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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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

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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.
Goal
ESL students able to achieve KLA outcomes for appropriate stages.

1. Needs analysis
Identify ESL students’ needs and decide ESL Scales level and ESL band.

2. Language demands
Identify language demands of the KLA unit or topic and decide on a Language focus area.

3. ESL steps
Locate relevant ESL steps. This is informed by Stage, Language focus and ESL band.

4. Language elements
Select items from Suggested language elements which address the language demands of the unit. These become the unit’s ESL objectives against which ESL learning is assessed.

5. Strategies and activities
Select or design ESL activities to support curriculum teaching and learning. Sample strategies and activities provide a useful bank of ideas. Sequence activities to provide graduated support for learning target language. Identify activities that provide opportunities to assess for ESL learning.

6. Teaching and learning
Scaffold learning by providing assistance for use of target language at the point-of-need. Assess ESL learning outcomes of students in the context of the KLA unit or topic.

7. Evaluation
Evaluate the effectiveness of the ESL program in facilitating students’ achievement of KLA outcomes.

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

Language focus across the curriculum
Overview of ESL steps

Band A1:
- Oral: 4
- Reading: 5
- Writing: 5

Band A2:
- Oral: 6
- Reading: 7
- Writing: 7

Band B:
- Oral: 8
- Reading: 9
- Writing: 9
Stage 2  •  ESL Bands: A1 + A2 + B
DESCRIPTING

Language focus across the curriculum*

<table>
<thead>
<tr>
<th>EXAMPLES OF LANGUAGE FUNCTIONS</th>
<th>SPOKEN AND WRITTEN TEXT TYPES²</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Literary</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Factual</td>
</tr>
<tr>
<td>naming, describing, observing,</td>
<td>• factual description</td>
</tr>
<tr>
<td>defining, classifying,</td>
<td>• information report</td>
</tr>
<tr>
<td>generalising, qualifying,</td>
<td></td>
</tr>
<tr>
<td>referring, comparing,</td>
<td></td>
</tr>
<tr>
<td>contrasting...</td>
<td></td>
</tr>
</tbody>
</table>

Overview of ESL steps

<table>
<thead>
<tr>
<th>BAND</th>
<th>ORAL</th>
<th>READING</th>
<th>WRITING</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>LISTENING</strong></td>
<td><strong>READING</strong></td>
<td><strong>WRITING</strong></td>
</tr>
<tr>
<td></td>
<td>talking</td>
<td>joins in shared reading of familiar</td>
<td>writes and illustrates literary and</td>
</tr>
<tr>
<td></td>
<td></td>
<td>literary and factual descriptions and reports</td>
<td>factual descriptions and reports based on</td>
</tr>
<tr>
<td></td>
<td></td>
<td>and reports and completes simple related</td>
<td>modelled and/or jointly constructed texts</td>
</tr>
<tr>
<td></td>
<td></td>
<td>activities</td>
<td></td>
</tr>
<tr>
<td>A1</td>
<td>identifies related words from short,</td>
<td>identifies and describes people, places,</td>
<td>writes simple literary and factual</td>
</tr>
<tr>
<td></td>
<td>simple descriptions and reports</td>
<td>things through a growing vocabulary</td>
<td>descriptions and reports on a</td>
</tr>
<tr>
<td></td>
<td>uses single words, formulaic phrases or</td>
<td></td>
<td>familiar topic using language</td>
</tr>
<tr>
<td></td>
<td>incomplete sentences to describe familiar</td>
<td></td>
<td>learned in class</td>
</tr>
<tr>
<td></td>
<td>people, places, events</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A2</td>
<td>identifies key points of information</td>
<td>elaborates on descriptions in group work</td>
<td></td>
</tr>
<tr>
<td></td>
<td>from descriptive spoken texts</td>
<td>or class discussions and presentations</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>links key points of information to</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>supporting details from extended</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>spoken descriptive texts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>extracts key points of information</td>
<td>presents sustained and cohesive</td>
<td></td>
</tr>
<tr>
<td></td>
<td>and supporting details from extended</td>
<td>talks on familiar topics, handling</td>
<td></td>
</tr>
<tr>
<td></td>
<td>spoken descriptive texts</td>
<td>questions appropriately</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>identifies and organises main</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>ideas and specific details from</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>literary and factual descriptions and</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>reports</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*(with reference to text types as discussed in the English K–6 Syllabus (NSW Board of Studies, 1998: pp 66–71)
² Authentic texts often include more than one text type and the division between literary and factual texts is not always clear cut.

---

INTRODUCTION  DESCRIPTING  RECOUNTING  RESPONDING  INSTRUCTING  EXPLAINING  PERSUADING  NEGOTIATING  APPENDICES
### ESL Step:

**ORAL**

**A1**

<table>
<thead>
<tr>
<th>Suggested language elements</th>
<th>ESL Scales</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LISTENING</strong></td>
<td></td>
</tr>
<tr>
<td>1. Responds to speaker by making comments related to own experiences, e.g. Teacher: This is a photo of our school. Student: Me School.</td>
<td>1.3.2</td>
</tr>
<tr>
<td>2. Elaborates information with prompting and questions.</td>
<td>2.4.3</td>
</tr>
<tr>
<td>3. Recognises familiar objects and pictures.</td>
<td>2.1.6</td>
</tr>
<tr>
<td>4. Interrupts with personal comment.</td>
<td>2.1.9</td>
</tr>
<tr>
<td><strong>TALKING</strong></td>
<td></td>
</tr>
<tr>
<td>1. Pronounces common words and phrases from class text and activities comprehensibly.</td>
<td>1.3.7</td>
</tr>
<tr>
<td>2. Distinguishes spoken English from other language.</td>
<td>2.3.5</td>
</tr>
<tr>
<td>3. Offers observations, e.g. dog black.</td>
<td>2.3.6</td>
</tr>
<tr>
<td>4. Comments of familiar objects and pictures.</td>
<td>2.1.9</td>
</tr>
<tr>
<td>5. Responds to questions with some details.</td>
<td>2.3.9</td>
</tr>
<tr>
<td>6. Combines known formulas, learned structures and other vocabulary to construct new utterances related to description/report text.</td>
<td>2.4.8</td>
</tr>
<tr>
<td>7. Uses familiar repetitive patterns from spoken descriptive texts, e.g. and a little bowl for Baby Bear.</td>
<td></td>
</tr>
</tbody>
</table>

**ESL Step**

- Identifies related words from short, simple descriptions and reports.
- Uses single words, formulaic phrases or incomplete sentences to describe familiar people, places, events.

**Related KLA themes and content**

<table>
<thead>
<tr>
<th>Language focus</th>
<th>S&amp;T</th>
<th>C/Arts</th>
<th>PDHPE</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>actions, features of characters, e.g. Wombat Stew (Marcia K. Vaughan)</td>
<td>micro environments, e.g. Mini Worlds</td>
<td>features of creatures, e.g. Visual Arts: Insects and Dragons</td>
</tr>
<tr>
<td>Maths</td>
<td>simple number patterns, e.g. Patterns and Algebra</td>
<td></td>
<td>personal networks, e.g. Interpersonal Relationships</td>
</tr>
<tr>
<td>HSIE</td>
<td>natural or heritage features, e.g. Australia: You’re Standing In It</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**ESL Notes**

- Eng K–6 modules: page 262 page 226
- Identifies related words from short, simple descriptions and reports.
- Uses single words, formulaic phrases or incomplete sentences to describe familiar people, places, events.

**Controlled Support – Teacher provides target language by:**

1. Introducing vocabulary for places in the community using pictures, photographs, encouraging students to comment from own experience.
2. Conducting a walk around the school observing and collecting objects, while introducing new words and phrases in context.
3. Using pictures to introduce descriptive words and phrases and supporting pronunciation, stress, intonation and word recognition.
4. Modelling basic repetitive questioning techniques to initiate use of descriptive language in games such as Guess Who?, e.g. Is it a boy? Does he/she have…?

**Guided Support – Students practise target language by:**

1. In groups, classifying items related to class theme and reporting to class, e.g. playground litter sorted into paper, aluminium, etc for recycling.
2. In pairs, engaging in enquiry and elimination game ‘What shop is it?’ using real items or pictures for support.
3. In groups, collecting mini-beasts from playground that meet criteria set by teacher, e.g. six legs and no wings.
4. In groups, playing ‘I Spy’ using a descriptive category, e.g. weight: I spy something heavy.

**Independent Support – Students use target language by:**

1. Participating in a ‘descriptive bingo’ activity (matching picture to picture), e.g. colour, shape (2D/3D), taking a turn to call out items.
2. Participating in an enquiry and elimination activity by asking questions to identify an item or picture chosen when they were out of the room, e.g. mini-beasts, local shops.
3. Presenting and talking about an object of interest in a ‘show and tell’ session.
A1 READING

**ESL STEP**

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

**Suggested language elements**

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

**ESL Scales**

- 1.6.4
- 1.6.5
- 1.7.3
- 1.8.8
- 1.5.4
- 1.6.1
- 1.7.3
- 1.8.1

---

A1 WRITING

**ESL STEP**

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

**Suggested language elements**

1. Completes simple repetitive modelled sentences.
2. Writes or copies well-known words, phrases or short texts.
3. Draws to illustrate literary and factual information.
4. Uses words from first languages to supplement writing.

**ESL Scales**

- 1.9.4
- 1.11.1
- 1.12.2
- 1.10.4

---

**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.

---

**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.
ESL STEP

Stage & Band

2 :  A2

Elementary

DESCRIPTION

Text types

• Literary description
• Factual description
• Information report

ESL notes

Eng K–6 modules:
page 262
page 226

ESL Scales

LISTENING

1. Relates descriptions to own experience, e.g. I sunburn too. You use special cream to stop sunburn.
2. Provides non-verbal feedback to speaker to sustain interaction.
3. Responds with comments or questions, e.g. What name that thing?
4. Responds appropriately to question related to simple attributes. Information maybe limited, e.g. Yes. Big. It long.

TALKING

1. Provides predictable information, e.g. size, colour, shape, location, time, place.
2. Demonstrates variable placement of adjectives, e.g. blue car, car blue.
3. Elicits descriptive detail, e.g. How big it? What colour it?
4. Uses comparative structures, e.g. larger than.
5. Begins to provide more information when prompted.
6. Uses vocabulary that demonstrates shades of meaning, e.g. very old.

Suggested language elements

• Identifies key points of information from descriptive spoken texts.
• Identifies and describes people, places and things through a growing vocabulary.

Related KLA themes and content

English actions, features of characters, e.g. Wombat Stew (Marcia K. Vaughan)
Maths simple number patterns, e.g. Patterns and Algebra
HSIE natural or heritage features, e.g. Australia: You’re Standing In It

S&T micro environments, e.g. Mini Worlds
C/Arts features of creatures, e.g. Visual Arts: Insects and Dragons
PDHPE personal networks, e.g. Interpersonal Relationships

Sample strategies and activities

CONTROLLED SUPPORT – Teacher provides target language by:
1. Organising excursions, picture talks, guest speakers, to build knowledge of vocabulary and related understandings about a class theme, and linking this to prior knowledge.
2. Taking class on a walk around neighbourhood to photograph examples of kinds of homes, providing words and phrases to describe attributes, e.g. made of brick, tile roof.
3. Introducing activity where an informal measuring unit is used to fill a variety of containers, and providing examples of describing similarities and differences, e.g. this holds 10 measures; both of these hold 15 measures; I used 5 measures for this one.
4. Thinking aloud to demonstrate how to describe a familiar person or book character, place or thing.

GUIDED SUPPORT – Students practise target language by:
1. In groups, using realia or pictures to recall a list of items and add own, e.g. I went shopping and bought a book, a card… and a big bottle of lemonade.
2. In pairs, role-playing a customer in a shop requesting ‘quantities of’ uncountable nouns, e.g. a packet of… a box of…, using a wall chart for reference.
3. In pairs, placing items in order and describing their relative mass using terminology supplied, e.g. heavy, heavier, heaviest; weighs more, less; has greater mass.
4. In small groups, planning a mural of a shopping centre, street or community by drawing or cutting out pictures which they group and identify.

INDEPENDENT SUPPORT – Students use target language by:
1. Designing and making a mini-environment and describing its features.
2. Classifying objects or pictures and justifying categories, e.g. four legs/two legs.
3. Building noun groups by adding adjectives to a core noun, e.g. the small fruit shop.
4. Presenting a simple oral report on a familiar topic to a group.

A2

ESL students completing this Step are APPROACHING the prerequisite English language proficiency needed for achievement of Stage 2 outcomes.

English K–6 links

Aspects of numeracy

Position, time, size, measurement, volume, mass, temperature, classification, comparison.
# ESL STEP

## 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.

**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.

### Suggested language elements

<table>
<thead>
<tr>
<th>ESL STEP</th>
<th>ESL Scales</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Recognises the structure of factual descriptions and information reports as factual texts.</td>
<td>3.6.1</td>
</tr>
<tr>
<td>2. Sequences sentences from a text on a familiar topic.</td>
<td>3.7.2</td>
</tr>
<tr>
<td>3. Makes and substantiates predictions about the likely information when reading or listening to a text read aloud.</td>
<td>3.5.5</td>
</tr>
<tr>
<td>4. Follows text through a range of conventions of organisation and layout.</td>
<td>3.6.4</td>
</tr>
</tbody>
</table>

## 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.

**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.

### Suggested language elements

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

<table>
<thead>
<tr>
<th>2 : B</th>
<th>liches of <strong>DESCRIBING</strong></th>
</tr>
</thead>
</table>

### ESL STEP

- **ORAL**
  - **LISTENING**
    1. Listens for relevant information when questions are given beforehand, e.g. audio-visual materials such as Behind the News.
    2. Recalls key points and some detail.
    3. Initiates questions to clarify or gain understanding.
    4. Extracts specific information from texts heard in class.

- **TALKING**
  1. Contributes information and expresses ideas in group tasks or classroom discussions.
  2. Is aware of need to provide background information to listeners unfamiliar with the topic.
  3. Initiates questions to clarify or gain information.
  4. Answers question to clarify information provided.

### Suggested language elements

<table>
<thead>
<tr>
<th>ESL Scales</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1.1</td>
</tr>
<tr>
<td>5.4.1</td>
</tr>
<tr>
<td>5.1.6</td>
</tr>
<tr>
<td>6.1.2</td>
</tr>
<tr>
<td>6.1.3</td>
</tr>
<tr>
<td>6.2.2</td>
</tr>
<tr>
<td>6.4.3</td>
</tr>
<tr>
<td>6.2.8</td>
</tr>
</tbody>
</table>

### Related KLA themes and content

<table>
<thead>
<tr>
<th>English</th>
<th>actions, features of characters, e.g. <em>Wombat Stew</em> (Marcia K. Vaughan)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maths</td>
<td>simple number patterns, e.g. <em>Patterns and Algebra</em></td>
</tr>
<tr>
<td>HSIE</td>
<td>natural or heritage features, e.g. <em>Australia: You’re Standing In It</em></td>
</tr>
<tr>
<td>S&amp;T</td>
<td>micro environments, e.g. <em>Mini Worlds</em></td>
</tr>
<tr>
<td>C/Arts</td>
<td>features of creatures, e.g. <em>Visual Arts: Insects and Dragons</em></td>
</tr>
<tr>
<td>PDHPE</td>
<td>personal networks, e.g. <em>Interpersonal Relationships</em></td>
</tr>
</tbody>
</table>

### ESL STEP

- Links key points of information to supporting detail from descriptive spoken texts.
- Elaborates on descriptions in group work, class discussions and presentations.

### Sample strategies and activities

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

1. Introducing definitions for technical words related to a class theme as they arise in class discussions, e.g. climate – that’s what the weather is usually like in a place.
2. Using expressions such as different from, similar to and like, to demonstrate comparing and contrasting groups of objects which have previously been sorted.
3. Developing and displaying a bank of synonyms and antonyms related to a theme or topic.
4. Modelling features of oral descriptive texts, focusing on how the classification stage of a report gives the reader the information necessary to anticipate what will follow.

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

1. In pairs, rehearsing an oral description or information report with emphasis on voice, gesture and expression.
2. In groups, participating in an enquiry and elimination game describing attributes of characters, e.g. Which witch?
3. In groups, completing an oral cloze where teacher, helper or tape pauses during a description of an animal or person to permit group to choose appropriate words from picture and word banks displayed in the room.
4. Sorting and grouping objects to compare and contrast using expressions such as like, similar to, different from.

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

1. Playing a guessing game to determine the functions, habits, actions, appearance of a mystery object or animal, e.g. Twenty Questions.
2. Answering comprehension questions at applied level after viewing a video, e.g. What might happen to penguins if all the krill in Antarctica die?
3. Presenting an oral information report on a self-selected topic related to class theme.

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### English K–6 links

ESL students completing this Step are **ACQUIRING** the prerequisite English language proficiency needed for achievement of Stage 2 outcomes.

### Aspects of numeracy

Position, time, size, measurement, volume, mass, temperature, classification, comparison.
ESL STEP

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

**Suggested language elements**

| 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 |

---

**ESL STEP**

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

**Suggested language elements**

| 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 |

---

**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.

---

**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.
Stage 2  •  ESL Bands: A1 + A2 + B
RECOUNTING

Language focus across the curriculum

Overview of ESL steps

Band A1:
- Oral 14
- Reading 15
- Writing 15

Band A2:
- Oral 16
- Reading 17
- Writing 17

Band B:
- Oral 18
- Reading 19
- Writing 19

INTRODUCTION  DESCRIBING  RECOUNTING  RESPONDING  INSTRUCTING  EXPLAINING  PERSUADING  NEGOTIATING  APPENDICES
Stage 2  •  ESL Bands: A1 + A2 + B
Language focus across the curriculum*

<table>
<thead>
<tr>
<th>EXAMPLES OF LANGUAGE FUNCTIONS</th>
<th>SPOKEN AND WRITTEN TEXT TYPES²</th>
</tr>
</thead>
<tbody>
<tr>
<td>recounting, re-telling, narrating, describing...</td>
<td>Literary</td>
</tr>
<tr>
<td></td>
<td>• literary recount</td>
</tr>
<tr>
<td></td>
<td>• narrative</td>
</tr>
<tr>
<td></td>
<td>• observation</td>
</tr>
</tbody>
</table>

Overview of ESL steps

<table>
<thead>
<tr>
<th>BAND</th>
<th>ORAL</th>
<th>READING</th>
<th>WRITING</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Listening</td>
<td>Talking</td>
<td></td>
</tr>
<tr>
<td>A1</td>
<td>identifies related words from short, simple recounts and narratives</td>
<td>uses single words, formulaic phrases or incomplete sentences to recount factual or narrative information</td>
<td>joins in shared reading of familiar literary and factual recounts and narratives and completes simple related activities</td>
</tr>
<tr>
<td>A2</td>
<td>identifies main events and characters in familiar recounts and narratives</td>
<td>re-tells familiar narratives and recounts personal experiences</td>
<td>reads familiar literary and factual recounts and narrative texts</td>
</tr>
<tr>
<td>B</td>
<td>gains information and enjoyment from extended recounts and narratives</td>
<td>recognises and interprets key elements in the development of recounts and narratives</td>
<td>re-tells and summarises literary and factual recounts and narratives referring to main ideas and supporting details</td>
</tr>
<tr>
<td>C</td>
<td>synthesises key messages from extended recounts and complex narratives</td>
<td>presents engaging recounts and narratives appropriate for audience</td>
<td>identifies issues and implications arising from extended literary and factual recounts and complex narratives</td>
</tr>
</tbody>
</table>

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

² Authentic texts often include more than one text type and the division between literary and factual texts is not always clear cut.
**A1**

**ESL STEP**

- **LISTENING**
  1. Recognises gesture and facial expression to reinforce the spoken message.
  2. Identifies events or characters from pictures in a known context.
  3. Begins to join in songs, rhymes, chants.
  4. Recognises some content words related to a recount or narrative.
  5. Exhibits listening behaviour, e.g. looks at speaker.
  6. Shows enjoyment in spoken activities related to a recount or narrative.

- **TALKING**
  1. Uses key words related to recounts and narratives.
  2. Mimics others’ language without necessarily understanding meaning.
  3. Pronounces common words and phrases from class texts and activities comprehensibly.
  4. Adds information with prompting or questioning.
  5. Combines known formulas, learned structures and other vocabulary to construct new utterances related to a recount or narrative text.
  6. Interjects by making comments related to own experiences.

**ESL Scales**

<table>
<thead>
<tr>
<th>Skill</th>
<th>A1 Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.2.1</td>
<td>Recognition of gesture and facial expression to reinforce the spoken message.</td>
</tr>
<tr>
<td>1.3.1</td>
<td>Recognition of events or characters from pictures in a known context.</td>
</tr>
<tr>
<td>1.3.2</td>
<td>Recognition of some content words related to a recount or narrative.</td>
</tr>
<tr>
<td>1.4.1</td>
<td>Exhibition of listening behaviour, e.g. looks at speaker.</td>
</tr>
<tr>
<td>4.4.x</td>
<td>Shows enjoyment in spoken activities related to a recount or narrative.</td>
</tr>
</tbody>
</table>

**Sample strategies and activities**

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

1. Talking about main events from simple repetitive texts, e.g. *A Dark, Dark Tale* (Ruth Brown); *Hattie and the Fox* (Mem Fox).
2. Introducing settings with pictures, puppets, masks or props from simple repetitive texts, naming and describing simply each, e.g. a dark, dark house; a dark, dark, passage.
3. Modelling information gap activity focusing on positional language, e.g. position class on map of Field Studies Centre.
4. Leading repetitive jazz chants and refrains based on class recount or narrative.

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

1. In groups, using dialogue from the text to role-play story, e.g. ‘oh no’, said the cow.
2. In groups, retelling a recount as an oral cloze, starting with a word, then a phrase omitted for students to fill in.
3. In pairs, sequencing pictures from a class text, and using these to re-tell sequence of events.

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

1. Continuing to re-tell recount or narrative after teacher stops at a random point.
2. Innovating on the text by substituting characters or settings, e.g. Felix and Alexander get lost in the country instead of the city, *(Felix and Alexander*, Terry Denton).
3. Drawing characters, places or events after listening to a talk on a familiar topic.
### Reading

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

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

**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 sentences 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.

### Writing

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

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

**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.
ESL STEP

Stage & Band
2 : A2
Elementary

Text types
ESL notes
• Literary recount
• Factual recount

Eng K–6 modules: pages 196–197 pages 206–207

Languages

English
ORAL

ESL STEP

• Identifies main events and participants in familiar recounts and narratives.
• Re-tells familiar narratives and recounts personal experiences.

Suggested language elements

LISTENING
1. Relates recounts and narratives to own experiences.
2. Shows understanding and enjoyment by anticipating events in a recount or narrative.
3. Shows understanding about elements of a recount or narrative by asking questions.
4. Shows understanding about event through answers and activities.
5. Provides non-verbal feedback to speaker to sustain interaction.
6. Shows understanding about characters and their influence on events by comments, e.g. He bad. He break house.

TALKING
1. Uses gestures or voice in an attempt to support or amplify meaning.
2. Shows understanding about characters and their influences on events through comments, e.g. He bad. He break house.
3. Uses linking words and phrases to order events, e.g. then, after, that.
4. Describes events, characters, objects and places in recounts and narratives.
5. Orders events from a recount or narrative in a logical sequence.

ESL Scales

3.1.3
3.1.6
3.3.6
4.2.2
4.4.x
4.2.4
4.1.9

Related KLA themes and content

English
awkward incidents, e.g. Fudge (Judy Blume)
timelines of events, biographies, e.g. Places: then, now and tomorrow

Maths
timetables, timelines, calendars, e.g. time

HSIE
timetables, timelines, calendars, e.g. time

S&T
news reports, films, e.g. Keep In Touch

C/Arts
narrative sequences, e.g. Drama: Danny in the Toybox

PDHPE
human development timeline, e.g. growth and development

English K–6 links
ESL students completing this Step are APPROACHING the prerequisite English language proficiency needed for achievement of Stage 2 outcomes.

Aspects of numeracy
Time, sequencing, location, position, distance, temperature, money.

Sample strategies and activities

CONTROLLED SUPPORT – Teacher provides target language by:
1. Introducing experiences related to content using pictures, realia, videos, e.g. going to a birthday party.
2. Encouraging students to use first language as required to describe a picture.
3. Using concrete visual support to explain key words or expressions that are culturally specific, e.g. in the Australian bush.

GUIDED SUPPORT – Students practise target language by:
1. In groups, re-telling a familiar class story following illustrations in the book.
2. In groups, recounting the events from a class excursion from the viewpoint of the guide, e.g. Field Studies Centre, Zoo, Museum.
3. In pairs, answering questions about events from a familiar class experience, e.g. What did we do after lunch?

INDEPENDENT SUPPORT – Students use target language by:
1. Continuing the re-telling of a familiar class story without book support.
2. Planning and performing in a role-play innovating on the class text, e.g. another adventure for the paperbag princess (The Paperbag Princess, Robert Munsch).
3. Identifying the changes in an innovation on a familiar class text.
### Suggested language elements

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

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

### 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.

---

**Stage 2 – ESL Bands: A1 – A2 – B**

---

**INTRODUCTION**

**DESCRIBING**

**RECOUNTING**

**RESPONDING**

**INSTRUCTING**

**EXPLAINING**

**PERSUADING**

**NEGOTIATING**

**APPENDICES**
**Stage & Band**

| 2 : B | Transitional |

**Text types**
- Literary recount
- Factual recount

**ESL notes**

**ORAL**

**Suggested language elements**

<table>
<thead>
<tr>
<th>LISTENING</th>
<th></th>
<th>TALKING</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identifies significance of an event in an historical recount.</td>
<td></td>
<td>1. Gives relevant detail when recounting.</td>
<td></td>
</tr>
<tr>
<td>2. Empathises with the feelings and perspectives of participants in a literary or factual text.</td>
<td></td>
<td>2. Plans and presents own recount or narrative based on models.</td>
<td></td>
</tr>
<tr>
<td>3. Predicts outcomes of events in recounts and narratives.</td>
<td></td>
<td>3. Elaborates on elements of recounts or narratives, e.g. setting, character, events.</td>
<td></td>
</tr>
<tr>
<td>4. Questions to seek clarification of detail or extra information to assist comprehension.</td>
<td></td>
<td>4. Re-tells recounts or narratives using appropriate structure.</td>
<td></td>
</tr>
<tr>
<td>5. Identifies point of view of narrator in a book, TV show or film.</td>
<td></td>
<td>5.1.9</td>
<td></td>
</tr>
<tr>
<td>6. Recognises the theme and message of a recount or narrative, e.g. moral or lesson.</td>
<td></td>
<td>6.1.x</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>5.1.8</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>6.2.x</td>
<td></td>
</tr>
</tbody>
</table>

**ESL STEP**

- **Gains information and enjoyment from extended recounts and narratives.**
- **Recognises and interprets key elements in the development of recounts and narratives.**

**Related KLA themes and content**

<table>
<thead>
<tr>
<th>Language focus</th>
<th>Related KLA themes and content</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>awkward incidents, e.g. <em>Fudge</em> (Judy Blume)</td>
</tr>
<tr>
<td>Maths</td>
<td>timetables, timelines, calendars, e.g. <em>time</em></td>
</tr>
<tr>
<td>HSIE</td>
<td>timelines of events, biographies, e.g. <em>Places: then, now and tomorrow</em></td>
</tr>
</tbody>
</table>

| S&T | news reports, films, e.g. *Keep In Touch* |
| C/Arts | narrative sequences, e.g. *Drama: Danny in the Toybox* |
| PDHPE | human development timeline, e.g. *growth and development* |

**English K–6 links**

ESL students completing this Step are **ACQUIRING** the prerequisite English language proficiency needed for achievement of Stage 2 outcomes.

**Aspects of numeracy**

- Time, sequencing, location, position, distance, temperature, money.

**Sample strategies and activities**

**CONTROLLED SUPPORT** – Teacher provides target language by:
1. Leading discussion about what makes a resolution successful, e.g. how could the characters realistically solve the problem? Who might help?
2. Discussing factual aspects relevant to a narrative to build background knowledge, e.g. a narrative about being lost in the bush requires discussion of the features of the Australian bush, temperatures, dangerous snakes and spiders etc.
3. Drawing attention to words and phrases that express or imply attitude, e.g. We crowded onto the bus and squished into the seats. It was hot and sticky and smelly.

**GUIDED SUPPORT** – Students practise target language by:
1. In pairs, rehearsing a re-telling of a narrative or recount with emphasis on voice, gesture and expression.
2. In groups, discussing creative comprehension questions on a familiar recount or narrative, e.g. what might happen to the wildlife if a resort is built on an island? What could you do to protect wildlife in this situation?
3. In groups, discussing alternative resolutions for a familiar narrative.

**INDEPENDENT SUPPORT** – Students use target language by:
1. Re-telling a familiar recounting text from a different point of view.
2. In Hot Seat mode, asking and answering questions as a character in a familiar class text.
**ESL STEP**

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

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

**ESL STEP**

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

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

**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.

**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.
Stage 2  •  ESL Bands: A1 + A2 + B
RESPONDING

Overview of ESL steps

Band A1: Oral 24
          Reading 25
          Writing 25

Band A2: Oral 26
          Reading 27
          Writing 27

Band B:  Oral 28
          Reading 29
          Writing 29
RESPONDING

Language focus across the curriculum

<table>
<thead>
<tr>
<th>EXAMPLES OF LANGUAGE FUNCTIONS</th>
<th>SPOKEN AND WRITTEN TEXT TYPES²</th>
</tr>
</thead>
<tbody>
<tr>
<td>recalling, recounting, revising, describing, defining, clarifying, comparing, contrasting, deciding, choosing, justifying, synthesising, speculating, hypothesising, evaluating, imagining…</td>
<td>Literary</td>
</tr>
<tr>
<td>• personal response</td>
<td>• review</td>
</tr>
</tbody>
</table>

(*with reference to text types as discussed in the English K–6 Syllabus (NSW Board of Studies, 1998: pp 66–71)
² 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

<table>
<thead>
<tr>
<th>BAND</th>
<th>ORAL</th>
<th>READING</th>
<th>WRITING</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>LISTENING</td>
<td>TALKING</td>
<td></td>
</tr>
<tr>
<td>A1</td>
<td>identifies related words from simple responses to literary texts</td>
<td>uses single words, formulaic phrases or incomplete sentences to respond to literary texts</td>
<td>joins in shared reading of responses to literary texts and completes simple related activities</td>
</tr>
<tr>
<td>A2</td>
<td>follows short opinions about familiar literary texts</td>
<td>states brief opinions about familiar literary texts</td>
<td>reads simple responses to familiar literary texts</td>
</tr>
<tr>
<td>B</td>
<td>follows varying comments and opinions about literary texts</td>
<td>elaborates on personal responses to literary texts</td>
<td>follows main ideas from reviews of literary texts</td>
</tr>
<tr>
<td>C</td>
<td>follows extended commentaries on responses to literary texts</td>
<td>gives sustained and cohesive responses to literary texts</td>
<td>identifies writer’s point of view from critical reviews of literary texts</td>
</tr>
</tbody>
</table>

RESPONDING

INTRODUCTION DESCRIBING RECOUNTING RESPONDING INSTRUCTING EXPLAINING PERSUADING NEGOTIATING APPENDICES
ESL STEP

RESPONDING

2 : A1

Stage & Band

BEGINNING

ASPECTS OF NUMERACY

English

K–6 links

BEGINNING TO DEVELOP

the prerequisite

English language proficiency needed for achievement of Stage 2 outcomes.

LISTENING

1. Exhibit listening behaviour when listening to discussion about a literary text.
2. Responds to questions with support, e.g. Teacher: Did you like the story? Student: nods.
3. Responds to a single element of a literary text, e.g. laughs when...
4. Indicates understanding through yes/no responses.

TALKING

1. Begins to express some likes, dislikes and feelings about a literary text, e.g. it funny.
2. Expresses short personal opinion about a literary text, e.g. boy no good.
3. Pronounces common words and phrases from class texts and activities comprehensibly.
4. Combines known formulas, learned structures and other vocabulary to construct new utterances related to responses to a literary text.

Sample strategies and activities

CONTROLLED SUPPORT – Teacher provides target language by:
1. 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.
2. 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’.
3. Presenting sentence structures; I like..., I didn’t like...
4. Demonstrating a range of facial expressions to show agreement or disagreement to appraisal statements on tape, e.g. the witch is beautiful.
5. Using a story map to trace important events and settings as story is re-told.

GUIDED SUPPORT – Students practise target language by:
1. In groups, recording onto matrix group members’ likes/dislikes of events or characters.
2. In pairs, practising a response to a book following a simple formula, e.g. In this book, I like it when...
3. In groups, participating in an enquiry and elimination game based on class text, e.g. Is this the part where...?
4. In pairs, giving reasons for liking or disliking a character from a familiar story.
5. 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.

INDEPENDENT SUPPORT – Students use target language by:
1. Presenting a simple oral response to a familiar narrative text.
2. Asking questions of a speaker, e.g. author or illustrator after Book Week talk.

ESL notes

A1 ESL students completing this Step

BEGINNING TO DEVELOP

the prerequisite

English language proficiency needed for achievement of Stage 2 outcomes.

English

K–6 links

Related KLA themes and content

Stage & Band

Text types

English

Author study, e.g. Roald Dahl – Matilda, The Twits

C/Arts

Varying dynamics and noting effects, e.g. Music: Night and Day

Related KLA themes and content

English

Author study, e.g. Roald Dahl – Matilda, The Twits

C/Arts

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ESL STEP

RESPONDING

2 : A1

BEGINNING

ASPECTS OF NUMERACY

English

K–6 links

BEGINNING TO DEVELOP

the prerequisite

English language proficiency needed for achievement of Stage 2 outcomes.

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INDEPENDENT SUPPORT – Students use target language by:
1. Presenting a simple oral response to a familiar narrative text.
2. Asking questions of a speaker, e.g. author or illustrator after Book Week talk.
**A1 READING**

**ESL STEP**

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

**Suggested language elements**

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

**ESL Scales**

| 1.8.1 |
| 1.5.2 |
| 1.5.2 |
| 1.5.3 |
| 1.7.4 |

---

**A1 WRITING**

**ESL STEP**

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

**Suggested language elements**

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

**ESL Scales**

| 1.10.4 |
| 1.12.4 |
| 1.12.1 |
| 1.11.1 |

---

**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.)

---

**W rite s and illustrates responses to literary texts based on modelled and/or jointly constructed texts.**

**Suggested language elements**

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

**ESL Scales**

| 1.10.4 |
| 1.12.4 |
| 1.12.1 |
| 1.11.1 |

---

**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…
ESL STEP

**RESPONDING**

- Follows short opinions about familiar literary texts.
- States brief opinions about familiar literary texts.

**LISTENING**

1. Provides non-verbal feedback to speaker to sustain interaction.
2. Indicates when not sure what questions about a literary text mean.
3. Indicates understanding of key elements of literary texts through identifying true/false statements.
4. Responds to questions eliciting opinions about literary texts.

**TALKING**

1. Supports an opinion by using descriptions or events from a literary text.
2. Expresses a set of likes, dislikes and feelings about a literary text, e.g. Miss, that funny book.
3. Expresses personal opinion about a literary text using details from the text, e.g. Peter not be good to dog.
4. Uses simple comparison and contrast in giving opinions.

**ESL Scales**

- 2.4.5
- 3.4.1
- 3.1.7
- 4.1.1
- 4.1.10
- 4.1.5
- 4.2.4
- 4.3.8

**Related KLA themes and content**

**English**

- author study, e.g. Roald Dahl – *Matilda*, *The Twists*

**C/Arts**

- varying dynamics and noting effects, e.g. *Music: Night and Day*

**English K–6 links**

ESL students completing this Step are APPROACHING the prerequisite English language proficiency needed for achievement of Stage 2 outcomes.

**Aspects of numeracy**

Comparison, classification, time, sequencing, position.

**Sample strategies and activities**

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

1. Demonstrating different ways to make statements, e.g. I enjoyed... I thought it was funny when...
2. Asking questions following a formula ‘What was your favourite...? What was your least favourite...?’
3. Building and displaying a semantic web of evaluative words.
4. Introducing the purpose and structure of reviews.

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

1. In groups, discussing events in a book and justifying personal responses, e.g. I liked it when Possum slid down the kangaroo. That’s cute and it’s funny (*Possum Magic*, Mem Fox).
2. In groups, recreating a story using puppets, focusing on gestures, intonation to develop the atmosphere of each scene.
3. In pairs, summarising a story simply, e.g. This book was about a little girl called Rose and her brother who was mean to her (*The Tunnel*, Anthony Browne).

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

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

### A2 WRITING

**ESL STEP**

*Writes short responses to familiar literary texts.*

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

### 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.

### 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).*
### ESL STEP

**RESPONDING**

- Follows varying comments and opinions about literary texts.
- Elaborates on responses to literary texts.

**LISTENING**

1. Shows understanding of various ideas expressed about a literary text.  
2. Responds to views and statements of others about a literary text.  
3. Links diverse opinions with parts of a literary text.

<table>
<thead>
<tr>
<th>Action</th>
<th>ESL Scales</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Shows understanding of various ideas expressed about a literary text.</td>
<td>6.1.2</td>
</tr>
<tr>
<td>2. Responds to views and statements of others about a literary text.</td>
<td>6.2.3</td>
</tr>
<tr>
<td>3. Links diverse opinions with parts of a literary text</td>
<td>6.4.3</td>
</tr>
</tbody>
</table>

**TALKING**

1. Expands on opinions if required.  
2. Expresses relationships through comparisons and contrasts, e.g. This book is like the last one we read.  
3. Uses a range of descriptive language to express feelings about a literary text.

<table>
<thead>
<tr>
<th>Action</th>
<th>ESL Scales</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Expands on opinions if required.</td>
<td>5.4.6</td>
</tr>
<tr>
<td>2. Expresses relationships through comparisons and contrasts, e.g. This book is like the last one we read.</td>
<td>5.3.4</td>
</tr>
<tr>
<td>3. Uses a range of descriptive language to express feelings about a literary text.</td>
<td>6.3.x</td>
</tr>
</tbody>
</table>

### Related KLA themes and content

**English**  
- author study, e.g. Roald Dahl – Matilda, The Twists

**C/Arts**  
- varying dynamics and noting effects, e.g. Music: Night and Day

### English K–6 links

ESL students completing this Step are **ACQUIRING** the prerequisite English language proficiency needed for achievement of Stage 2 outcomes.

**Aspects of numeracy**

Comparison, classification, time, sequencing, position.

### Sample strategies and activities

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

1. Presenting a model interview of a character from a literary text on tape.
2. Introducing different forms of literary texts, e.g. poems, plays, fairytales, films.
3. Revising the stages of a review text and identifying reviewer’s opinion.
4. Demonstrating how words and phrases create an evaluation of a character or an event.

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

1. In groups, deciding on reasons why a character behaved in a particular way.
2. In groups, role-playing characters from a literary text using dialogue consistent with the character/events.
3. In groups, participating as a literary character or author in a Hot Seat activity.
4. In groups sharing books brought from home, by reading excerpts and giving a personal response.
5. Identifying language that builds stereotypes, after listening to a recount or narrative, e.g. the stepmother in Hansel and Gretel, bushrangers as bold adventurers.

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

1. Pretending to be a reviewer and answering prepared interview questions about a familiar text in a Reviewer Hot Seat activity.
2. Suggesting questions to ask visiting authors about their books.
3. Discussing critical comprehension questions, e.g. In Where The Forest Meets The Sea, (Jeannie Baker), what do the superimposed images in the text mean? Why has the illustrator included them?
## READING

**ESL STEP**

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

### Suggested language elements

<table>
<thead>
<tr>
<th>ESL Scales</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ESL Step One</strong></td>
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<tr>
<td><strong>ESL Step Two</strong></td>
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<tr>
<td><strong>ESL Step Three</strong></td>
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<tr>
<td><strong>ESL Step Four</strong></td>
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<tr>
<td><strong>ESL Step Five</strong></td>
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<tr>
<td><strong>ESL Step Six</strong></td>
</tr>
<tr>
<td><strong>ESL Step Seven</strong></td>
</tr>
<tr>
<td><strong>ESL Step Eight</strong></td>
</tr>
</tbody>
</table>

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

## WRITING

**ESL STEP**

*Plans and writes reviews incorporating key structural elements.*

### Suggested language elements

<table>
<thead>
<tr>
<th>ESL Scales</th>
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<tr>
<td><strong>ESL Step One</strong></td>
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<tr>
<td><strong>ESL Step Three</strong></td>
</tr>
<tr>
<td><strong>ESL Step Four</strong></td>
</tr>
<tr>
<td><strong>ESL Step Five</strong></td>
</tr>
<tr>
<td><strong>ESL Step Six</strong></td>
</tr>
</tbody>
</table>

1. Writes cohesive paragraphs reflecting distinct ideas.
2. Edits own writing for accuracy and coherence.
3. Uses a range of expressions signalling personal opinion.
4. Supports opinion with detail from a literary text.
5. Incorporates key events in the synopsis.
6. Shows awareness of audience in writing a review.

---

**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.

---

**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.
Stage 2 • ESL Bands: A1 + A2 + B
INSTRUCTING

Language focus across the curriculum 33
Overview of ESL steps 33
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  Reading 35
  Writing 35
Band A2:
  Oral 36
  Reading 37
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Band B:
  Oral 38
  Reading 39
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Stage 2 • ESL Bands: A1 + A2 + B
Language focus across the curriculum*

EXAMPLES OF LANGUAGE FUNCTIONS

<table>
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<tr>
<th></th>
<th>SPOKEN AND WRITTEN TEXT TYPES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Literary</td>
</tr>
<tr>
<td></td>
<td></td>
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<tr>
<td></td>
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</tr>
</tbody>
</table>

describing, ordering, commanding, listening, clarifying, noting, expressing conditions...

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

2 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

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

• procedures
• procedural recount

INSTRUCTING

INTRODUCTION DESCRIBING RECOUNTING RESPONDING INSTRUCTING EXPLAINING PERSUADING NEGOTIATING APPENDICES
**ESL STEP**

**INSTRUCTING**

Identifies related words from short, simple instructions.

**LISTENING**

1. Identifies key words in familiar instructions.
2. Uses non-verbal behaviour to seek help.
3. Watches others perform a task and copies them.
4. Indicates understanding of common spoken instructions non-verbally, e.g. nods, smiles.
5. Seeks clarification of instructions in L1 from same language peers.

**TALKING**

1. Uses simple, familiar command verbs, e.g. put, cover.
2. Uses phrasal verbs in instructions, e.g. pick up, go to.
3. Pronounces common words and phrases from class text and activities comprehensibly.
4. Creates original utterances by substituting familiar phrases in instructions.
5. Combines known formulas, learned structures and other vocabulary to construct new utterances related to a procedural text.

**ESL Scales**

- **1.3.1** Identifies key words in familiar instructions.
- **1.2.4** Uses non-verbal behaviour to seek help.
- **1.4.2** Watches others perform a task and copies them.
- **2.1.2** Indicates understanding of common spoken instructions non-verbally, e.g. nods, smiles.
- **2.4.4** Seeks clarification of instructions in L1 from same language peers.
- **2.3.x** Uses simple, familiar command verbs, e.g. put, cover.
- **2.3.x** Uses phrasal verbs in instructions, e.g. pick up, go to.
- **2.3.10** Pronounces common words and phrases from class text and activities comprehensibly.
- **2.3.9** Creates original utterances by substituting familiar phrases in instructions.
- **2.3.9** Combines known formulas, learned structures and other vocabulary to construct new utterances related to a procedural text.

**Related KLA themes and content**

<table>
<thead>
<tr>
<th>Language focus</th>
<th>Related KLA themes and content</th>
</tr>
</thead>
<tbody>
<tr>
<td>English strategies, e.g. How to Survive Summer Camp (Jacqueline Wilson)</td>
<td>S&amp;T operating audio equipment, e.g. Sounds Great</td>
</tr>
<tr>
<td>Maths positional and directional language, e.g. position</td>
<td>C/Arts exploring movements, e.g. Dance: Sports Carnival</td>
</tr>
<tr>
<td>HSIE rules and regulations, e.g. State and National Parks</td>
<td>PDHPE games and rules, e.g. games and sports</td>
</tr>
</tbody>
</table>

**Stage & Band**

<table>
<thead>
<tr>
<th>2 : A1</th>
<th>INSTRUCTING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stage 2 • ESL Bands: A1 + A2 + B</td>
<td></td>
</tr>
<tr>
<td>Text types</td>
<td></td>
</tr>
<tr>
<td>• Procedure</td>
<td></td>
</tr>
<tr>
<td>• Procedural recount</td>
<td></td>
</tr>
</tbody>
</table>

**ESL notes**

- ESL students completing this Step are BEGINNING TO DEVELOP the prerequisite English language proficiency needed for achievement of Stage 2 outcomes.

**Sample strategies and activities**

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

1. Demonstrating action games requiring students to follow commands: e.g. Simon Says; Lifeboats; Hit the deck.
2. Encouraging and demonstrating the use of non-verbal signals to communicate, e.g. pointing, nodding.
3. Demonstrating related steps while providing oral instructions for simple computer activity, e.g. concept keyboard, simple matching games.
4. Demonstrating steps of a familiar task to accompany oral instructions, e.g. making a paper aeroplane.

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

1. In groups, constructing a simple sequence actions to accompany words of a song, rhyme, chant or story.
2. Participating in familiar repetitive patterns from stories, songs, rhymes, chants or raps.
3. In groups, participating in a role-play using instructional language, e.g. checking out books from the library, making a sandwich.
4. In pairs, following instructions to complete a computer-based task.
5. In groups, ordering pictures of, and re-telling, a simple sequence, e.g. making a sandwich.

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

1. Following simple instructions relying on key words and context, e.g. a computer activity.
2. Re-telling a familiar procedure.

**English K–6 links**

- Position, sequencing, distance, temperature, size, volume, measurement, classification, mass, time.
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.

A1

Reading

ESL STEP

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

Suggested language elements

1. Identifies objects in a procedure from pictures.
2. Follows a procedural sequence in pictures.
3. Uses illustrations to support reading.
4. Recognises key words from familiar procedural text.
5. Recognises the structure of a procedural text.

Writing

ESL STEP

W rites and illustrates procedures based on modelled and/or jointly constructed texts.

Suggested language elements

1. Writes short copied instructions.
2. Uses words in first language to supplement writing.
3. Draws arrows to demonstrate sequence.
5. Draws objects in a procedure.

ESL Scales

1. Identifies objects in a procedure from pictures.
2. Follows a procedural sequence in pictures.
3. Uses illustrations to support reading.
4. Recognises key words from familiar procedural text.
5. Recognises the structure of a procedural text.

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, matching and sequencing pictures from a procedural text.
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.
ESL STEP

**A2**

**ORAL**

- Follows sequence of steps related to classroom procedures or learning activities.
- Gives short sequence of steps related to classroom procedures, games, learning tasks.

**LISTENING**

1. Follows a short sequence of instructions related to classroom activities.  
   - 3.1.1
2. Asks speaker to repeat and/or speak slowly, e.g. say again please.  
   - 3.4.1
3. Asks questions that demonstrate an understanding of the task.  
   - 3.3.6
4. Provides non-verbal feedback to speaker to sustain interaction.  
   - 4.4.x
5. Responds appropriately to instructions for different classroom activities.  
   - 4.2.2

**TALKING**

1. Gives simple directions on a familiar task.  
   - 3.1.x
2. Makes simple comments about a procedure, e.g. too fast.  
   - 3.3.x
3. Uses commands to direct peers in classroom games and activities.  
   - 3.3.x
4. Repeats another speaker’s words in subsequent conversation, e.g. Where did you plant the seed? Plant seed in pot.  
   - 3.4.6
5. Rehearses or role-plays giving instructions or directions.  
   - 4.4.5
6. Plans what to say and how to give instructions.  
   - 4.4.6

**Related KLA themes and content**

- **English**  
  - strategies, e.g. How to Survive Summer Camp (Jacqueline Wilson)
- **Maths**  
  - positional and directional language, e.g. position
- **HSIE**  
  - rules and regulations, e.g. State and National Parks

**ESL notes**

- Sample strategies and activities

- **CONTROLLED SUPPORT** – Teacher provides target language by:
  1. Highlighting key content words and demonstrating procedures for a specific task, e.g. a barrier game.
  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.
  3. Encouraging same language peers to use L1 to clarify tasks or concepts.
  4. Leading action games by giving instructions for students to follow, focusing on sequence markers, e.g. First open your books, then pick up your pencils, after that write your name.
  5. Giving a series of instructions for the students to follow, focusing on sequence markers, e.g. Simon says, Stand up, hop on one leg.

- **GUIDED SUPPORT** – Students practise target language by:
  1. In groups, playing an enquiry and elimination game focusing on adverbial phrases, e.g. S1: Where is the book?; S2: On the table?
  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.
  3. In pairs, constructing a model following instructions on tape or video.

- **INDEPENDENT SUPPORT** – Students use target language by:
  1. Presenting a procedural recount of how a task was performed, e.g. playing a game, getting ready for school.
  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?

**Suggested language elements**

<table>
<thead>
<tr>
<th>English</th>
<th>S&amp;T</th>
<th>C/Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td>strategies, e.g. How to Survive Summer Camp (Jacqueline Wilson)</td>
<td>operating audio equipment, e.g. Sounds Great</td>
<td>exploring movements, e.g. Dance: Sports Carnival</td>
</tr>
<tr>
<td>positional and directional language, e.g. position</td>
<td>rules and regulations, e.g. State and National Parks</td>
<td>games and rules, e.g. games and sports</td>
</tr>
</tbody>
</table>

**English K–6 links**

ESL students completing this Step are APPROACHING the prerequisite English language proficiency needed for achievement of Stage 2 outcomes.

**Aspects of numeracy**

Position, sequencing, distance, temperature, size, volume, measurement, classification, mass, time.
### Reading

**ESL STEP**

*Reads simple procedures on a familiar topic.*

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

### Writing

**ESL STEP**

*Writes simple procedure on a familiar topic.*

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

### 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 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.

---

**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.
### ESL STEP

**INSTRUCTING**

- 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.

### Suggested language elements

<table>
<thead>
<tr>
<th>Language focus</th>
<th>ESL Scales</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LISTENING</strong></td>
<td></td>
</tr>
<tr>
<td>1. Listens for relevant information when instructions are given.</td>
<td>5.1.1</td>
</tr>
<tr>
<td>2. Identifies implied sequences in oral instructions.</td>
<td>5.1.3</td>
</tr>
<tr>
<td>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.</td>
<td>5.1.3</td>
</tr>
<tr>
<td>4. Identifies a number of sequence markers that indicate steps in an oral instruction, e.g. finally, prior to.</td>
<td>5.3.2</td>
</tr>
<tr>
<td>5. Recalls the order in which steps occur.</td>
<td>6.1.x</td>
</tr>
<tr>
<td>6. Recalls key steps in instructions.</td>
<td>6.4.x</td>
</tr>
</tbody>
</table>

| **TALKING** |            |
| 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 |

### Related KLA themes and content

<table>
<thead>
<tr>
<th>KLA</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>strategies, e.g. <em>How to Survive Summer Camp</em> (Jacqueline Wilson)</td>
</tr>
<tr>
<td>Maths</td>
<td>positional and directional language, e.g. position</td>
</tr>
<tr>
<td>HSIE</td>
<td>rules and regulations, e.g. <em>State and National Parks</em></td>
</tr>
<tr>
<td>S&amp;T</td>
<td>operating audio equipment, e.g. <em>Sounds Great</em></td>
</tr>
<tr>
<td>C/Arts</td>
<td>exploring movements, e.g. <em>Dance: Sports Carnival</em></td>
</tr>
<tr>
<td>PDHPE</td>
<td>games and rules, e.g. <em>games and sports</em></td>
</tr>
</tbody>
</table>

### English K–6 links

ESL students completing this Step are ACQUIRING the prerequisite English language proficiency needed for achievement of Stage 2 outcomes.

### Sample strategies and activities

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

1. Revising stages of an oral procedural text.
2. Introducing technically appropriate action words, e.g. whisk, blend, press, stand, pin.
3. Drawing attention to causal conjunctions, e.g. so that, because, in order to.
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.

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

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.
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.
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.
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.

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

1. Developing a flow chart or a diagram with steps to prompt an oral presentation.
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.
**ESL STEP**

Identifies and organises main steps of instructions.

**Suggested language elements**

<table>
<thead>
<tr>
<th>ESL Scales</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Uses knowledge of sentence structure and text organisation to identify meaning of unknown words.</td>
</tr>
<tr>
<td>2. Follows and recalls sequence of steps and relevant details from procedural text.</td>
</tr>
<tr>
<td>3. Interprets a procedure from diagrams, flow charts, etc.</td>
</tr>
<tr>
<td>4. Identifies different examples of instructional writing across cultures and belonging to the same form.</td>
</tr>
<tr>
<td>5. Identifies key words and phrases relating to the steps of an instructional text.</td>
</tr>
<tr>
<td>6. Transfers information from text to instruction format.</td>
</tr>
</tbody>
</table>

**ESL STEP**

Plans and sequences information in procedural texts.

**Suggested language elements**

<table>
<thead>
<tr>
<th>ESL Scales</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Uses appropriate time sequence references.</td>
</tr>
<tr>
<td>2. Uses a set of common specialised technical and non-technical words appropriate to instructions.</td>
</tr>
<tr>
<td>3. Provides details in a procedure, e.g. into the beaker, 5ml of water.</td>
</tr>
<tr>
<td>4. Uses a variety of connectives to avoid mechanical repetitions.</td>
</tr>
<tr>
<td>5. Organises information in a procedure format.</td>
</tr>
<tr>
<td>6. Uses diagrammatic format to write a procedural text.</td>
</tr>
<tr>
<td>7. Edits own writing for accuracy and coherence.</td>
</tr>
</tbody>
</table>

---

**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.

---

**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.
EXPLAINING

Language focus across the curriculum 43
Overview of ESL steps 43
Band A1: Oral 44
               Reading 45
               Writing 45
Band A2: Oral 46
               Reading 47
               Writing 47
Band B: Oral 48
              Reading 49
             Writing 49
Stage 2  •  ESL Bands: A1 + A2 + B
Language focus across the curriculum

EXPLANING

<table>
<thead>
<tr>
<th>EXAMPLES OF LANGUAGE FUNCTIONS</th>
<th>SPOKEN AND WRITTEN TEXT TYPES</th>
</tr>
</thead>
<tbody>
<tr>
<td>expressing causality/opinion/reasons/conditions,</td>
<td>Literary</td>
</tr>
<tr>
<td>elaborating, exemplifying, referring, reiterating,</td>
<td></td>
</tr>
<tr>
<td>emphasising…</td>
<td></td>
</tr>
</tbody>
</table>

(with reference to text types as discussed in the 

2 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

<table>
<thead>
<tr>
<th>BAND</th>
<th>ORAL</th>
<th>READING</th>
<th>WRITING</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A1</td>
<td>identifies related words from short, simple explanations</td>
<td>uses single words, formulaic phrases or incomplete sentences to ask and answer questions</td>
<td>joins in shared reading of familiar explanations and completes simple related activities</td>
</tr>
<tr>
<td></td>
<td>follows spoken explanations on familiar topics</td>
<td>provides simple explanations on familiar topics</td>
<td>reads and retells explanations on familiar topics</td>
</tr>
<tr>
<td>A2</td>
<td>identifies relationships between key information and supporting detail from spoken explanations</td>
<td>elaborates on explanations on familiar topics</td>
<td>identifies and organises main ideas and supporting details in explanations</td>
</tr>
<tr>
<td>B</td>
<td>extracts main and supporting information from extended and complex explanations</td>
<td>presents sustained and cohesive explanations</td>
<td>identifies causal and sequential factors contained in different explanation texts</td>
</tr>
<tr>
<td>C</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

EXPLAINING

INTRODUCTION DESCRIBING RECOUNTING RESPONDING INSTRUCTING EXPLAINING PERSUADING NEGOTIATING APPENDICES
### ESL STEP

**Stage & Band**
- Stage 2
- ESL Bands: A1 + A2 + B

**Language focus**
- EXPLAINING
  - Beginning

**Text types**
- Explanation

**ESL notes**
- Eng K–6 modules: pages 234–235

**Suggested language elements**

<table>
<thead>
<tr>
<th>LISTENING</th>
<th>TALKING</th>
<th>ESL Scales</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Responds to questions about an explanation text with teacher support.</td>
<td>1. Asks for clarification or interpretation from first language speakers, e.g. seeks explanation of classroom instructions or routines.</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. Demonstrates an understanding of explanations using non-verbal means to communicate.</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>3. Pronounces common words and phrases from class texts and activities comprehensibly.</td>
<td>2.1.5</td>
</tr>
<tr>
<td>4. Responds with one- or two-word answers.</td>
<td>5. Combines known formulas, learned structures and other vocabulary to construct new utterances related to explanation texts.</td>
<td>1.4.5</td>
</tr>
</tbody>
</table>

**ESL STEP**
- Identifies related words from short simple explanations.
- Uses single words, formulaic phrases or incomplete sentences to ask and answer questions.

**Related KLA themes and content**
- **Maths**
  - equivalence of fractions, e.g. *Fractions and Decimals*
- **S&T**
  - simple machines, e.g. *Making It Easy*
- **PDHPE**
  - transmission of diseases, e.g. *Personal Health Choices*

**Sample strategies and activities**

**CONTROLLED SUPPORT** – Teacher provides target language by:
1. Introducing content vocabulary using objects or pictures, and labelling a diagram, e.g. eggs, tadpole.
2. Developing and displaying a word bank of simple time conjunctions, e.g. first, second, third, then.
3. Supporting pronunciation and word recognition using flashcards of technical words and phrases with accompanying illustrations.

**GUIDED SUPPORT** – Students practise target language by:
1. In groups, sequencing illustrations of an explanation on a familiar topic, e.g. life cycle.
2. In groups, completing an oral cloze, e.g. first the adult frog lays its ___.
3. 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.

**INDEPENDENT SUPPORT** – Students use target language by:
1. Following a sequencing diagram to explain a process to the teacher.
2. Explaining how a familiar object works, e.g. a pencil sharpener.

**English K–6 links**
ESL students completing this Step are BEGINNING TO DEVELOP the prerequisite English language proficiency needed for achievement of Stage 2 outcomes.

**Aspects of numeracy**
Sequencing, hypothesising, cycles, time, distance, position.
### A1 READING

**ESL STEP**

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

**Suggested language elements**

<table>
<thead>
<tr>
<th>ESL Scales</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1</td>
</tr>
<tr>
<td>B1.1</td>
</tr>
<tr>
<td>B2.1</td>
</tr>
<tr>
<td>1.6.1</td>
</tr>
<tr>
<td>1.7.4</td>
</tr>
<tr>
<td>1.8.7</td>
</tr>
</tbody>
</table>

1. Identifies the purpose of a simple explaining text.
2. Gains basic information from illustrations.
3. Uses illustrations to support reading of simple explanatory texts.
4. Sequences a simple explanation process using pictures.
5. Recognises technical words in a familiar explanation, e.g. lever.

### A1 WRITING

**ESL STEP**

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

**Suggested language elements**

<table>
<thead>
<tr>
<th>ESL Scales</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1</td>
</tr>
<tr>
<td>B2.1</td>
</tr>
<tr>
<td>1.6.1</td>
</tr>
<tr>
<td>1.7.4</td>
</tr>
<tr>
<td>1.8.7</td>
</tr>
<tr>
<td>1.12.1</td>
</tr>
<tr>
<td>1.12.2</td>
</tr>
<tr>
<td>1.12.4</td>
</tr>
<tr>
<td>1.12.4</td>
</tr>
<tr>
<td>1.9.3</td>
</tr>
<tr>
<td>1.9.4</td>
</tr>
</tbody>
</table>

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

**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.

**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.
### ESL STEP

#### EXPLAINING

- Follows spoken explanations on familiar topics.
- Provides simple explanations on familiar topics.

#### Stage & Band

<table>
<thead>
<tr>
<th>2 : A2</th>
<th>Language focus</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BEGINNING</strong></td>
<td>ESL notes</td>
</tr>
<tr>
<td>Eng K–6 modules: pages 234–235</td>
<td></td>
</tr>
</tbody>
</table>

#### ESL notes

- Explanation

#### Text types

<table>
<thead>
<tr>
<th>Stage &amp; Band</th>
<th>Language focus</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ORAL</strong></td>
<td><strong>ESL STEP</strong></td>
</tr>
</tbody>
</table>

#### Suggested language elements

<table>
<thead>
<tr>
<th>LISTENING</th>
<th>TALKING</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Provides non-verbal feedback to speakers to sustain interaction.</td>
<td>1. Describes a series of events or actions using simple English and non-verbal language.</td>
</tr>
<tr>
<td>2. Follows teacher explanation using familiar language, e.g. revision of familiar topic.</td>
<td>2. Responds to a question about an explanation and may provide follow-up information if the questioner seeks clarification.</td>
</tr>
<tr>
<td>3. Provides a relevant response to a question.</td>
<td>3. Asks simple questions that relate to information required.</td>
</tr>
<tr>
<td>4. Adapts learned question formulas (asks question without ‘do’), e.g. handle turn next?</td>
<td>4. Sequences information logically for the listener.</td>
</tr>
<tr>
<td>5. Gives short sequence of steps related to simple sequential explanation.</td>
<td>6. Uses simple sequential vocabulary, e.g. first, then.</td>
</tr>
</tbody>
</table>

#### ESL Scales

<table>
<thead>
<tr>
<th>LISTENING</th>
<th>TALKING</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.4.x</td>
<td>3.1.11</td>
</tr>
<tr>
<td>3.1.5</td>
<td>3.1.14</td>
</tr>
<tr>
<td>4.1.1</td>
<td>3.3.6</td>
</tr>
<tr>
<td>3.3.7</td>
<td>4.1.12</td>
</tr>
<tr>
<td>4.1.14</td>
<td>4.3.10</td>
</tr>
</tbody>
</table>

#### Related KLA themes and content

<table>
<thead>
<tr>
<th>Maths</th>
<th>Fractions and Decimals</th>
</tr>
</thead>
<tbody>
<tr>
<td>S&amp;T</td>
<td>simple machines, e.g. Making It Easy</td>
</tr>
<tr>
<td>PDHPE</td>
<td>transmission of diseases, e.g. Personal Health Choices</td>
</tr>
</tbody>
</table>

#### Sample strategies and activities

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

1. Using diagrams to present content vocabulary, asking students to name elements indicated, e.g. front leg, gills, hind legs.
2. Modelling enquiry and elimination questions that lead to identification of which stage of a process is shown on the selected card, e.g. Do you...? Does it...? Are there...?
3. Demonstrating how to complete an oral cloze focusing on technical words based on class text, e.g. digestion.
4. Developing and displaying word banks of descriptive and classifying adjectives.

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

1. In groups, participating in enquiry and elimination games relating to a familiar explanation.
2. In pairs, sequencing diagrams and constructing an oral explanation with reference to the completed flowchart.
3. In pairs, building noun groups by adding classifying and describing adjectives to the core noun, e.g. the small, round clusters of eggs; the black and orange Monarch butterfly.
4. Combining simple sentences into compound sentences using conjunctions, e.g. The butterfly emerges from the cocoon and then flies away.

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

1. Using a completed worksheet to explain a familiar process to a partner from a visiting class.
2. Identifying missing elements from a familiar process and explaining what happens before and after, e.g. growth of a tadpole.

#### English K–6 links

ESL students completing this Step are APPROACHING the prerequisite English language proficiency needed for achievement of Stage 2 outcomes.

**Aspects of numeracy**

Sequencing, hypothesising, cycles, time, distance, position.
**Stage 2 • ESL Bands: A1 + A2 + B**

**ESL STEP**

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

**Suggested language elements**

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

**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.

**ESL STEP**

**Writes simple explanations on familiar topics.**

**Suggested language elements**

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

**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.
**Stage & Band:** 2 : B  
**Beginning**

**Text types**
- Explanation  
Eng K–6 modules: pages 234–235

**ESL notes**

**ESL STEP**
- **ORAL**
  - **LISTENING**
    1. Listens for relevant information in an explanation sequence.
    2. Shows recognition of the same idea expressed in different words, e.g. rain, precipitation.
    3. Understands an unfamiliar speaker explaining a familiar process.
    4. Records and organises spoken information to set guidelines, e.g. uses diagrams, graphs, tables.

  - **TALKING**
    1. Uses circumlocution – talking around a topic – to compensate for vocabulary deficiencies.
    2. Self-corrects, e.g. water pour out – umm, pours out.
    3. Formulates questions spontaneously that provide a range of information for an explanation.
    4. Elaborates on an explanation using technical terms and appropriate conjunctions.
    5. Plans and organises sequential explanations, using notes as an aid to memory.

**Suggested language elements**

**Related KLA themes and content**

**Maths**  
equivalence of fractions, e.g. **Fractions and Decimals**

**S&T**  
simple machines, e.g. **Making It Easy**

**PDHPE**  
transmission of diseases, e.g. **Personal Health Choices**

**ESL scales**
- 5.1.1
- 5.1.2
- 6.1.1
- 6.1.2
- 5.4.3
- 5.4.4
- 6.4.1
- 6.3.2
- 6.4.5

**Sample strategies and activities**

**CONTROLLED SUPPORT – Teacher provides target language by:**
- 3. Providing resources for floorstorming vocabulary and concepts before introducing an explanatory text.
- 4. Demonstrating use of passive voice, e.g. *The machine crushes the glass* becomes *The glass is crushed.*
- 5. Developing and displaying word banks of causal connectives, e.g. because, therefore, so since, and additional time conjunctions, e.g. following this, while.

**GUIDED SUPPORT – Students practise target language by:**
- 1. In pairs, rehearsing an oral explanation with emphasis on voice, gesture and expression.
- 2. In pairs, listening to a taped explanation for information to answer guided questions focusing on text structure, e.g. What is being explained? What happens first etc.
- 3. In groups, jointly constructing an oral explanation using a flow chart or object as a prompt, and including time conjunctions.
- 4. In pairs, matching illustrations to show cause and effect.

**INDEPENDENT SUPPORT – Students use target language by:**
- 1. Listening to a guest speaker and re-telling what they heard, e.g. a police officer speaking on how calls to 000 are handled.
- 2. Presenting an explanation to the class on a process they have researched.
- 3. Responding to creative questions, e.g. Why do you think cork floats?

**English K–6 links**
ESL students completing this Step are **APPROACHING** the prerequisite English language proficiency needed for achievement of Stage 2 outcomes.

**Aspects of numeracy**
Sequencing, hypothesising, cycles, time, distance, position.
**ESL STEP**

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

**Suggested language elements**

<table>
<thead>
<tr>
<th>ESL Scales</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.5.7</td>
</tr>
<tr>
<td>4.7.7</td>
</tr>
<tr>
<td>5.5.10</td>
</tr>
<tr>
<td>5.7.x</td>
</tr>
<tr>
<td>5.7.3</td>
</tr>
<tr>
<td>5.5.7</td>
</tr>
<tr>
<td>5.7.5</td>
</tr>
</tbody>
</table>

1. Interprets sequential information in a flow chart.
2. Recognises how time sequences are signalled by linking words and phrases, e.g. following this, next.
3. Collects, organises and analyses information from an explanation into diagrammatic form.
4. Recognises use of passive voice in explanation.
5. 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...
6. Finds specific detail or information from explanations.
7. Develops chains of words referring to concepts developed throughout the explanation, e.g. eruption, magma, lava.

**ESL STEP**

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

**Suggested language elements**

<table>
<thead>
<tr>
<th>ESL Scales</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.10.4</td>
</tr>
<tr>
<td>5.10.7</td>
</tr>
<tr>
<td>4.11.4</td>
</tr>
<tr>
<td>4.9.11</td>
</tr>
<tr>
<td>5.11.7</td>
</tr>
<tr>
<td>5.12.8</td>
</tr>
<tr>
<td>5.9.5</td>
</tr>
</tbody>
</table>

1. Combines simple sentences into complex ones, using common conjunctions and relative pronouns.
2. Knows when to use diagrams to support explanations.
3. Has identifiable topic sentences for sequential explanation stage.
4. Presents an explanation with phenomenon identification and sequence.
5. Manipulates given and new information within sentences to maintain coherence in an explanation.
7. Writes logically, incorporating relevant information.
Stage 2  •  ESL Bands: A1 + A2 + B
# PERSUADING

Language focus across the curriculum 53

Overview of ESL steps 53

<table>
<thead>
<tr>
<th>Band A1:</th>
<th>Oral</th>
<th>Reading</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>54</td>
<td>55</td>
<td>55</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Band A2:</th>
<th>Oral</th>
<th>Reading</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>56</td>
<td>57</td>
<td>57</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Band B:</th>
<th>Oral</th>
<th>Reading</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>58</td>
<td>59</td>
<td>59</td>
</tr>
</tbody>
</table>
**Language focus across the curriculum**

<table>
<thead>
<tr>
<th>EXAMPLES OF LANGUAGE FUNCTIONS</th>
<th>SPOKEN AND WRITTEN TEXT TYPES¹</th>
</tr>
</thead>
<tbody>
<tr>
<td>prenow, expressing opinion, stating, reasoning, generalising, analysing, qualifying, arguineg, refuting, explaining, referring, concluding, summarising, exemplifying, clarifying, hypothesising, extrapolating, justifying, evaluating, synthesising…</td>
<td>Literary</td>
</tr>
<tr>
<td><em>exposition</em></td>
<td><em>discussion</em></td>
</tr>
</tbody>
</table>

²Authentic 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

<table>
<thead>
<tr>
<th>BAND</th>
<th>ORAL</th>
<th>READING</th>
<th>WRITING</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A1</td>
<td>identifies related words from short, simple points of view</td>
<td>uses single words, formulaic phrases or incomplete sentences to express points of view</td>
<td>joins in reading of familiar persuasive texts and completes simple related activities</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A2</td>
<td>follows gist of point of view being expressed on a familiar topic</td>
<td>gives simple reasons for opinions and shares ideas about familiar topics</td>
<td>reads simple persuasive texts that present a point of view on familiar topics</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>follows a line of argument in persuasive texts</td>
<td>presents coherent arguments on familiar topics</td>
<td>identifies and assesses arguments in persuasive texts</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>evaluates the validity of spoken arguments</td>
<td>discusses issues using sustained reasoning</td>
<td>recognises and evaluates underlying perspectives in persuasive texts</td>
</tr>
</tbody>
</table>

**Language focus across the curriculum* **

- exposition
- discussion

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

---

**PERSUADING**

<table>
<thead>
<tr>
<th>INTRODUCTION</th>
<th>DESCRIBING</th>
<th>RECOUNTING</th>
<th>RESPONDING</th>
<th>INSTRUCTING</th>
<th>EXPLAINING</th>
<th>PERSUADING</th>
<th>NEGOTIATING</th>
<th>APPENDICES</th>
</tr>
</thead>
</table>
## ESL STEP

### ORAL

- **Persuading**
  - Identifies related words from short, simple points of view.
  - Uses single words, formulaic phrases or incomplete sentences to express points of view.

### LISTENING

1. Recognises that a point of view is being expressed.  
2. Follows reasons for everyday routines, e.g. wearing a hat in playground.  
3. Indicates understanding of elements of different speakers’ viewpoints through non-verbal signal.  
4. Clarifies understanding of arguments through repetition of utterance, rising intonation or gesture.  
5. Links speaker’s tone of voice to purpose.  
6. Provides non-verbal feedback to sustain interaction.

### TALKING

1. Uses voice to emphasise point of view.  
2. Pronounces common words and phrases from class texts and activities comprehensibly.  
3. Expresses own point of view by substituting new words in learned patterns, e.g. rubbish bad.

### ESL Scales

<table>
<thead>
<tr>
<th>Suggested language elements</th>
<th>2.1.x</th>
<th>2.1.1</th>
<th>2.1.2</th>
<th>2.4.2</th>
<th>2.1.7</th>
<th>2.4.5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Recognises that a point of view is being expressed.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Follows reasons for everyday routines, e.g. wearing a hat in playground.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Indicates understanding of elements of different speakers’ viewpoints through non-verbal signal.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Clarifies understanding of arguments through repetition of utterance, rising intonation or gesture.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Links speaker’s tone of voice to purpose.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Provides non-verbal feedback to sustain interaction.</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

## Related KLA themes and content

- **English** family and friends, e.g. *Willy the Wimp* (Anthony Browne)
- **Maths** different representations of same data, e.g. *Data*
- **HSIE** satisfying needs, e.g. *Who Will Buy?*
- **S&T** recycling, pollution, e.g. *Material World*

- **C/Arts** decisions related to actions, e.g. *Drama: Explorers*
- **PDHPE** passenger safety rules, e.g. *Safe Living*

## Sample strategies and activities

**CONTROLLED SUPPORT** – Teacher provides target language by:
1. Demonstrating how to use facial expressions to show likes and dislikes of familiar items, e.g. chocolate, rain, playing computer games.
2. 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’.
3. Introducing repetitive jazz chants about likes and dislikes or opinions.

**GUIDED SUPPORT** – Students practise target language by:
1. In groups, participating in a role-play, then discussing feelings or reactions, e.g. walking through a forest.
2. In pairs, categorising pictures into things they like and dislike.
3. In pairs, expressing opinions about an issue using modelled modal verbs, e.g. I think we should… because…
4. In groups, practising intonation, facial expression and gestures in role-playing situations where different point of views can be taken.

**INDEPENDENT SUPPORT** – Students use target language by:
1. Presenting alternative point of view to one already expressed.
2. Participating In group role-play of a persuasive event, e.g. persuading animals in *Oi Get Off Our Train* (John Burningham).
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, e.g. You shouldn’t walk against the red light.
2. In pairs, constructing a modality cline of adverbs, e.g. certainly, probably, possibly.
3. Completing a support cloze activity focusing on thinking verbs.

**INDEPENDENT SUPPORT** – Students use target language by:
1. Reading an exposition or discussion and stating how their opinion has been affected.
2. Identifying the position statement and arguments in a persuasive text.

---

**A1 READING**

**ESL STEP**

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

**Suggested language elements**

<table>
<thead>
<tr>
<th></th>
<th>ESL Scales</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identifies the purpose of a simple persuasive text.</td>
<td>1.6.1</td>
</tr>
<tr>
<td>2. Identifies single words in a persuasive text.</td>
<td>1.7.4</td>
</tr>
<tr>
<td>3. Identifies beginning and end of sentences in simple opinions.</td>
<td>1.7.3</td>
</tr>
<tr>
<td>4. Uses illustrations to support reading.</td>
<td>1.8.7</td>
</tr>
<tr>
<td>5. Reads back own written point of view or sentences scribed by another.</td>
<td>1.5.8</td>
</tr>
</tbody>
</table>

---

**A1 WRITING**

**ESL STEP**

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

**Suggested language elements**

<table>
<thead>
<tr>
<th></th>
<th>ESL Scales</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Contributes words, ideas or sentences to class or group persuasive text.</td>
<td>B2.5.1</td>
</tr>
<tr>
<td>2. Writes short, repetitive modelled persuasive statements.</td>
<td>1.11.1</td>
</tr>
<tr>
<td>3. Copies persuasive words and phrases related to a familiar topic, e.g. I think it is a good idea.</td>
<td>B2.8.10</td>
</tr>
<tr>
<td>4. Uses words in first language to supplement writing.</td>
<td>1.10.4</td>
</tr>
</tbody>
</table>
### ESL STEP

**Stage & Band**

<table>
<thead>
<tr>
<th>Stage</th>
<th>Band</th>
<th>Language focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>A2</td>
<td>PERSUADING</td>
</tr>
</tbody>
</table>

#### Text types
- Discussion
- Exposition
- Media texts
- Visual texts

#### ESL notes
- Eng K–6 modules: pages 244–245, 252–253

#### Suggested language elements

<table>
<thead>
<tr>
<th>LISTENING</th>
<th>TALKING</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Begins to take turns in a discussion.</td>
<td>1. Questions speaker to determine reason for opinion.</td>
</tr>
<tr>
<td>2. Follows a line of argument.</td>
<td>2. Supports point of view through exemplification.</td>
</tr>
<tr>
<td>3. Interacts appropriately in discussions, e.g. doesn’t raise hand until speaker has finished.</td>
<td>3. Clarifies and emphasises point of view by rephrasing or repeating information.</td>
</tr>
<tr>
<td>4. Follows the flow of an argument by taking turns in a class discussion, e.g. makes relevant contribution at an appropriate time.</td>
<td>4. Elaborates and exemplifies further information if requested.</td>
</tr>
</tbody>
</table>

#### Related KLA themes and content

<table>
<thead>
<tr>
<th>Language</th>
<th>Themes</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>family and friends, e.g. <em>Willy the Wimp</em> (Anthony Browne)</td>
<td>C/Arts</td>
</tr>
<tr>
<td>Maths</td>
<td>different representations of same data, e.g. <em>Data</em></td>
<td>PDHPE</td>
</tr>
<tr>
<td>HSIE</td>
<td>satisfying needs, e.g. <em>Who Will Buy?</em></td>
<td>S&amp;T</td>
</tr>
</tbody>
</table>

#### Sample strategies and activities

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

1. Demonstrating how to generate factual and opinion statements using a text as stimulus, e.g. *Where the Forest Meets the Sea* (Jeannie Baker) – the forest is beautiful; the forest is old.
2. Modelling how to ask and answer rehearsed questions using modality, e.g. Should we mine Kakadu?
3. Introducing words and phrases indicating modality, e.g. certainly, must, could.
4. Arranging for students to watch a debate, then discussing body language, intonation, pausing and pace.

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

1. In groups, sorting pictures into likes and dislikes, then giving reasons for the classification.
2. Listening to a guest speaker, later recalling the topic and arguments raised.
3. In pairs, using different modal verbs to give opinions about an issue, e.g. I think, we ought.
4. In groups, developing arguments for and against an issue.
5. In pairs, refuting each other’s statements by using ‘however/on the other hand’, e.g. the netball team won on Saturday. However, they lost the week before.
6. In groups, role-playing a familiar text, e.g. *A Pet for Mrs Arbuckle* (Gwenda Smyth).

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

1. Choosing one issue from a list created by the class, and developing and presenting arguments for or against, e.g. rabbits make good pets.
2. Listening to two short arguments for and against an issue and re-telling the main points supporting each case, e.g. lollies in the canteen.

#### ESL K–6 links

ESL students completing this Step are **APPROACHING** the prerequisite English language proficiency needed for achievement of Stage 2 outcomes.

#### Aspects of numeracy

Comparison, sequencing, classification, hypothesising, perspective.
**ESL Step A2 Reading**

**ESL Step A2 Writing**

### Suggested Language Elements

**ESL Step A2 Reading**

<table>
<thead>
<tr>
<th>Suggested Language Elements</th>
<th>ESL Scales</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Reads simple persuasive texts that present a point of view on familiar topics.</td>
<td>2.8.5</td>
</tr>
<tr>
<td>2. Identifies key phrases expressing point of view, e.g. I think.</td>
<td>3.7.x</td>
</tr>
<tr>
<td>3. Identifies basic text structure of expositions and discussions.</td>
<td>3.6.1</td>
</tr>
<tr>
<td>4. Re-tells points of view expressed in a text.</td>
<td>3.5.3</td>
</tr>
<tr>
<td>5. Re-reads to confirm or reject a prediction about information in a persuasive text.</td>
<td>3.8.10</td>
</tr>
<tr>
<td>6. Makes predictions about point of view from text introduction (thesis).</td>
<td>3.5.5</td>
</tr>
<tr>
<td>7. Recognises use of emotive words and modality.</td>
<td>3.6.6</td>
</tr>
</tbody>
</table>

### Suggested Language Elements

**ESL Step A2 Writing**

<table>
<thead>
<tr>
<th>Suggested Language Elements</th>
<th>ESL Scales</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Contributes to group writing of a persuasive text.</td>
<td>2.9.1</td>
</tr>
<tr>
<td>2. Uses some modality words to express opinion, e.g. should, must.</td>
<td>3.11</td>
</tr>
<tr>
<td>3. Uses simple time sequence markers to order arguments logically in a persuasive text.</td>
<td>3.11.4</td>
</tr>
<tr>
<td>4. Expresses own opinion in a persuasive text.</td>
<td>3.9.2</td>
</tr>
<tr>
<td>5. Gives reason to support a point of view.</td>
<td>3.9.2</td>
</tr>
</tbody>
</table>

### 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.

**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...
### ESL STEP

#### Language focus

- **Stage & Band**: 2 • B
- **Beginning**

**Text types**
- Discussion
- Exposition
- Media texts
- Visual texts

**ESL notes**
- Eng K-6 modules: pages 244–245
- 252–253

**ESL notes**
- ESL STEP
- ESL Scales
- English
- Related KLA themes and content
- English K–6 links

#### English
- **Text types**: ORAL
- **Stage & Band**: 2
- **Language focus**: Persuading

- **ESL STEP**
  - Follows a line of argument in persuasive texts.
  - Present coherent arguments on familiar topics.

#### Suggested language elements

<table>
<thead>
<tr>
<th><strong>LISTENING</strong></th>
<th><strong>ESL Scales</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Distinguishes fact and opinion.</td>
<td>5.1.4</td>
</tr>
<tr>
<td>2. Identifies conflicting arguments.</td>
<td>6.1.x</td>
</tr>
<tr>
<td>3. Identifies and responds to arguments at normal speed.</td>
<td>6.1.2</td>
</tr>
<tr>
<td>4. Evaluates factual and opinion statements.</td>
<td>6.4.3</td>
</tr>
<tr>
<td>5. Identifies speaker purpose and bias by recognising use of factual and opinion statements.</td>
<td>6.4.3</td>
</tr>
<tr>
<td>6. Compares and contrasts objectivity of different speakers.</td>
<td>6.4.3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>TALKING</strong></th>
<th><strong>ESL Scales</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Expands on others’ ideas.</td>
<td>5.1.10</td>
</tr>
<tr>
<td>2. Clarifies arguments by repeating, rephrasing or exemplifying.</td>
<td>5.4.x</td>
</tr>
<tr>
<td>3. Uses simple conditionals to develop arguments.</td>
<td>5.3.5</td>
</tr>
<tr>
<td>4. Elaborates reasons to justify a point of view.</td>
<td>5.1.9</td>
</tr>
<tr>
<td>5. Asks questions to distinguish fact and opinion in an argument.</td>
<td>6.1.x</td>
</tr>
<tr>
<td>6. Uses modals to support argument.</td>
<td>6.3.1</td>
</tr>
</tbody>
</table>

#### Related KLA themes and content

<table>
<thead>
<tr>
<th><strong>English</strong></th>
<th><strong>ESL notes</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>family and friends, e.g. Willy the Wimp (Anthony Browne)</td>
</tr>
<tr>
<td>Maths</td>
<td>different representations of same data, e.g. Data</td>
</tr>
<tr>
<td>HSIE</td>
<td>satisfying needs, e.g. Who Will Buy?</td>
</tr>
<tr>
<td>S&amp;T</td>
<td>recycling, pollution, e.g. Material World</td>
</tr>
</tbody>
</table>

| **C/Arts** | decisions related to actions, e.g. Drama: Explorers |
| **PDHPE** | passenger safety rules, e.g. Safe Living |

#### English K–6 links

ESL students completing this Step are ACQUIRING the prerequisite English language proficiency needed for achievement of Stage 2 outcomes.

**Aspects of numeracy**
- Comparison, sequencing, classification, hypothesising, perspective.

### Sample strategies and activities

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

1. Revising stages of exposition/discussion texts, and encouraging students to identify main arguments.
2. 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...
3. Discussing the effects of word use, sound effects and jingles in advertisements.
4. Introducing how to prepare a simple debate, e.g. on a community or school issue.

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

1. In groups, brainstorming statements for and against an issue, e.g. a range of sites for a future shopping development.
2. Listening to formal debates and using a guided note-making sheet to identify points of view presented and arguments used to support the point of view.
3. In pairs, preparing an oral response after listening to a discussion of an issue, e.g. by summarising the issues, making recommendations that relate to the issue.
4. In groups, designing questions for an oral survey to research a local issue.
5. In groups, role-playing different ways of disagreeing constructively, using phrases such as ‘That was a good point, but have you thought about…?’

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

1. Role-playing a position on an issue of own choice. This is videotaped and played back for group discussion.
2. Debating issues from a literary text, e.g. Finders Keepers Losers Weepers: Was Goldilocks a good citizen or a vandal?
**ESL STEP**

*Identifies and assesses arguments in persuasive texts.*

### Suggested language elements

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

---

**ESL STEP**

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

### Suggested language elements

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

---

**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.

**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.
Stage 2: ESL Bands A1 + A2 + B
NEGOTIATING

Language focus across the curriculum 63

Overview of ESL steps 63

Band A1:
Oral (listening) 64
Oral (talking) 65

Band A2:
Oral (listening) 66
Oral (talking) 67

Band B:
Oral (listening) 68
Oral (talking) 69
Stage 2 • ESL Bands: A1 + A2 + B
### Language focus across the curriculum*

<table>
<thead>
<tr>
<th>EXAMPLES OF LANGUAGE FUNCTIONS</th>
<th>SPOKEN AND WRITTEN TEXT TYPES²</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>learning</strong></td>
<td><strong>Literary</strong></td>
</tr>
<tr>
<td>recalling, reflecting, rehearsing, clarifying, correcting, calculating, problem solving, questioning, answering, stating, informing, elaborating, evaluating, deducing, linking, referring</td>
<td></td>
</tr>
<tr>
<td><strong>interacting</strong></td>
<td><strong>Factual</strong></td>
</tr>
<tr>
<td>greeting, leave taking, requesting, inviting, apologising, suggesting, commanding, exclaiming, reiterating, emphasising, rephrasing, interrupting, turn taking, agreeing, disagreeing, confirming</td>
<td></td>
</tr>
</tbody>
</table>

### Overview of ESL steps

<table>
<thead>
<tr>
<th>BAND</th>
<th>ORAL</th>
<th>READING</th>
<th>WRITING</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Listening</strong></td>
<td><strong>Talking</strong></td>
<td><strong>participates in familiar social and learning exchanges</strong></td>
<td><strong>manages participation in social and learning transactions</strong></td>
</tr>
<tr>
<td><strong>A1</strong></td>
<td>attempts to infer meanings conveyed verbally and non-verbally</td>
<td>negotiates simple exchanges verbally and non-verbally</td>
<td><strong>uses a repertoire of communication strategies to negotiate complex interactions</strong></td>
</tr>
<tr>
<td><strong>A2</strong></td>
<td>understands the gist of familiar social and learning exchanges</td>
<td><strong>follows the drift of unpredictable social and learning transactions</strong></td>
<td><strong>attempts to infer meanings conveyed verbally and non-verbally</strong></td>
</tr>
<tr>
<td><strong>B</strong></td>
<td></td>
<td></td>
<td><strong>understands the gist of familiar social and learning exchanges</strong></td>
</tr>
<tr>
<td><strong>C</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

² Authentic texts often include more than one text type and the division between literary and factual texts is not always clear cut.
**Stage & Band**

<table>
<thead>
<tr>
<th>2 : A1</th>
<th>ESL STEP</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BEGINNING</strong></td>
<td><strong>NEGOTIATING</strong></td>
</tr>
</tbody>
</table>

**Suggested language elements**

- Attempts to infer meanings conveyed verbally and non-verbally.
- Negotiates simple exchanges verbally and non-verbally.

<table>
<thead>
<tr>
<th>ESL Notes</th>
<th>English K–6 links</th>
</tr>
</thead>
<tbody>
<tr>
<td>ORAL (listening)</td>
<td>ESL students completing this Step are BEGINNING TO DEVELOP the prerequisite English language proficiency needed for achievement of Stage 2 outcomes.</td>
</tr>
</tbody>
</table>

**Related KLA themes and content**

- Negotiating underpins all KLA themes and content.
- All home and school routines using the language of politeness appropriate to audience and purpose, e.g. please, thank you, greetings, requests.

**Sample strategies and activities**

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

1. Using consistent language for daily routines.
2. Supporting simple instructions and directions with gestures, e.g. line up in pairs; hang up your bag; get out your homework books.
3. Consistently modelling greetings and farewells, e.g. Good morning 4M.
4. Modelling class discourse conventions, e.g. hands up to speak; telling news; how to ask a question.
5. Using puppets to demonstrate appropriate language in particular situations, e.g. Sorry, thank you, no thank you, can I play?

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

1. Participating in follow the leader games, copying the actions (and later words) of others, e.g. Simon Says.
2. Responding appropriately to tone of voice in school situations.
3. Participating in games requiring responses to a command with an action, e.g. ships and life boats; hit the deck.

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

1. Participating in daily routines.
2. Responding with appropriate gestures to movement songs, chants with actions.
3. Responding non-verbally to questions posed by teacher, e.g. Show me the tadpole stage.
### Suggested language elements

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

### ESL STEP

- Attempts to infer meanings conveyed verbally and non-verbally.
- Negotiates simple exchanges verbally and non-verbally.

### Sample strategies and activities

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

1. Modelling greetings and farewells and encouraging students to respond appropriately, e.g. Good Morning Mr Nasr.
2. Presenting chants of days of week.
3. Providing opportunities for choral counting, e.g. spokes in a bicycle wheel.
4. Introducing and leading chant and echo songs, e.g. I met a bear; On Top of Spaghetti.

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

1. Responding to simple questions that require single word response, e.g. What is your name? What day is it?
2. Joining in songs, chants, poems, repetitive refrains.
3. Using puppets to role-play teacher questions, mimicking teacher voice.
4. Taking part in a group enquiry and elimination activity relating to a class theme or book.

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

1. Asking peers questions during news, e.g. Where play netball?
2. Using appropriate tone of voice and language in the classroom.
3. Participating in daily routines.
### ESL STEP

#### NEGOTIATING

**Elementary**

- **Text types:** All text types
- **ESL notes:** Eng K–6 modules: all ESL notes

**Stage 2 • ESL Bands:** A1 + A2 + B

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**Language focus**

- **NEGOTIATING:**
  - Understands the gist of familiar social and learning exchanges.
  - Participates in familiar social and learning exchanges.

**ESL Scales**

<table>
<thead>
<tr>
<th>Suggested language elements</th>
<th>ESL Scales</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Uses clarification strategies to check understanding.</td>
<td>3.4.x</td>
</tr>
<tr>
<td>2. Provides non-verbal feedback to speaker to sustain interaction.</td>
<td>3.4.x</td>
</tr>
<tr>
<td>3. Asks speaker to repeat and/or speak slowly, or asks what a word means, e.g. What you mean?</td>
<td>3.4.1</td>
</tr>
<tr>
<td>4. Asks for the translation of specific words from other first language speakers (to check context, match concepts).</td>
<td>3.4.4</td>
</tr>
<tr>
<td>5. Understands teacher question on familiar topics or themes by responding with phrases or sentences.</td>
<td>4.1.1</td>
</tr>
<tr>
<td>6. Understands the difference between suggestions and directives.</td>
<td>4.1.2</td>
</tr>
</tbody>
</table>

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**Related KLA themes and content**

- Negotiating underpins all KLA themes and content.
- All home and school routines using the language of politeness appropriate to audience and purpose, e.g. please, thank you, greetings, requests.
- Participating in group work effectively by taking on roles in groups, e.g. questioner, clarifier, presenter.
- Using discourse strategies effectively, e.g. turn taking, agreeing/disagreeing appropriately.

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**Sample strategies and activities**

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

1. Presenting short sequences of instructions for class related activities, e.g. book borrowing; using computer games.
2. Using pictures to support student understanding when recounting a shared experience, e.g. class excursion.
3. Using picture cards of actions to support modelling of past tense verb endings.
4. Ensuring that students listen to a variety of spoken texts to experience different intended purposes and audiences, e.g. poems, procedures, narratives, reports.

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

1. In pairs, reordering pictures to reflect content of a short spoken text.
2. Responding non-verbally to true or false statements related to class topic, book, event etc., e.g. ticks on the board, yes/no buttons or cards.
3. Listening to oral readings of books focusing on how stress, intonation and volume are used in different situations.

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

1. Ordering pictures to reflect content of a short spoken text (literary, social, factual).
2. Observing, miming, turn taking, affirming, suggesting etc., in social learning situations such as pair or group work.
**TALKING**

1. Repeats other speaker’s words in subsequent conversation, e.g. Where did you plant the seeds? Plant seeds in pot.  
   - ESL Scales: 3.4.6
2. Uses a few practised question formats during more formal situations, e.g. class sharing sessions.  
   - ESL Scales: 3.4.7
3. Negotiates simple transactions, e.g. canteen, classroom activities.  
   - ESL Scales: 3.3.8
4. Repeats a sentence modelling rhythm, intonation and pronunciation on another speaker.  
   - ESL Scales: 3.4.8
5. Initiates and participates in casual exchanges with English speaking peers.  
   - ESL Scales: 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.  
   - ESL Scales: 4.4.4

**Sample strategies and activities**

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

1. Modelling how to negotiate simple transactions with support, e.g. borrowing a library book, ordering lunch.  
2. Demonstrating an action related to a picture cue, e.g. He is running.  
3. Presenting and leading chants, e.g. in the morning before school, before school, before…  
4. Modelling ways to make a request using polite forms, e.g. Excuse me… Could I please…

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

1. In groups, deciding on response to questions guiding the re-telling of shared experience, e.g. excursion, science experiments.  
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.  
3. In pairs, preparing to role-play a situation needing polite requests, e.g. ordering lunch.

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

1. Re-telling a short spoken text using pictures to support the re-telling, e.g. ordering lunch, borrowing a book.  
2. Participating in role-playing a simple transaction, e.g. ordering lunch, borrowing a book.
## ESL STEP

### NEGOTIATING
- Follows the drift of unpredictable social and learning transactions.
- Manages participation in social and learning transactions.

### Related KLA themes and content
- Negotiating underpins all KLA themes and content.
- All home and school routines using the language of politeness appropriate to audience and purpose, e.g. please, thank you, greetings, requests.
- Participating in group work effectively by taking on roles in groups, e.g. questioner, clarifier, presenter.
- Using discourse strategies effectively, e.g. turn taking, agreeing/disagreeing appropriately.

### English K–6 links
ESL students completing this Step are ACQUIRING the prerequisite English language proficiency needed for achievement of Stage 2 outcomes.

### Aspects of numeracy
Context dependent

### Sample strategies and activities

**CONTROLLED SUPPORT** – Teacher provides target language by:
1. Modelling active listening strategies, e.g. asking for information to be repeated, asking for clarification, asking for rephrasing.
2. 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.

**GUIDED SUPPORT** – Students practise target language by:
1. 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…?
2. In groups, listening to preferences to a group research topic to support personal ranking of choices.

**INDEPENDENT SUPPORT** – Students use target language by:
1. Participating in a problem solving communicative activity, e.g. listening to a possible solution to a moral dilemma.
2. Listening to group suggestions for answers to preview questions before hearing an oral text.

### Listeners

<table>
<thead>
<tr>
<th>Suggested language elements</th>
<th>ESL Scales</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Shows a recognition of same idea expressed in different words.</td>
<td>5.1.2</td>
</tr>
<tr>
<td>2. Demonstrates awareness of when fact and viewpoint are being expressed.</td>
<td>5.1.4</td>
</tr>
<tr>
<td>3. Interacts fluently.</td>
<td>6.1.x</td>
</tr>
<tr>
<td>4. Identifies basic information needs and interests of an audience.</td>
<td>6.2.1</td>
</tr>
<tr>
<td>5. Assesses own information needs and purposes before listening or viewing.</td>
<td>6.4.2</td>
</tr>
<tr>
<td>6. Checks completeness and accuracy of information gained from spoken communication.</td>
<td>6.4.3</td>
</tr>
</tbody>
</table>
ORAL (talking)

ESL STEP

- Follow the drift of unpredictable social and learning transactions.
- Manages participation in social and learning transactions.

Suggested language elements

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

Sample strategies and activities

CONTROLLED SUPPORT – Teacher provides target language by:

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…
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.
3. Leading discussion about the different contexts when suggestions and directives may be appropriate.

GUIDED SUPPORT – Students practise target language by:

1. In groups, engaging in a problem-solving task, using appropriate negotiating language in agreeing on a solution to present.
2. In pairs, clarifying and confirming partner’s oral instructions or directions for completing a complex task.

INDEPENDENT SUPPORT – Students use target language by:

1. Reporting on how a group interacted and negotiated differing opinions.
2. Contributing ideas to discussions around a problem and clarifying own and others’ positions.
Stage 2 • ESL Bands: A1 + A2 + B
APPENDICES

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III Overview of ESL steps by bands 75–77
IV ESL Scales level statements:
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   • 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))

<table>
<thead>
<tr>
<th>LANGUAGE FOCUS</th>
<th>EXAMPLES OF LANGUAGE FUNCTIONS</th>
<th>SPOKEN AND WRITTEN TEXT TYPES&lt;sup&gt;2&lt;/sup&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Describing</strong></td>
<td>naming, describing, observing, defining, classifying, generalising, qualifying, referring, comparing, contrasting …</td>
<td>literary description • factual description • information report</td>
</tr>
<tr>
<td><strong>Recounting</strong></td>
<td>recounting, retelling, narrating, describing …</td>
<td>• personal response • review</td>
</tr>
<tr>
<td><strong>Responding</strong></td>
<td>recalling, recounting, revising, describing, defining, clarifying, comparing, contrasting, deciding, choosing, justifying, synthesising, speculating, hypothesising, evaluating, imagining …</td>
<td>• procedures • procedural recount</td>
</tr>
<tr>
<td><strong>Instructing</strong></td>
<td>describing, ordering, commanding, listening, clarifying, noting, expressing conditions …</td>
<td>explanation</td>
</tr>
<tr>
<td><strong>Explaining</strong></td>
<td>expressing causality/opinion/reasons/conditions, elaborating, exemplifying, referring, reiterating, emphasising …</td>
<td>• exposition • discussion</td>
</tr>
<tr>
<td><strong>Persuading</strong></td>
<td>previewing, expressing opinion, stating, reasoning, generalising, analysing, qualifying, arguing, refuting, explaining, referring, concluding, summarising, exemplifying, clarifying, hypothesising, extrapolating, justifying, evaluating, synthesising …</td>
<td></td>
</tr>
<tr>
<td><strong>Negotiating</strong></td>
<td>learning recalling, reflecting, rehearsing, clarifying, correcting, calculating, problem solving, questioning, answering, stating, informing, elaborating, evaluating, deducing, linking, referring …</td>
<td></td>
</tr>
</tbody>
</table>

<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**

#### ORAL (listening)

<table>
<thead>
<tr>
<th>BAND A1</th>
<th>BAND A2</th>
<th>BAND B</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Describing</strong></td>
<td>Identifies related words from short, simple descriptions and reports</td>
<td>Identifies key points of information from descriptive spoken texts</td>
</tr>
<tr>
<td><strong>Recounting</strong></td>
<td>Identifies related words from short, simple recounts and narratives</td>
<td>Identifies main events and characters in familiar recounts and narratives</td>
</tr>
<tr>
<td><strong>Responding</strong></td>
<td>Identifies related words from simple responses to literary texts</td>
<td>Follows short opinions about familiar literary texts</td>
</tr>
<tr>
<td><strong>Instructing</strong></td>
<td>Identifies related words from short, simple instructions</td>
<td>Follows sequences of steps related to classroom procedures or learning activities</td>
</tr>
<tr>
<td><strong>Explaining</strong></td>
<td>Identifies related words from short, simple explanations</td>
<td>Follows spoken explanations on familiar topics</td>
</tr>
<tr>
<td><strong>Persuading</strong></td>
<td>Identifies related words from short, simple points of view</td>
<td>Follows gist of point of view being expressed on a familiar topic</td>
</tr>
<tr>
<td><strong>Negotiating</strong></td>
<td>Attempts to infer meanings conveyed verbally and non-verbally</td>
<td>Understands the gist of familiar social and learning exchanges</td>
</tr>
</tbody>
</table>

#### ORAL (talking)

<table>
<thead>
<tr>
<th>BAND A1</th>
<th>BAND A2</th>
<th>BAND B</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Describing</strong></td>
<td>Uses single words, formulaic phrases or incomplete sentences to describe familiar people, places, events</td>
<td>Identifies and describes people, places and things through a growing vocabulary</td>
</tr>
<tr>
<td><strong>Recounting</strong></td>
<td>Uses single words, formulaic phrases or incomplete sentences to recount factual or narrative information</td>
<td>Retells familiar narratives and recounts personal experiences</td>
</tr>
<tr>
<td><strong>Responding</strong></td>
<td>Uses single words, formulaic phrases or incomplete sentences to respond to literary texts</td>
<td>States brief opinions about familiar literary texts</td>
</tr>
<tr>
<td><strong>Instructing</strong></td>
<td>Uses single words, formulaic phrases or incomplete sentences to respond to instructions</td>
<td>Provides simple explanations on familiar topics</td>
</tr>
<tr>
<td><strong>Explaining</strong></td>
<td>Uses single words, formulaic phrases or incomplete sentences to ask and answer questions</td>
<td>Gives simple reasons for opinions and shares ideas about familiar topics</td>
</tr>
<tr>
<td><strong>Persuading</strong></td>
<td>Uses single words, formulaic phrases or incomplete sentences to express points of view</td>
<td>Participates in familiar social and learning exchanges</td>
</tr>
<tr>
<td><strong>Negotiating</strong></td>
<td>Negotiates simple exchanges verbally and non-verbally</td>
<td></td>
</tr>
</tbody>
</table>
### Appendix II

**Overview of ESL steps by language mode**

#### Stage 2

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

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

---

**Stage 2  •  ESL Bands: A1 + A2 + B**
### Appendix III

#### Overview of ESL steps by bands

**BAND A1**

<table>
<thead>
<tr>
<th>LANGUAGE FOCUS</th>
<th>ORAL</th>
<th>READING</th>
<th>WRITING</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Listening</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Describing</td>
<td>identifies related words from short, simple descriptions and reports</td>
<td>uses single words, formulaic phrases or incomplete sentences to describe familiar people, places, events</td>
<td>joins in shared reading of familiar literary and factual descriptions and reports and completes simple related activities</td>
</tr>
<tr>
<td>Recounting</td>
<td>identifies related words from simple recounts and narratives</td>
<td>uses single words, formulaic phrases or incomplete sentences to recount factual or narrative information</td>
<td>joins in with shared reading of familiar literary and factual recounts and narratives and completes simple related activities</td>
</tr>
<tr>
<td>Responding</td>
<td>identifies related words from simple responses to literary texts</td>
<td>uses single words, formulaic phrases or incomplete sentences to respond to literary texts</td>
<td>joins in with shared reading of responses to literary texts and completes simple related activities</td>
</tr>
<tr>
<td>Instructing</td>
<td>identifies related words from short, simple instructions</td>
<td>uses single words, formulaic phrases or incomplete sentences to give instructions</td>
<td>joins in shared reading of familiar procedure texts and completes simple related tasks</td>
</tr>
<tr>
<td>Explaining</td>
<td>identifies related words from short, simple explanations</td>
<td>uses single words, formulaic phrases or incomplete sentences to ask and answer questions</td>
<td>joins in shared reading of familiar explanations and completes related activities</td>
</tr>
<tr>
<td>Persuading</td>
<td>identifies related words from short, simple points of view</td>
<td>uses single words, formulaic phrases or incomplete sentences to express points of view</td>
<td>joins in reading of familiar persuasive texts and completes simple related activities</td>
</tr>
<tr>
<td>Negotiating</td>
<td>attempts to infer meanings conveyed verbally and non-verbally</td>
<td>negotiates simple exchanges verbally and non-verbally</td>
<td></td>
</tr>
</tbody>
</table>
## Appendix III

### Overview of ESL steps by bands

#### BAND A2

<table>
<thead>
<tr>
<th>LANGUAGE FOCUS</th>
<th>ORAL</th>
<th>READING</th>
<th>WRITING</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Describing</strong></td>
<td>identifies key points of information from descriptive spoken texts</td>
<td>identifies and describes people, places and things through a growing vocabulary</td>
<td>reads and retells ideas and events from literary and factual descriptions and reports on familiar topics</td>
</tr>
<tr>
<td><strong>Recounting</strong></td>
<td>identifies main events and characters in familiar recounts and narratives</td>
<td>retells familiar narratives and recounts personal experiences</td>
<td>reads familiar literary and factual recounts and narrative texts</td>
</tr>
<tr>
<td><strong>Responding</strong></td>
<td>follows short opinions about familiar literary texts</td>
<td>states brief opinions about familiar literary texts</td>
<td>reads simple responses to familiar literary texts</td>
</tr>
<tr>
<td><strong>Instructing</strong></td>
<td>follows sequences of steps related to classroom procedures or learning activities</td>
<td>gives short sequences of steps related to classroom procedures, games, learning tasks</td>
<td>reads simple procedures on a familiar topic</td>
</tr>
<tr>
<td><strong>Explaining</strong></td>
<td>follows spoken explanations on familiar topics</td>
<td>provides simple explanations on familiar topics</td>
<td>reads and retells explanations on familiar topics</td>
</tr>
<tr>
<td><strong>Persuading</strong></td>
<td>follows gist of point of view being expressed on a familiar topic</td>
<td>gives simple reasons for opinions and shares ideas about familiar topics</td>
<td>reads simple persuasive texts that present a point of view on familiar topics</td>
</tr>
<tr>
<td><strong>Negotiating</strong></td>
<td>understands the gist of familiar social and learning exchanges</td>
<td>participates in familiar social and learning exchanges</td>
<td></td>
</tr>
</tbody>
</table>
## Appendix III
### Overview of ESL steps by bands
#### BAND B

<table>
<thead>
<tr>
<th>LANGUAGE FOCUS</th>
<th>ORAL</th>
<th>READING</th>
<th>WRITING</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Describing</strong></td>
<td><strong>LISTENING</strong></td>
<td><strong>TALKING</strong></td>
<td><strong>IDENTIFIES AND ORGANISES MAIN IDEAS AND SPECIFIC DETAILS FROM LITERARY AND FACTUAL DESCRIPTIONS AND REPORTS</strong></td>
</tr>
<tr>
<td><strong>Recounting</strong></td>
<td><strong>GAINS INFORMATION AND ENJOYMENT FROM EXTENDED RECOUNTS AND NARRATIVES</strong></td>
<td><strong>RECOGNISES AND INTERPRETS KEY ELEMENTS IN THE DEVELOPMENT OF RECOUNTS AND NARRATIVES REFERRING TO MAIN IDEAS AND SUPPORTING DETAILS</strong></td>
<td><strong>RETELS AND SUMMARISES LITERARY AND FACTUAL RECOUNTS AND NARRATIVES REFERRING TO MAIN IDEAS AND SUPPORTING DETAILS</strong></td>
</tr>
<tr>
<td><strong>Responding</strong></td>
<td><strong>FOLLOWS VARYING COMMENTS AND OPINIONS ABOUT LITERARY TEXTS</strong></td>
<td><strong>ELABORATES ON PERSONAL RESPONSES TO LITERARY TEXTS</strong></td>
<td><strong>FOLLOWS MAIN IDEAS FROM REVIEWS OF LITERARY TEXTS</strong></td>
</tr>
<tr>
<td><strong>Instructing</strong></td>
<td><strong>FOLLOWS A SERIES OF INSTRUCTIONS RELATED TO CLASSROOM PROCEDURES OR LEARNING ACTIVITIES</strong></td>
<td><strong>GIVES A SERIES OF ORAL INSTRUCTIONS RELATED TO CLASSROOM PROCEDURES, GAMES OR LEARNING ACTIVITIES</strong></td>
<td><strong>IDENTIFIES AND ORGANISES MAIN STEPS OF INSTRUCTIONS</strong></td>
</tr>
<tr>
<td><strong>Explaining</strong></td>
<td><strong>IDENTIFIES RELATIONSHIPS BETWEEN KEY INFORMATION AND SUPPORTING DETAIL FROM SPEAKEN EXPLANATIONS</strong></td>
<td><strong>ELABORATES ON EXPLANATIONS ON FAMILIAR TOPICS</strong></td>
<td><strong>IDENTIFIES AND ORGANISES MAIN IDEAS AND SUPPORTING DETAILS IN EXPLANATIONS</strong></td>
</tr>
<tr>
<td><strong>Persuading</strong></td>
<td><strong>FOLLOWS A LINE OF ARGUMENT IN PERSUASIVE TEXTS</strong></td>
<td><strong>PRESENTS COHERENT ARGUMENTS ON PERSUASIVE TOPICS</strong></td>
<td><strong>IDENTIFIES AND ASSESSES ARGUMENTS IN PERSUASIVE TEXTS</strong></td>
</tr>
<tr>
<td><strong>Negotiating</strong></td>
<td><strong>FOLLOWS THE DRIFT OF UNPREDICTABLE SOCIAL AND LEARNING TRANSACTIONS</strong></td>
<td><strong>MANAGES PARTICIPATION IN SOCIAL AND LEARNING TRANSACTIONS</strong></td>
<td></td>
</tr>
</tbody>
</table>
**Appendix IV**

‘ESL Scales’

**level statements**

**ORAL INTERACTION**

<table>
<thead>
<tr>
<th>Level 2</th>
<th>BAND A1</th>
<th>BAND A2</th>
<th>BAND B</th>
<th>BAND C</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level 1</strong></td>
<td>Students at level two 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.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Level 2</strong></td>
<td>Students at level three 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.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Level 3</strong></td>
<td>Students at level four 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.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Level 4</strong></td>
<td>Students at level five 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.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Level 5</strong></td>
<td>Students at level six 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.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Level 6</strong></td>
<td>Students at level seven 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-literary language and some key cultural references into their speech. 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.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Level 7</strong></td>
<td>Students at level eight 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.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Level 8</strong></td>
<td>Students at level nine communicate in a variety of social and learning contexts, expressing ideas and information on a range of familiar topics and issues. 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.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

**BAND A1**

- **Level 1**
- **Level 2**

**BAND A2**

- **Level 3**
- **Level 4**

**BAND B**

- **Level 5**
- **Level 6**

**BAND C**

- **Level 7**
- **Level 8**
Appendix IV
‘ESL Scales’ level statements
READING AND RESPONDING

**INTRODUCTION**

**DESCRIBING**

**RECOUNTING**

**RESPONDING**

**INSTRUCTING**

**EXPLAINING**

**PERSUADING**

**NEGOTIATING**

**APPENDICES**

---

**Students at level seven** 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.

**Students at level six** 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.

**Students at level five** 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.

**Students at level four** 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.

**Students at level three** 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.

**Students at level two** 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.

**Students at level one** 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.

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**Students at beginning level one** 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.

**Students at beginning level two** 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.

**Students at beginning level three** show interest in gaining and sharing meaning from simple visual and written texts in structured reading activities, showing knowledge 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.

**Students at beginning level four** show interest in gaining and sharing meaning from simple visual and written texts in structured reading activities, showing knowledge 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.

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**BAND C**

**BAND B**

**BAND A2**

**BAND A1**

**B3**

**B2**

**B1**

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<table>
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<tr>
<th>BAND C</th>
<th>BAND A2</th>
<th>BAND A1</th>
<th>BAND B</th>
<th>BAND A</th>
<th>BAND A1 + A2 + B</th>
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</thead>
<tbody>
<tr>
<td><strong>7</strong></td>
<td>Students at level seven** 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.</td>
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<td><strong>6</strong></td>
<td>Students at level six** 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 variety 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.</td>
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<td><strong>5</strong></td>
<td>Students at level five** communicate on a range of 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.</td>
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<td><strong>4</strong></td>
<td>Students at level four** 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.</td>
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<td><strong>3</strong></td>
<td>Students at level three** 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.</td>
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<td><strong>2</strong></td>
<td>Students at level two** 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.</td>
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<tr>
<td><strong>1</strong></td>
<td>Students at level one** 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.</td>
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**Appendix IV**

‘ESL Scales’ level statements

**WRITING**

**Students at beginning level three** 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.

**Students at beginning level two** 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.

**Students at beginning level one** 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.
Stage 2  •  ESL Bands: A1 + A2 + B