading of familiar literary and factual recounts and narratives and completes simple related activities	writes and illustrates literary and factual recounts and narratives based on modelled and/or jointly constructed texts
<b>Responding</b>	identifies related words from simple responses to literary texts	uses single words, formulaic phrases or incomplete sentences to respond to literary texts	joins in with shared reading of responses to literary texts and completes simple related activities	writes and illustrates responses to literary texts based on modelled and/or jointly constructed texts
<b>Instructing</b>	identifies related words from short, simple instructions	uses single words, formulaic phrases or incomplete sentences to give instructions	joins in shared reading of familiar procedure texts and completes simple related tasks	writes and illustrates procedures based on modelled and/or jointly constructed texts
<b>Explaining</b>	identifies related words from short, simple explanations	uses single words, formulaic phrases or incomplete sentences to ask and answer questions	joins in shared reading of familiar explanations and completes related activities	writes and illustrates simple explanations based on modelled and/or jointly constructed texts
<b>Persuading</b>	identifies related words from short, simple points of view	uses single words, formulaic phrases or incomplete sentences to express points of view	joins in reading of familiar persuasive texts and completes simple related activities	writes and illustrates point of view based on modelled and/or jointly constructed texts
<b>Negotiating</b>	attempts to infer meanings conveyed verbally and non-verbally	negotiates simple exchanges verbally and non-verbally		

### Appendix III

## Overview of ESL steps by bands

### BAND A2

LANGUAGE FOCUS	ORAL		READING	WRITING
	Listening	Talking		
<b>Describing</b>	identifies key points of information from descriptive spoken texts	identifies and describes people, places and things through a growing vocabulary	reads and retells ideas and events from literary and factual descriptions and reports on familiar topics	writes simple literary and factual descriptions and reports on a familiar topic using language learned in class
<b>Recounting</b>	identifies main events and characters in familiar recounts and narratives	retells familiar narratives and recounts personal experiences	reads familiar literary and factual recounts and narrative texts	writes simple literary and factual recounts and narratives using language learned in class
<b>Responding</b>	follows short opinions about familiar literary texts	states brief opinions about familiar literary texts	reads simple responses to familiar literary texts	writes short responses to familiar literary texts
<b>Instructing</b>	follows sequences of steps related to classroom procedures or learning activities	give short sequences of steps related to classroom procedures, games, learning tasks	reads simple procedures on a familiar topic	writes simple procedure on a familiar topic
<b>Explaining</b>	follows spoken explanations on familiar topics	provides simple explanations on familiar topics	reads and retells explanations on familiar topics	writes simple explanations on familiar topics
<b>Persuading</b>	follows gist of point of view being expressed on a familiar topic	gives simple reasons for opinions and shares ideas about familiar topics	reads simple persuasive texts that present a point of view on familiar topics	writes simple persuasive texts that present a single point of view on a familiar topic
<b>Negotiating</b>	understands the gist of familiar social and learning exchanges	participates in familiar social and learning exchanges		

## Appendix III

# Overview of ESL steps by bands

## BAND B

LANGUAGE FOCUS	ORAL		READING	WRITING
	Listening	Talking		
<b>Describing</b>	links key points of information to supporting details from descriptive spoken texts	elaborates on descriptions in group work or class discussions and presentations	identifies and organises main ideas and specific details from literary and factual descriptions and reports	writes literary and factual descriptions and reports incorporating information from other sources
<b>Recounting</b>	gains information and enjoyment from extended recounts and narratives	recognises and interprets key elements in the development of recounts and narratives	retells and summarises literary and factual recounts and narratives referring to main ideas and supporting details	plans and writes cohesive literary and factual recounts and narratives on familiar topics
<b>Responding</b>	follows varying comments and opinions about literary texts	elaborates on personal responses to literary texts	follows main ideas from reviews of literary texts	plans and writes reviews incorporating key structural elements
<b>Instructing</b>	follows a series of instructions related to classroom procedures or learning activities	gives a series of oral instructions related to classroom procedures, games or learning activities	identifies and organises main steps of instructions	plans and sequences information in procedural texts
<b>Explaining</b>	identifies relationships between key information and supporting detail from spoken explanations	elaborates on explanations on familiar topics	identifies and organises main ideas and supporting details in explanations	plans and writes explanations on familiar topics
<b>Persuading</b>	follows a line of argument in persuasive texts	presents coherent arguments on familiar topics	identifies and assesses arguments in persuasive texts	writes a cohesive persuasive text which supports conclusions on a familiar topic
<b>Negotiating</b>	follows the drift of unpredictable social and learning transactions	manages participation in social and learning transactions		

Appendix IV  
 'ESL Scales'  
 level statements  
 ORAL INTERACTION

BAND C	Level 8	<b>Students at level eight</b> communicate effectively in most formal and informal social and learning situations about familiar and unfamiliar issues of some complexity. They show understanding of how values, perspectives and feelings are expressed through the language of spoken texts and reflect that awareness in their own language. At this level students interpret complex spoken English used for a range of purposes and create spoken texts that demonstrate some clarity, cohesiveness and versatility of expression. They monitor the language patterns and communicative techniques in speech to enhance and sustain oral communication.
	Level 7	<b>Students at level seven</b> communicate in a variety of social and learning contexts, presenting ideas and information on a range of familiar topics and issues. They identify and incorporate some non-literal language and some key cultural references into their speech. At this level students interpret and create coherent spoken texts with some control and flexibility over key organisational and language features. They monitor their spoken English for relevance and accuracy to link ideas across spoken texts.

BAND B	Level 6	<b>Students a level six</b> communicate in familiar formal and informal registers, interpreting spoken English mainly at a literal level and organising language and ideas drawn from different sources. They show awareness that effective spoken English requires speakers to adapt their language to the perceived needs and expectations of listeners. At this level students interpret and create spoken texts in ways that show a developing control over subject specific registers. They use planning and reflection to improve the range, fluency and accuracy of their oral language.
	Level 5	<b>Students at level five</b> communicate in familiar social and classroom situations, extracting relevant information from spoken English and elaborating in coherent speech on some ideas. They consider how interpersonal and cultural contexts affect communication in English. At this level students show understanding of spoken English, cueing in to key organisational and language features and demonstrating control over basic oral repertoire. They use their knowledge of oral and written English to sustain and monitor their conversations.

BAND A2	Level 4	<b>Students at level four</b> understand the gist of topics expressed in familiar language and communicate in predictable social and learning situations, expressing simple messages in connected speech. They demonstrate awareness of basic register requirements of spoken English in familiar formal and informal situations. At this level students respond appropriately to spoken English in predictable situations and adapt their English repertoire to make expanded utterances. They incorporate English into their repertoire from a range of oral and written sources to extend their oral skills in English.
	Level 3	<b>Students at level three</b> communicate and learn through English in predictable social and learning situations, understanding contextualised English and expressing simple messages in basic English. They demonstrate awareness of aspects of spoken English necessary for communicating and learning at school. At this level students respond to controlled spoken English in familiar exchanges and manipulate learned structures and features to make original utterances, which are characterised by simplified language and varying grammatical accuracy. They engage in, elicit and practise English to extend their oral repertoire.

BAND A1	Level 2	<b>Students at level two</b> communicate verbally and non-verbally in routine social and classroom situations, understanding controlled English supported by its immediate context and using learnt formulae, well-rehearsed patterns and short, simple utterance. They tune in to the sounds of English, showing understanding of when to use available English acceptably. At this level students show some understanding of simplified English in familiar, controlled exchanges and use simple formulae or short telegraphic utterances. They use some basic communication and learning strategies to participate in everyday and class routines.
	Level 1	<b>Students at level one</b> communicate verbally and non-verbally in simple social and classroom situations, taking cues from the context and using gesture, isolated words or well-known formulae. They draw on their knowledge of how people communicate, showing awareness of classroom conventions that involve routine verbal and non-verbal exchanges. At this level students show understanding of some familiar, simplified spoken English supported by the immediate context and use a few simple formulae or isolated words. They attend to spoken English and attempt communication, relying on their non-verbal and limited verbal resources.

## Appendix IV

# ‘ESL Scales’ level statements

## READING AND RESPONDING

<p><b>Students at beginning level three</b> read with understanding well-known texts, drawing on their developing knowledge of English. They respond to simple texts read aloud, identifying texts written for different purposes and relating them to their own knowledge and interests. They use their knowledge of English sound/symbol relationships and basic punctuation to read familiar and some unfamiliar texts, and focus on the literal meaning of the text, applying their knowledge about reading in English to new texts.</p>	B3
<p><b>Students at beginning level two</b> gain and share meaning from symbols, writing and from simple texts read aloud, showing understanding that print encodes meaning and that written texts have a structure. They recognise the basic features of print, show some understanding that print transmits consistent meanings through symbols and conventions and model their own 'reading' on the shared reading of others.</p>	B2
<p><b>Students at beginning level one</b> show interest in gaining and sharing meaning from simple visual and written texts in structured reading activities, showing knowledge that print and writing transmit and record messages and stories between people. They handle books appropriately, conveying their awareness of some conventions of book and print organisation. They interact with texts, focusing on visual support to gain meaning.</p>	B1

BAND C	7	<p><b>Students at level seven</b> evaluate given texts with reference to their validity and quality. They justify their own reading of a text in relation to the readings of others, considering how the reader interacts with the text to construct its meaning. They relate their own response to their analysis of language use and features, and use a repertoire of strategies to interpret texts and monitor their own reading.</p>
	6	<p><b>Students at level six</b> read with understanding a range of authentic texts for varying purposes. They make justifiable interpretations beyond a literal level, relating a text's format, structure and choice of language to its purpose. They interpret complex language used for a range of purposes and select reading strategies suited to the text and the task.</p>
BAND B	5	<p><b>Students at level five</b> read with understanding a range of texts, including those remote from their personal experiences. They interpret mainly at a literal level and use the information for other purposes, displaying awareness of how information is organised and presented in English texts. They cue into key organisational and language features of texts and apply strategies to enhance their comprehension and learning.</p>
	4	<p><b>Students at level four</b> read with understanding for a range of purposes. They identify main ideas and specific information in simple texts, relating their own culture, knowledge and experience to information in the text. They recognise key words connecting ideas and the organisation of information in texts, and coordinate a number of strategies to assist their reading.</p>
BAND A2	3	<p><b>Students at level three</b> read with understanding controlled familiar and unfamiliar texts containing predictable structures and familiar vocabulary. They display awareness that written English differs from spoken English and that different texts may be organised differently. They cue into basic text organisation and language features and make varying use of English vocabulary, structure and sound symbol cues to make sense of unfamiliar text.</p>
	2	<p><b>Students at level two</b> read with understanding short texts based on simple language structures, familiar vocabulary and familiar contexts, showing understanding of the differences between narrative and expository texts which relate to their own knowledge or experience. They use their knowledge of reading, their understanding of basic print conventions in English, and support from modelled language to help them read in English.</p>
BAND A1	1	<p><b>Students at level one</b> gain and share meaning from hearing and reading short, simple texts in structured reading activities, bringing their previous experience in reading to reading tasks in English. They use a small repertoire of sight words and knowledge of basic sound/symbol relationships, and rely on code-breaking strategies and visual cues to gain meaning from texts.</p>

## Appendix IV 'ESL Scales' level statements WRITING

<p><b>Students at beginning level three</b> communicate ideas, events and experiences through simple texts based on familiar spoken and written language, relating the purpose of a text to its familiar form and some of its conventional features. They write several coherently linked sentences, using basic structures and well-known vocabulary, and using a number of basic strategies to produce and check their written work.</p>	B3
<p><b>Students at beginning level two</b> communicate ideas, events and experiences through drawings, copied writing or attempts at own writing, displaying some awareness that written texts are presented according to certain conventions. They write simple texts using some copied or formulaic language and some basic writing conventions and use some basic strategies to convey information in writing.</p>	B2
<p><b>Students at beginning level one</b> communicate messages through symbols, drawings and attempts at writing, showing awareness that speech can be written down and that the meanings of written messages remain constant. They write, showing awareness some basic writing conventions, and they experiment with drawing and writing to produce or reproduce, symbols and letters</p>	B1

BAND C	7	<p><b>Students at level seven</b> communicate effectively to fulfil the literacy and learning requirements of most written tasks across the school curriculum, adapting different aspects of their writing to take account of context, purpose and reader. They write a number of complex texts characterised by a personal style which shows a consistent control over textual features, and plan, revise and refine their writing to enhance its overall impact.</p>
	6	<p><b>Students at level six</b> communicate on a range of topics, marshalling their ideas through a variety of well-known text types and taking some account in their writing that readers react to writing text according to their experiences, interests and values. They write a number of coherent texts characterised by a cohesive and flexible use of language and plan and revise their writing to enhance its fluency, accuracy and readability.</p>
BAND B	5	<p><b>Students at level five</b> communicate on a range of familiar topics and incorporate language and ideas drawn from different sources in response to the varying demands of the classroom. They adjust the form of writing to contexts, purposes and audiences. They write a number of coherent texts demonstrating some flexibility and control over a range of key organisational and language features, and focus on planning and editing their writing to improve its range and expression.</p>
	4	<p><b>Students at level four</b> communicate for a range of purposes on a variety of familiar topics through a basic repertoire of text types, demonstrating an awareness of how effective writing is tailored to the topic and the needs of the reader. They write a variety of texts, demonstrating some overall cohesion and coherence, and make use of discussion and reflection to enhance the writing process.</p>
BAND A2	3	<p><b>Students at level three</b> communicate on a number of familiar topics through writing simple creative and informational texts in response to classroom demands, demonstrating awareness of common formats in texts for classroom purposes. They write a variety of simple cohesive texts, demonstrating a developing use of simple language and structures and drawing on their knowledge of the writing process to plan, write and redraft texts.</p>
	2	<p><b>Students at level two</b> communicate ideas, events and experiences in writing with limited repertoires of spoken and written English, showing their awareness of ways that information is presented in written English. They write simple coherent texts, using basic sentence structures that incorporate features of learned oral and written English and use a variety of basic writing strategies to create a coherent text.</p>
BAND A1	1	<p><b>Students at level one</b> write simple messages for classroom purposes using copied texts and well-rehearsed language. For this they draw on their prior knowledge of writing and demonstrate understanding that the purpose of writing is to communicate messages. They write and copy simple short texts, showing some knowledge of basic conventions of written English, and use a range of basic writing strategies to compensate for their limited knowledge of English and of writing in English.</p>





