

How to plan and monitor effective teaching and learning



Slides Available for Download at:

<https://www.theliteracybug.com/s/Planning-Monitoring.pdf>



Recommended Reading

Fisher, D., Frey, N. & Lapp, N. (2011). What the research says about intentional instruction.

In S. J. Samuels & A. E. Farstrup (Eds), *What research has to say about reading instruction (4th edition)*. (pp. 359 - 378). Newark, DE: International Reading Association.



Objectives

- to encourage informed, intentional, evidence-based teaching, which takes into consideration the learners' current skills, knowledge and intentions;
- to emphasise the importance of gradual, progressive, sequenced practice that allows learners to become proficient, confident and knowledgeable;
- to reinforce how instruction may need to include both “intensive” and “extensive” activities; and
- to reinforce why it is important to reflect regularly on teaching and learning activities.



1. Some Key Principles
2. Providing the Right Instruction/Support for the Learner(s)
3. Planning Teaching & Learning Routines
4. Considering the Stages of Development
5. Re-visiting Key Principles & Reflective Practice



Note (before we begin):

This presentation will NOT explore *what* to teach or *how* to teach in detail. Those topics/issues will be covered in other presentations. *This* presentation provides advice on *general planning, monitoring and reflection principles*.

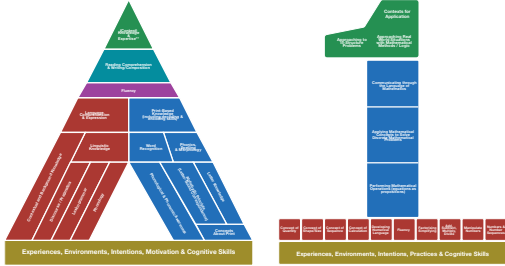
Please explore and enjoy!



Steps to Planning, Teaching and Monitoring



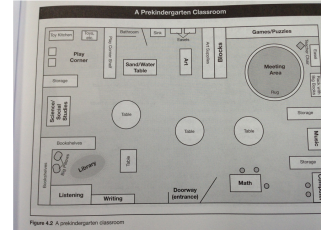
Step #1: Develop a Student Profile



Step #2: Set Appropriate Language, Literacy, Numeracy and Learning Goals



Step #3: Gather Together a Plan of Activities & Content



Step #5: Identify a Suitable Teaching Space, Time & Resources

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

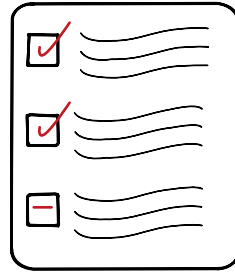
Step #6: Set an Appropriate Teaching & Learning Sequence (e.g. breaking down a task)



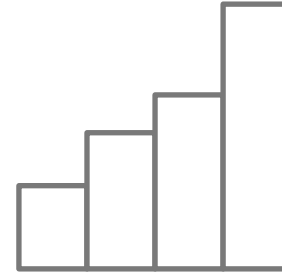
Step #6: Conduct Lessons (in a Lesson Cycle)



Step #7: Reflect on Teaching Practice Regularly/Routinely



Step #8: Monitor Progress Regularly and Adapt Teaching Accordingly



Step #9: Assess/Reflect Upon Development on a Periodic Basis



Step #10: Update Student Profile

The [student] as a novice is continually attempting to make sense of new situations and to acquire the skills necessary to function in those situations. The teacher's role is to help the [student] by arranging tasks and activities in such a way that they are easily accessible. Intersubjectivity, shared understanding based on common area of focus is seen by adherents of literacy engagement as a crucial prerequisite for successful communication between teacher and [student]

Verhoeven, L. and Snow, C. (2001). Literacy and motivation: bridging cognitive and sociocultural viewpoints. In Verhoeven, L. and Snow, C. (Eds.), Literacy and motivation: reading engagement in individuals and groups (pp. 1- 22). New Jersey: Lawrence Erlbaum Associates Publishers.

Truism ...

A learner requires adequate time, space and resources to practice as well as instruction that is based on quality teaching and supportive relationships. This instruction must be based on a clear understanding of the learner's needs and interests at that moment/stage.



In familiar terms ...

- (a) **talk** regularly with learners (for oral language development, for shaping discourse, and for fostering verbal reasoning);
- (b) **read** to learners, read with learners, and help learners read on their own;
- (c) **write** for learners (e.g from dictation), write with the learner (e.g. joint construction), and help learners write on their own;
- (d) help learner **develop skills** (phonological awareness, decoding/spelling vocabulary, grammar, fluency, etc);
- (e) help them **build knowledge**; and
- (f) help learners be active in the ways that language and literacy are used as tools for **understanding and action**.

Practice makes perfect

We must appreciate how “the [student] is a novice who is continually attempting to make sense of new situations and who must acquire the skills necessary to function in those situations.

“The teacher’s role is to help the [student] by arranging tasks and activities in such a way that they are easily accessible.”

Initiating into ways of seeing/knowing...

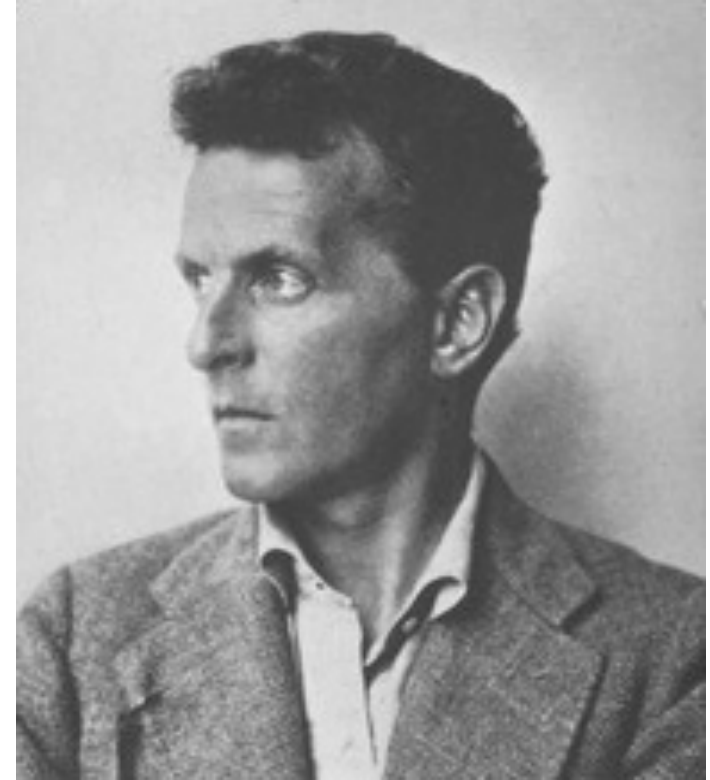
Being aspect blind;

Starting to notice aspects;

Starting to see aspects (regularly);

Starting to “see as”

Reaching a stage of “continuously seeing as”



**Austrian philosopher,
Ludwig Wittgenstein**

also the “Picture Theory” and “Language Games” concepts

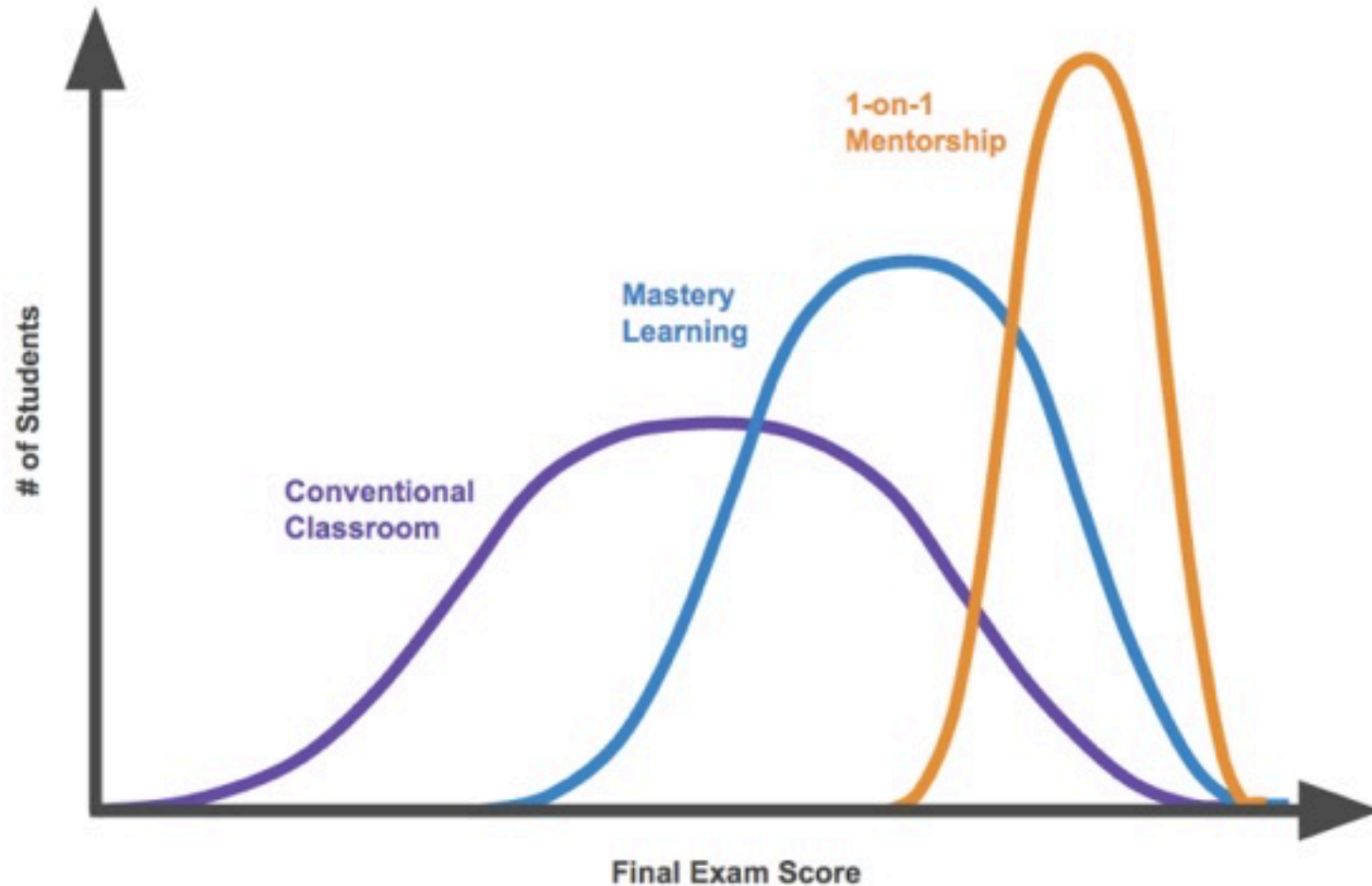


Providing students with ... supports is vital to success ... Scaffolds that expose the hidden curriculum and build bridges ... help ensure that students ... [can] succeed." (Mehan, 2008, pp. 65)

Mehan, H. (2008). A Sociological Perspective on Opportunity to Learn and Assessment. In P. Moss, D. Pullin, J. P. Gee, E. Haertel, & L. J. Young (Eds.), *Assessment, equity, and opportunity to learn* (pp. 42–75). Cambridge: Cambridge University Press.



Meeting a Student's Needs



Bloom, B. S. (1984). The 2 sigma problem: the search for methods of group instruction as effective as one-to-one tutoring. *Educational Researcher*, 13(6), 4-16.



Literacy As ...

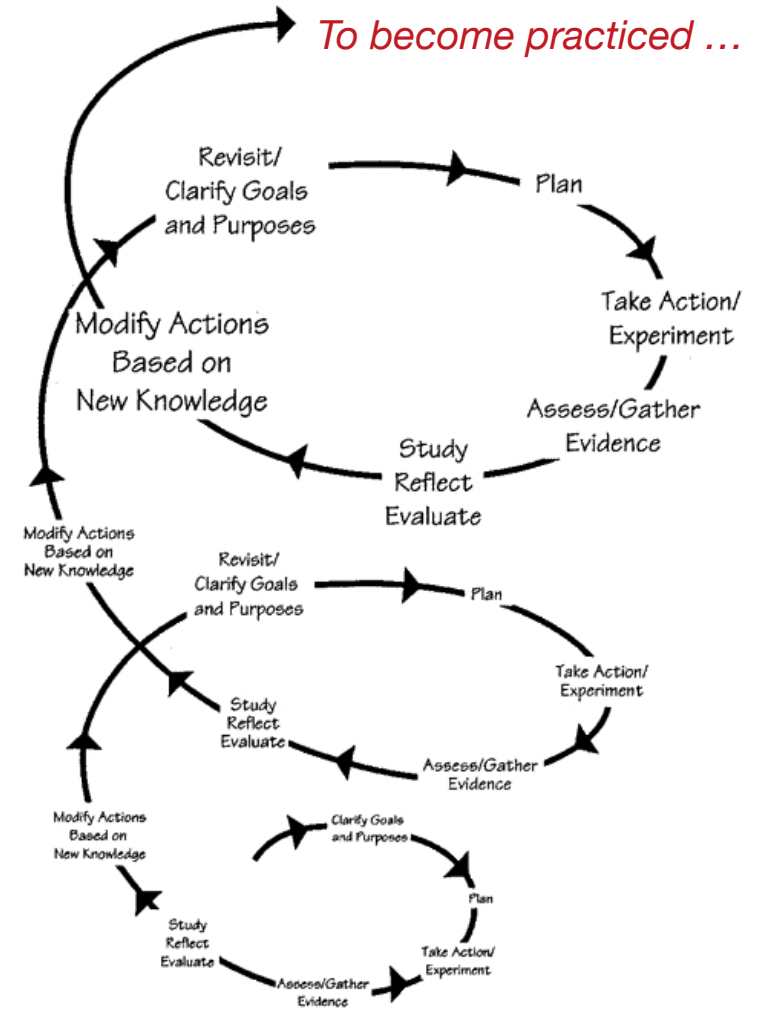
Literacy as performance (and competition);

Literacy as knowledge, skills and practices;

Literacy as negotiated construction of meaning; and

Literacy as “doing school”

More Like a Spiral Than a Funnel



“Caring about [students’] rights means caring ... about the trajectories of learners as they develop within content areas in school as part of communities of practice, engaged in mind, body, and culture, and not just as repositories of skills, facts, and information.” (Gee, 2008, pg 105)

Gee, J. P. (2008) A sociocultural perspective on opportunity to learn. In P. Moss, D. Pullin, J.P. Gee, E. Haertel, and L. Young (Eds). Assessment, equity, and opportunity to learn (pp. 76-108). Cambridge: Cambridge University Press.



ENHANCE OUTCOME WHEN YOU WORK
WITHIN ZPD ...

WHAT IS ZPD?



controlled support

guided support

independent practice

HIGH CHALLENGE / HIGH SUPPORT

Where is the learner on his/her learning journey?

ZPD

(zone of proximal development)

In this zone, the learner is able to complete tasks that would otherwise be too challenging. However, with proper scaffolding and guided practice, the learner is able to engage with the skill, task, concept or area of knowledge.

Skills/tasks/concepts that the learner can already engage with independently

Skills/tasks/concepts that are beyond the learner's current capacity, even when support is available.

Whilst a teacher may be encouraged by the learner's fluid application of the skill/task/concept, it is possible that the learner is not extended his or her abilities.

Tasks in this area will lack suitable challenge.

For instance, a teacher may be reading a book with a child that contain too many new words and requires substantial background knowledge.

modelling

collaborating

scaffolding

applying

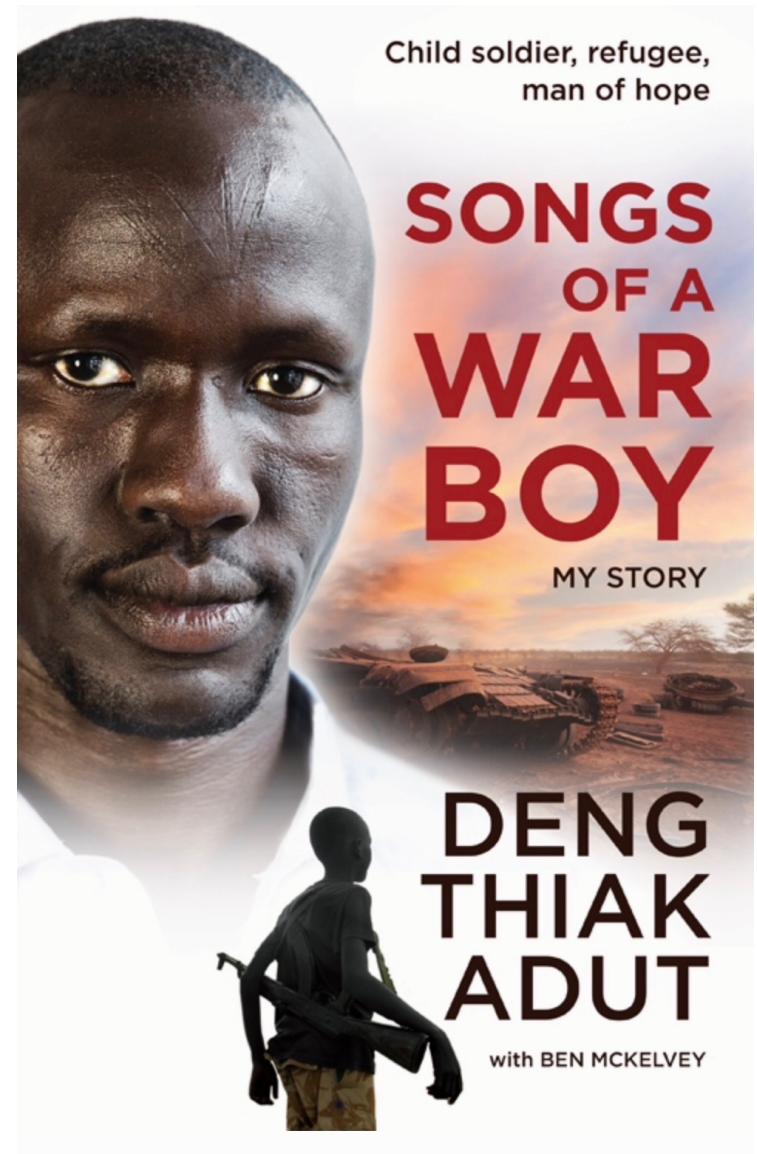


Outside ZPD

Just a few days later, [I] was enrolled to be a student at ... high school. I turned up that freezing morning at the school confused, and I suffered silently through Literature, Mathematics and Human Biology classes.

I spoke to no students, understood nothing that the teachers said, and yearned for the day to end. I was fifteen then and that was the first day of traditional schooling I had ever done. It's not what I expected.

When I got home I told [my brother] I could not do another day like that. ... I still needed to build the foundation. I needed to learn English. I couldn't go back.



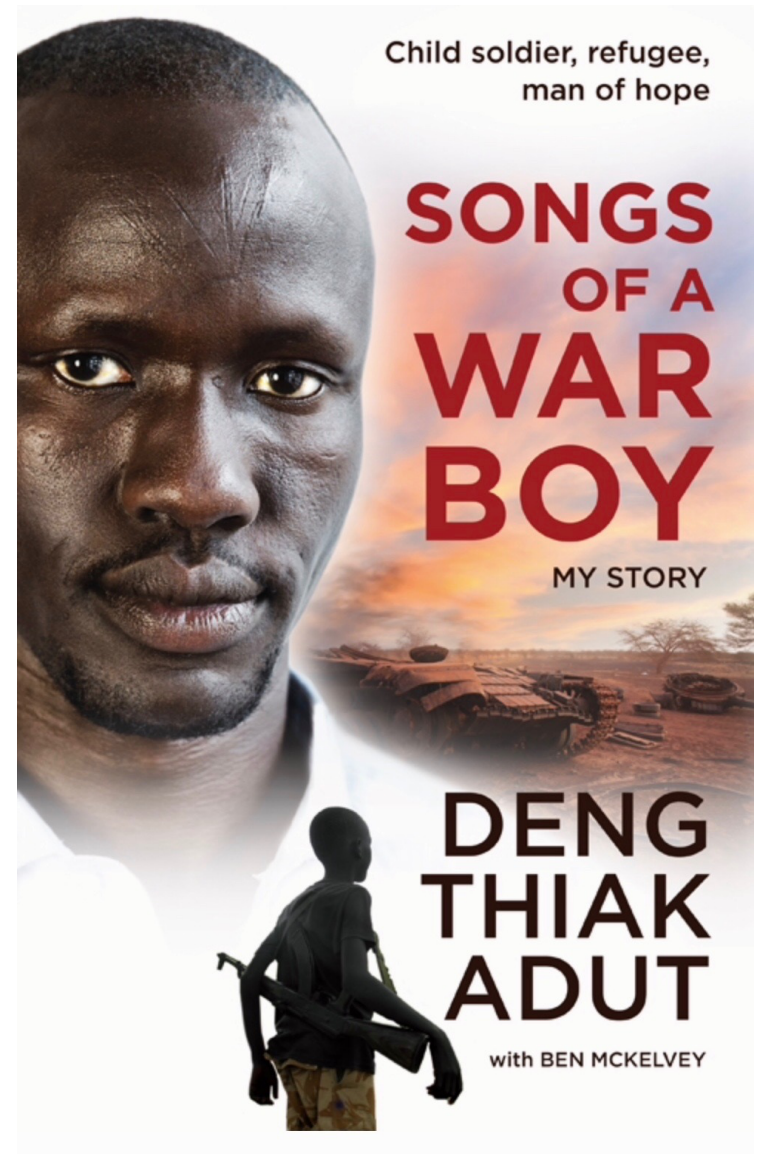
 hachette
AUSTRALIA



Within ZPD

After a few idle weeks, [I started at TAFE]. That first day at TAFE was really my first day as a student ... Most of the people at the course were as lacking in English language skills as I was, so I finally found a place in Australia that didn't confuse me. A place where fitted in. We were all learning together.

... As I managed to get a pencilled hand around my first English letters, and my mouth around some single-syllable words, I started to feel achievement.



 hachette
AUSTRALIA

Success builds on success, because as students gain confidence, they are willing to work harder and can more readily learn.” (Au, 2005, pp 175)



Scenarios #1

In your groups, you will need to:

- identify how the individual may struggle
- provide a sequence of intermediate goal states
- generate an action plan that could help the individual learner make progress.
- justify your choices in the action plan.

Situation #2:

Goal state: Write a newspaper article reporting on a local event

Individual learner profile:

- has never written a newspaper article
- doesn't read the newspaper
- has no idea how to structure a newspaper article
- thinks you have to be an expert and have lots of opinions to write a newspaper article
- is upset about the recent closure of the skateboard ramp at a local park

Situation #1:

Goal state: Write a story of 1000 words

Individual learner profile:

- has never written a full story
- fears the thought of a blank page
- whenever the student attempts a story, the story is all finished after one paragraph (characters introduced and events told)
- has plenty of ideas but can't get them on paper
- big fan of action comic books

Situation #3:

Goal state: Review a film

Individual learner profile:

- is a film buff
- has never written a review before
- has never read a review in the newspaper
- likes to watch movies reviews on YouTube
- can talk endlessly about favourite films
- can sometimes lose train of thought when talking about a film
- doesn't know where to begin



Scaffolding

Scaffolding refers to supports that teachers provide to the learner during problem-solving — in the form of reminders, hints, and encouragement — to ensure successful completion of the task. An important feature of scaffolding, especially in authentic, apprenticeship contexts, is keeping the task whole.

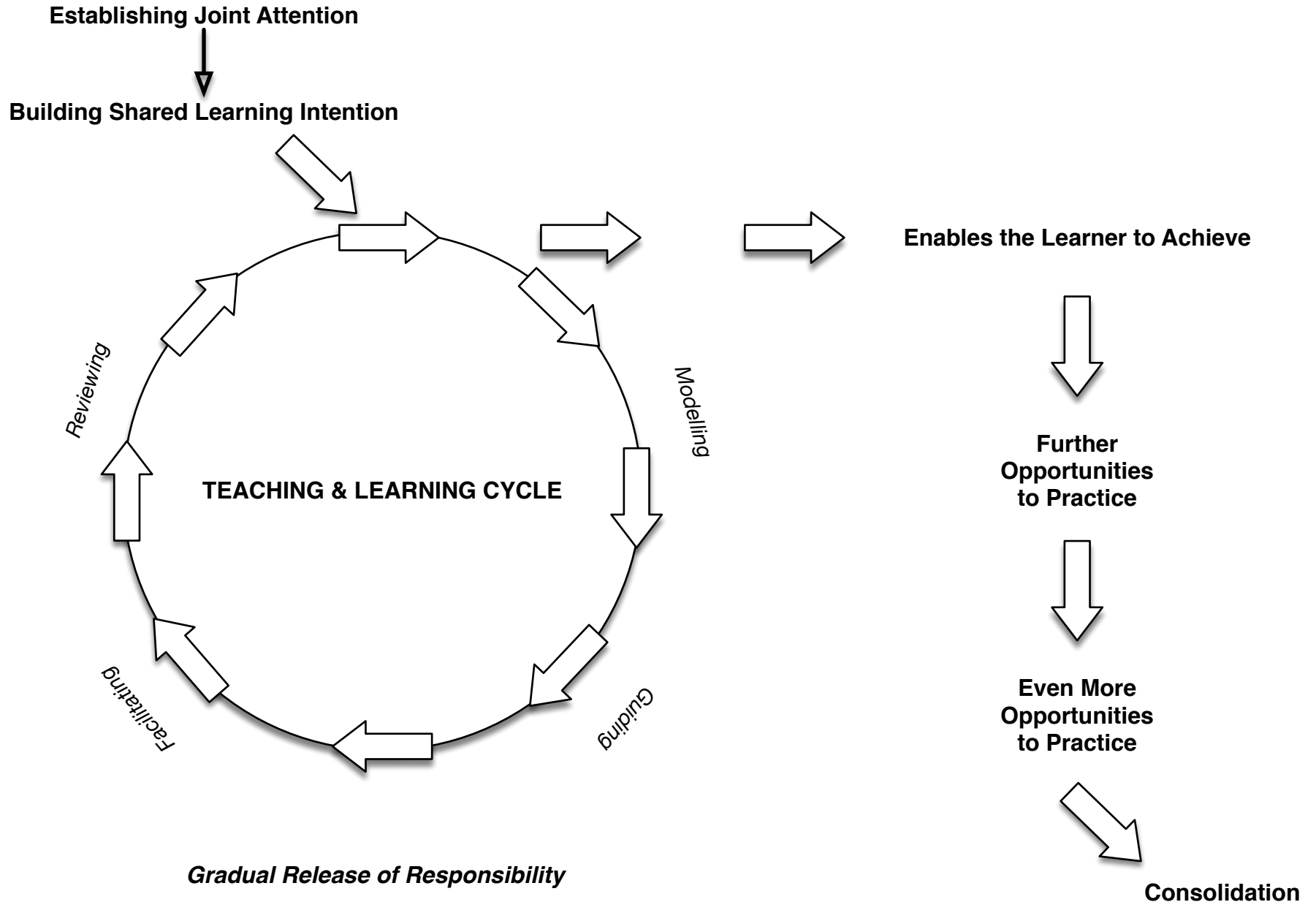
For example,

when a child is learning to sew or set the table, adults may step in and help with the trickiest or most difficult part — threading the needle or taking the breakable glasses down from the top shelf.

In classrooms, teachers help students with the research before sending them to the library. When a student is stuck because here she can't find information on a given topic, the teacher may suggest a new search term or help the student narrow the topic.

Gradually, as competence increases, the teacher seeds more control to the learner. To be successful, the learner must also come to understand and take ownership of the goal.

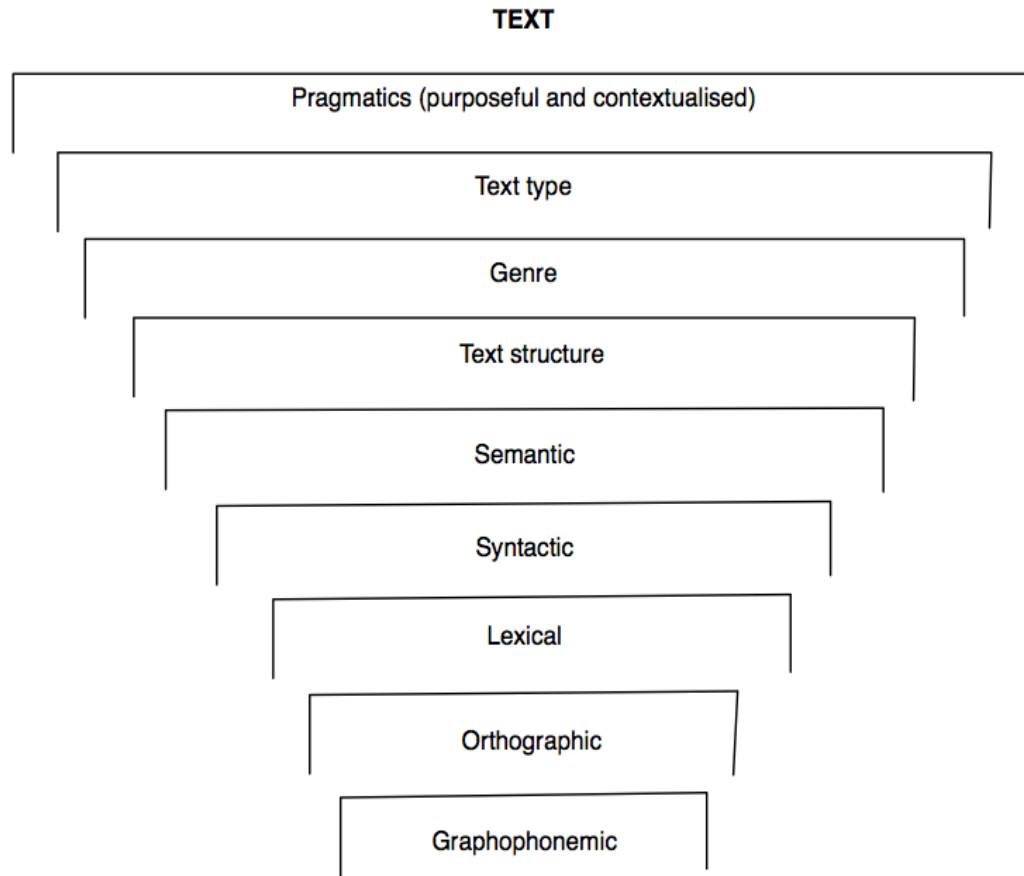




STEP TO LITERACY BRIEFLY ...



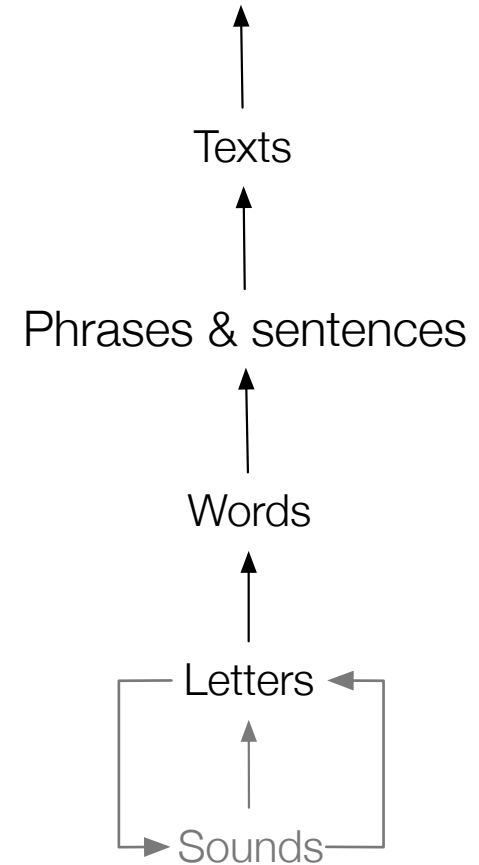
Basic literacy terms ...



* diagram modified from Kucer, S (2005). Dimensions of literacy: a conceptual base for teaching reading and writing in school settings. (p. 42) New Jersey: Lawrence Erlbaum Associates.

Also include other elements such as graphs, tables, illustrations, etc.

... such as poems, reports, descriptions, recipes signs, etc



LEVELS OF PROCESSING FOR READING COMPREHENSION

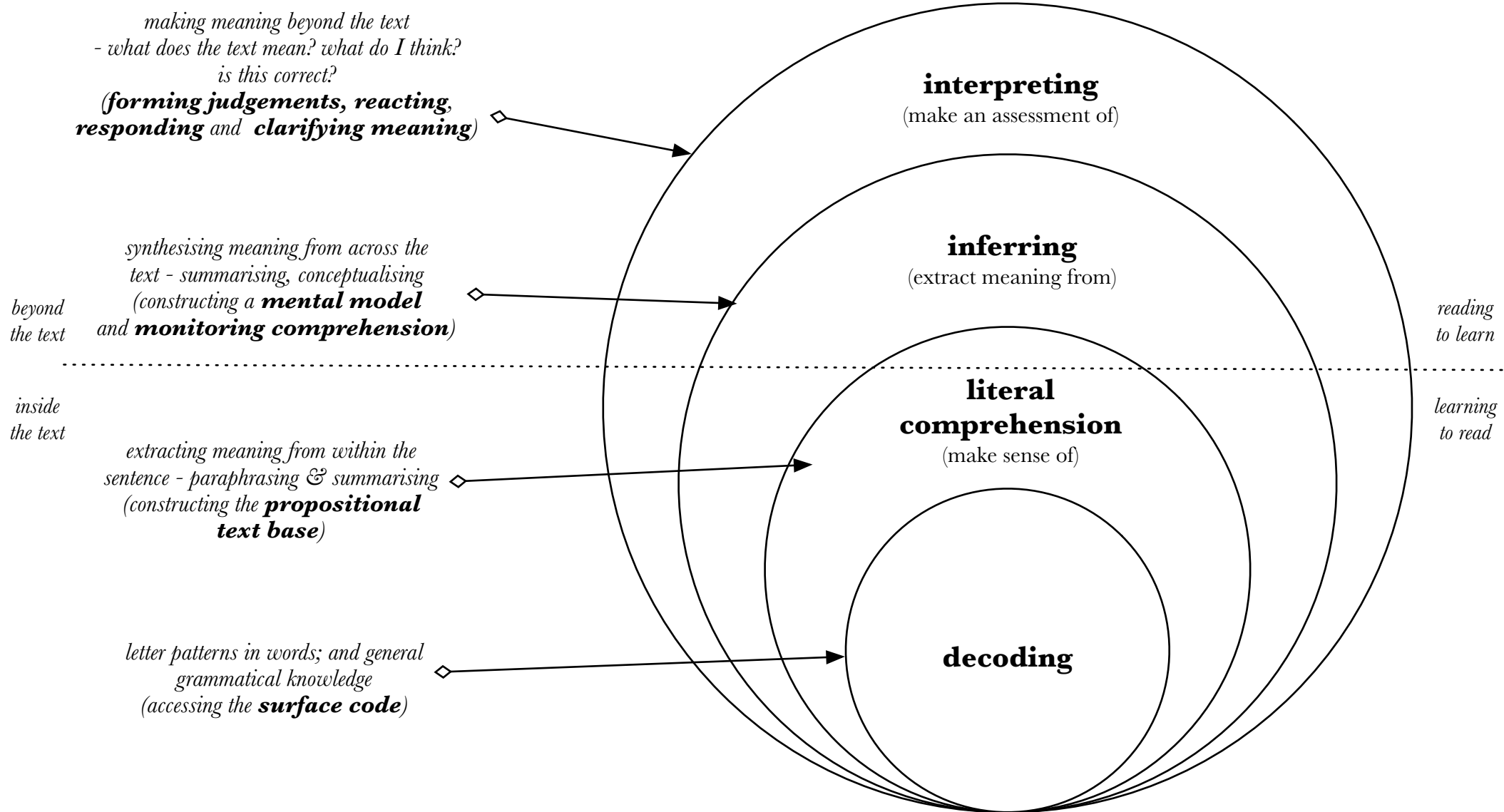
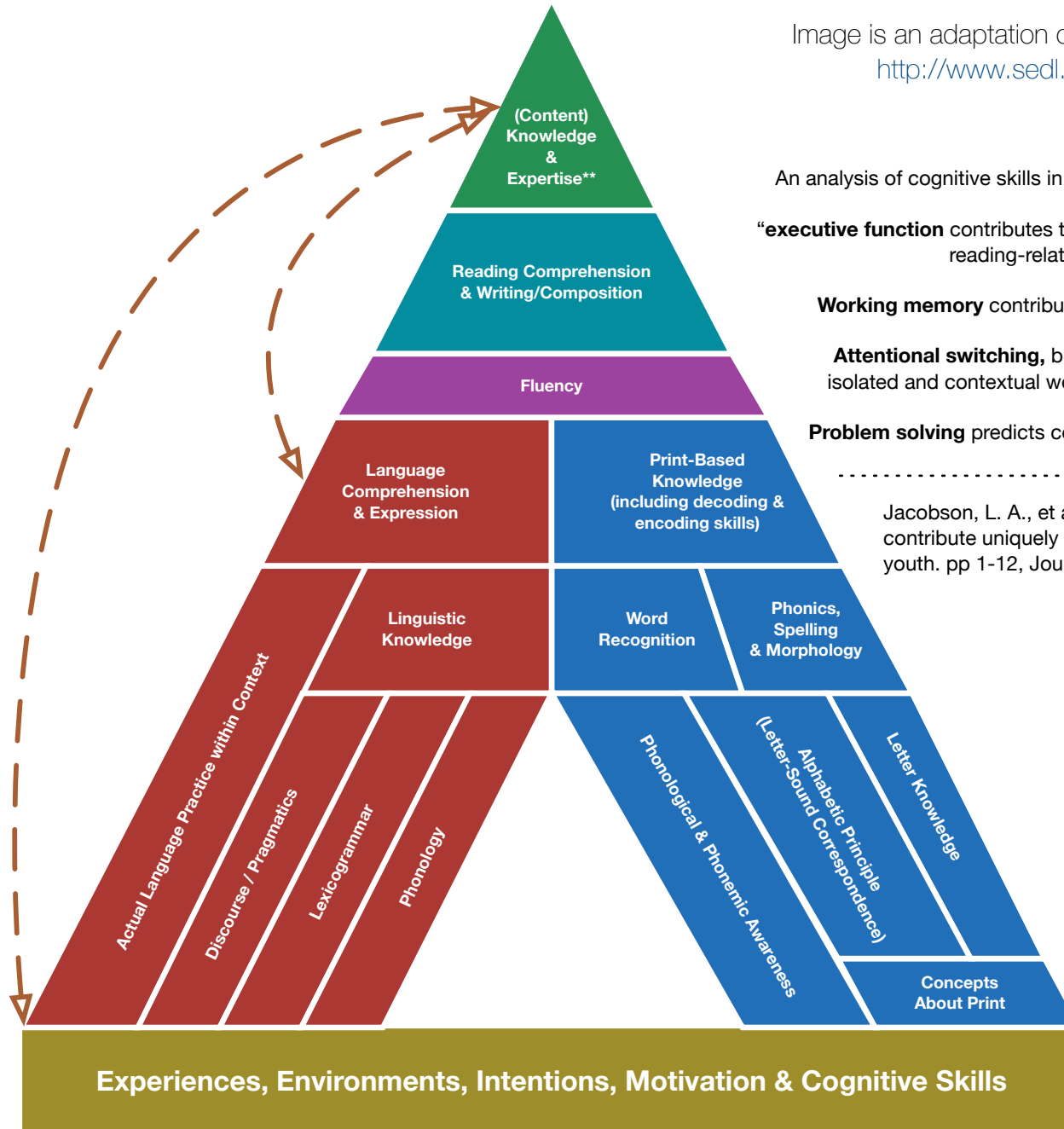


Image is an adaptation of the SEDL reading framework:
<http://www.sedl.org/reading/framework/>



An analysis of cognitive skills in language/literacy learning reveal how
 “**executive function** contributes to reading performance, over and above reading-related language skills.

Working memory contributes to all components of reading;

Attentional switching, but not problem solving, contributes to isolated and contextual word reading and reading fluency.

Problem solving predicts comprehension." (Jacobson, et al., 2016)

.....
 Jacobson, L. A., et al. (2016). Executive functions contribute uniquely to reading competence in minority youth. pp 1-12, Journal of learning disabilities.



Literacy Modelling

Examining, Using, Acting, Analysing, Critiquing, Debating, Discussing & Judging

Synthesising, Conceptualising, Predicting, Extending, Reacting, Responding & Learning

Paraphrasing, Summarising, Visualising, Representing, Clarifying

applying
higher
order
skills

Monitor Understanding/ Discuss / Ask -
Develop Mental Model/Simulations -
Engage with the Propositional Base -
Engage with the Surface Code -
Coordinate Attention, Concentration & Intention

- Interpret/Assess/Analyse/Use
- Infer/Conclude/Engage
- Comprehend
- Decode

Composing (including Invented Spelling)

Reading (for Fluency & Comprehension)

Grammatical Competence / Words Fall Into Place in Sentences / Rich, Juicy Sentences

Full Phoneme Segmentation / Word Construction / Word Recognition

combined
with
phonemic
awareness
and oral language

Spell it from Knowledge -
Coordinate Strategies -
Spell it by Rule -
Spell it by Pattern -
Spell it like it Sounds -

- Word Recognition
- Phoneme Segmentation Ability
- Concept of Word in Text
- Beginning Consonant Knowledge

Recognising Familiar Words (e.g. name, high frequency words, phonically regular words)

Learning Letter-Sound Correspondence (as well as Syllable Conventions)

Recognising/Identifying/Naming Letters (the Alphabet)

Concept of Words; Distinguishing Letters from Words

Concept of Print

Phonological / Phonemic Awareness

<https://youtu.be/OpT1Sz3XZqk>

<https://youtu.be/ij2rBxKRZScC>

Language Modelling



“The boy or grown-up learns what one might call specific technical languages.”
Wittgenstein

“As the child learns his speech, or ... learns specific codes, he learns the requirements of his social structure.”
Basil Bernstein

“When children learn language ... they are learning the foundation of learning itself.” M.A.K. Halliday

Age: 12+ Social Discourse - navigating content, places & people by acting civically, academically socially & economically

lingo	audiences	forms	content	contexts & cultures
codes; discourse; vernacular; jargon	registers; (e.g. informal, formal) modality	navigating ways of speaking	semiotic domains or domains of knowledge	discourse communities; people

Age: 9 - 12: Conventional Language Dimensions
variation between the dimensions can be detected as a consequence of learning.

Discourse	Grammar	Vocabulary
the learner's uses of language grow due to social & school experiences	the learner's grammatical control broadens, grows more flexible & is adaptable	the learner's words reflect cultural experiences, academic learning & reading

Age: 7 - 9: Two Levels
of language development are detected. There is a lower-order level - consisting of vocabulary & grammar development - and a higher level in which the child structures “the spoken text”

Higher Level
At the higher level, the child is learning methods to construct his or her messages, otherwise known as discourse conventions (e.g. storytelling)

Lower Level
At the lower level, the child is learning his/her vocabulary, grammar and phonology skills. The learner is concerned with the accuracy of language

Age: 3 - 6: Unidimensionality - Whilst there are multiple dimensions to language - vocabulary, grammar, pragmatics and phonology - these dimensions are intricately intertwined when a child is learning language. Children learn to use words in the context of daily life and their sentences mature in this practical context. We describe language development as unidimensional at this stage, because the dimensions are so inseparable.

“It is ... possible to instruct people in the use of the language. Such instruction involves correction and drill.” (Garver, 1996, pg 165)

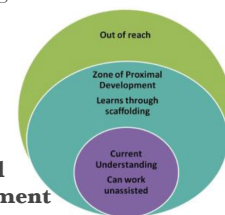
... drilling is not enough; it must be supplemented by training into the practice. (Moyal-Sharrock 2010, pg 5)

“When a child learns language it learns at the same time what is to be investigated and what not.” Wittgenstein

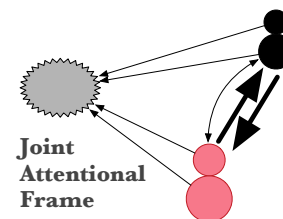
“We forget that we learn language and learn the world together.” Stanley Cavell

“When we focus on rich, engaging, meaningful content and experiences, then language seems to take care of itself.” Catherine Snow

Zone of Proximal Development



Joint Attentional Frame



“As children’s perceptual and attention abilities grow, they engage with the most important precursor for reading, early language development, and with it the pivotal insight that things like ponies and dogs have names” (Wolf, 2008)

30 Million WordGap
<https://youtu.be/OJ4yNRaPx24>

BACK TO GENERAL DISCUSSION ...



Name: _____ **Age:** _____

School: _____ **Grade:** _____

Notes:

NSW Literacy Continuum

<i>Print Concepts</i>	<input type="checkbox"/>	<i>Speaking</i>	<input type="checkbox"/>
<i>Phonemic Awareness</i>	<input type="checkbox"/>	<i>Vocabulary</i>	<input type="checkbox"/>
<i>Phonics</i>	<input type="checkbox"/>	<i>Writing</i>	<input type="checkbox"/>
<i>Reading/Fluency</i>	<input type="checkbox"/>	<i>Comprehension</i>	<input type="checkbox"/>

Chall's Literacy Stage

Fountas & Pinnell

Progressive ELL Stages

Silent / Early Production / Productive / Intermediate Fluency / Advanced Fluency

Words Their Way (Spelling)

Early / Middle / Late Emergent / Alphabetic / Within Word / Suffix-Affix / Derivational

ESL Scales

<i>Reading & Responding</i>	<i>Oral Interaction</i>	<i>Writing</i>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

EAL/D Progression

K - 2	3-6	7 - 10
<i>Speaking</i>	<i>Listening</i>	<i>Writing</i>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Reading</i>		
<input type="checkbox"/>		

Numeracy Continuum

1	2	3	4	5	6	7	Aspects
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Other Areas of Possible Assessment Data

Oral Language <i>(tests, results & comments)</i>		Cognitive Development <i>(tests, results & comments)</i>	
Concepts of Print <i>(tests, results & comments)</i>	Phonemic Awareness <i>(tests, results & comments)</i>	Phonics/Spelling <i>(tests, results & comments)</i>	Sight Words/High Frequency <i>(tests, results & comments)</i>

Accomplished

Currently Developing

Age/Grade Expectations

--	--	--

Fluency Observations

Fluency Observations <i>(tests, results & comments)</i>			
Date: Results/Observation:	Date: Results/Observation:	Date: Results/Observation:	Date: Results/Observation:
Vocabulary <i>(tests, results & comments)</i>	Writing <i>(tests, results & comments)</i>	Comprehension <i>(tests, results & comments)</i>	Numeracy <i>(tests, results & comments)</i>

Goals and Action Plan

Motivation/Self-Concept

(tests, results & comments)

Quality of Instruction/Language Interaction

(tests, results & comments)

Quality of Learning Environments

(tests, results & comments)

--	--	--

MY GOALS FOR INDIVIDUALS/CLASSES ARE:

Teacher/Class/Student:

Dates/Term:

from:

to

Big picture goal or question being pursued in the learning:

Out of Reach
(for the time being)

Zone of Proximal Development
Can Learn Through Scaffolded Assistance

Current Understanding
Can Do Unassisted

	Element	Goals	How?
<input type="checkbox"/>	oral language (general)		
<input type="checkbox"/>	vocabulary development		
<input type="checkbox"/>	grammatical development		
<input type="checkbox"/>	phonemic awareness		
<input type="checkbox"/>	concepts of print (print awareness)		
<input type="checkbox"/>	alphabetic knowledge		
<input type="checkbox"/>	further letter-sound knowledge		
<input type="checkbox"/>	blending of sounds/ letters		
<input type="checkbox"/>	forming & recognising words		
<input type="checkbox"/>	using & exploring words		
<input type="checkbox"/>	sentence writing		
<input type="checkbox"/>	text writing		
<input type="checkbox"/>	reading practice & fluency		
<input type="checkbox"/>	reading / viewing comprehension		
<input type="checkbox"/>	writing, composing & representing		
<input type="checkbox"/>	developing knowledge, questions & interests		
<input type="checkbox"/>	speaking, listening collaborating & discussing		
<input type="checkbox"/>	numeracy & mathematics		
<input type="checkbox"/>	confidence, trust, initiative & risk taking		

Focus Areas	Monitoring	Achievement
Resources Available in the Environment - it is well documented that environmental factors play a significant role in predicting literacy development. Children benefit from access to books (including age-appropriate books), stationary resources, educated parents/adults, effective teacher and opportunities to expand knowledge.	<input type="checkbox"/>	
Socio-Emotional Development - it is also well documented that children are better positioned to learn if they have a strong self-concept, have high learning expectations, are motivated and engaged and feel a sense of safety and trust with learning environments and amongst peers.	<input type="checkbox"/>	
Cognitive Development - effective learners can attend/concentrate, recognise and recall information, and notice patterns within the learning. Learners are also skilled at monitoring their learning, developing rules and extracting generalisations. <i>(NB: also can attend to situated cognition.)</i>	<input type="checkbox"/>	
General Language Development - Language development serves as the cornerstone of literacy development. It is well documented that children with language delays are prone to struggle with literacy. Even though there are many aspects of language development, the following are considered the (broad) areas of language skills: phonology, vocabulary, grammar and pragmatics/use.	<input type="checkbox"/>	
Phonological and Phonemic Awareness - Even though language is the foundations for literacy, language skills alone will not lead to literacy. Learners must become attuned to the sounds within words if they are going to become proficient at matching letters to sounds. Phonemic awareness involves the following skills: listening, sensitivity to rhyme, identifying words within sentences, identifying syllables within words, identifying onset and rime, noticing individual sounds, and matching sounds to letters. <i>(NB: full phonemic segmentation)</i>	<input type="checkbox"/>	
Letter/Alphabet Knowledge - The Alphabetic Principle is the interface between language and literacy. Learners begin this journey by learning main letter names, learning their sounds, learning to write those letters and learning to combine those letters to form familiar words, such as the learner's name. <i>(NB: invented spelling)</i>	<input type="checkbox"/>	
Decoding & Encoding (Spelling) Ability - Unlike its analytical counterpart <i>(described below)</i> , a synthetic approach to phonics provides a more deliberative and cumulative approach to learning the elegance and intricacies of "the code". Please refer to the phonics cycle for more information on the stages of phonics/orthographic development.	<input type="checkbox"/>	
Word Recognition & Word Construction Skills - Ultimately, the goal is to ensure that learners can rapidly recognise and write words fluidly in literacy acts, including high frequency words, common vocabulary and more advanced vocabulary.	<input type="checkbox"/>	
Morphological Development - It is one thing to learn the alphabetic principle, it is another thing to learn the meaningful patterns within words, such as features that identify verb tense, part of speech or a word's meaning. These can be deciphered by understanding the prefixes, suffixes and Latin/Greek roots in English. <i>(NB: word families)</i>	<input type="checkbox"/>	

Focus Areas	Monitoring	Achievement
Analysing Words - equipped with language, with phonemic awareness with alphabetic/morphological knowledge and some additional support, the learner has the tools to begin analysing known (oral) words and encoding them into print <i>(a.k.a. invented spelling)</i> . Known as an analytical approach to phonics, it is one way to employ a problem-solving approach to discovering the patterns of print.	<input type="checkbox"/>	
Vocabulary Development - Vocabulary knowledge is one of the greatest determinants in reading comprehension. For equipped readers, reading is the source of new vocabulary encountered during wide reading. For struggling readers, the vocabulary in books can be a significant stumbling block to comprehension.	<input type="checkbox"/>	
Mechanics of Writing and Representing - In addition to "word reading fluency", it is important that learners develop the skills to write and represent rapidly and fluidly, so that the mechanics of writing do not disrupt the process of transcribing ideas onto the page. <i>(NB: handwriting)</i>	<input type="checkbox"/>	
Sentence Construction & Grammatical Knowledge - In the end, literacy isn't about letters and words. It is about the composition and comprehension of messages, and these messages are initially expressed in sentences of varying structures and ingredients.	<input type="checkbox"/>	
Ability to Construct and Read Diverse Texts - If literacy isn't about merely letters and words, then it isn't merely about sentences either. Effective learners are able to recount, describe, narrate, explain, persuade, review, inform and more. To achieve this, learners receive appropriate scaffolding from adults to guide the construction/interpretation of texts.	<input type="checkbox"/>	
Organising, Developing & Applying Knowledge - Literacy is not only about language and print, though. Effective comprehension and composition require learners to form concepts, images, and (mental) models, which they organise - in turn - find the words to express. <i>(NB: using images, drama and mind mapping to organise and sequence ideas and relations.)</i>	<input type="checkbox"/>	
Demonstrated Skills of an Effective Reader - Effective readers do not merely read accurately the words on the page. They must be visualise, conceptualise, summarise, question, interpret, react, evaluate and synthesise. They must develop opinions and critique/analyse.	<input type="checkbox"/>	
Demonstrated Skills of an Effective Writer - Writing juicy sentences is one thing. Writing engaging, effective texts is another. Across a learner's lifespan, he/she will need to deliberate over the writing process to compose a variety of texts for a variety of audiences and purposes.	<input type="checkbox"/>	
Demonstrated Ability to Engage in Discussions - Behind every text is a conversation. Texts ask and answer questions. Questions propel deep comprehension, and help readers understand an author's purpose. Knowing the audience's questions also helps structure what we write.	<input type="checkbox"/>	
Demonstrated Skills of an Effective Learner - Effective learners are goal-oriented, inquisitive, strategic and patience. They have an image of the outcome and work toward that outcome with the support and guidance of others. They also actively seek out the support to resolve questions and uncertainty.	<input type="checkbox"/>	

Case Study #1

Student #1 is in Year 9. The following features are consistently found in the student's language profile:

For written language:

- simple sentences with normal sentence order
- simple but effective use of vocabulary
- few uses of transitional phrases in writing
- effective use of paragraphs (e.g. one paragraph per topic with topic sentences)
- some knowledge of grammatical terms (e.g. nouns, verbs)
- accurate spelling and neat handwriting

For reading:

- comprehension is accurate if text uses many features of student's written language profile:
 - statement-oriented simple sentences
 - common vocabulary (or at least limited technical terms)
 - short paragraphs (approx. 100 words)
 - concrete language with common abstract language (e.g. beautiful)
- can read for facts but struggles to record to comment on the main ideas of longer texts.

For oral language:

- will engage in oral discussion
- is not self-conscious at expressing self
- reasonable comprehension as long as speaker does not speak quickly and at length

For representation:

- limited familiarity with mindmaps

DEMANDS IN CLASS:

- In English, focusing on descriptive writing in preparation of writing a story,
- In History, must write an empathy piece where students imagine they have received a land grant to "go bush" for the wool industry.
- In Science, needs to present results from an experiment and draw conclusions. This requires compound sentences and may requires complex sentences.



Case Study #2

Student #2 is in Year 11. The following features are consistent with the student's language and learning profile.

Amongst the student's courses is Senior Science. The student is particularly motivated to do well in this subject.

For written language,

- A functional level of vocabulary, but at times limited with technical vocabulary;
- Is able to communicate in compound sentences to show causation.
- Finds it difficult to alter (edit) the order of a sentence.
- Demonstrates detailed information extracted from notes;
- Paragraphs lack topic sentences that introduce relevance of subsequent information;
- Fails to structure (layout) texts consistent with text type demanded

For reading,

- The student's comprehension of general texts is adequate
- Student tends to read through information with verbal accuracy, but finds it difficult to paraphrase or summarise the reading.
- Student tends to note down too many details when reading.

For oral language,

- Can be reluctant to engage in discussion
- Can write down accurately from dictation.
- When talking, the student is focused on noting down the "right answer"

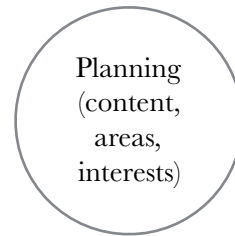
For representing,

- does not use mindmaps or tables to organise information
- reluctant to plan

DEMANDS IN CLASS:

- To research a cancer disease and discuss methods of treatment.
- The student struggles pursuing research-based questions like this. In particular, the student needs to know what sub-questions he or she needs to answer in order to satisfy the task question;
- Student needs to present information orally. The student gains the information but struggles with how to "begin each section".





Does the unit allow focus on ... ?

Early Language	Phonemic Awareness	Spelling	More Language/Vocabulary	Writing (General)	Disciplinary (Content) Literacy
Early Vocabulary	Phonics	Syntax	Speaking & Listening	Writing (Genres)	Sythesising Inforamtion
Print Awareness	Shared Reading	Fluency	Reading (Guided/Independent)	Content & Strategic Knowledge	Apply Multiple Perspectives

“Although a mastery orientation in the classroom contributes to motivation, students need a content focus.” (John Guthrie, 2001)

Content

Choosing and assessing content is a highly important and sensitive task. Accepted wisdom tells us that we should build from students’ interests as well as prepare students for present and future demands. We must:

- recognise the funds of knowledge that students bring to the classroom
- make time for learners to build language and literacy skills in context and through experience.
- consider the “semiotic domains” or knowledge areas of learning and prepare learners to navigate a diverse array of fields and modes of thinking.

When planning one must consider both the content area and the depth of understanding that is desired/required. In other words, one must consider both the topic, the content and the desired/planned outcomes.

(Possible) Content Areas

Desired Outcomes (nb: consider Bloom’s taxonomy for learning verbs)

“Experts [agree] that emerging readers [and writers], no matter which reading philosophy is followed, have to practice, practice, practice.” (You Need /r/ /ee/ /d/ to Read) <http://www.gse.harvard.edu/news/ed/11/01/you-need-r-ee-d-read>

Core Language/Literacy Skills and Practices

- is developing oral language skills (including general communications and vocabulary skills)
- is print aware - attends to / focuses on print
- has achieved concept of word - accurately identifies words in text
- knows the 26 letter of the alphabet
 - 21 consonants and 5 vowels (or 6 if you include “y”)
- is phonologically and phonemically aware
 - seven steps (listening, rhyme, words/sentences, syllables, onset-rime, phonemes, letter-sounds)
 - and achieves full phonemic segmentation of words
- has developed letter-sound correspondence ... by this stage, a learner is using one’s phonemic awareness to sound out and spell words
- understands phonics, including decoding and spelling skills
 - single syllable CVC
 - single syllable CVC-e
 - within word patterns
 - multisyllabic words
 - advanced phonograms
 - affixes, suffixes, roots
 - inflectional endings
- is learning words (i.e. developing vocabulary) and is understanding how words work
 - spelling; part of speech; synonyms; in context, etc;
- is stringing words together into sentences - orally and in print
 - grammatical order/function; morphology/inflections
- is drafting/writing diverse text types - interactively, jointly & independently
- is making age-appropriate progress with reading fluency
 - rate, accuracy, expression, stamina, comprehension
- is continuing to develop in oral language/discourse
 - speaking and listening skills; turn taking
- is developing general strategies of reading comprehension
- is mastering practical elements of written/compositional practice
- is acquiring knowledge, interests, problem solving skills, critical thinking skills & learning strategies

Activity Plan

CENTRAL ACTIVITY/FOCUS/CONTENT:

CONTENT GOALS:

LANGUAGE/LITERACY GOALS:

PLAN:

MODE OF ASSESSMENT:

“[In] a developmental theory, literacy is not a single skill that simply gets better with age or instruction, as a sprinter’s running time gets better with practice and conditioning. Being literate is a very different enterprise for the skilled first grader, fourth grader, high school student, and adult, and the effects of school experiences can be quite different at different points in a child’s development.” (Snow, et al., 1991, pg 6)

Intensive & Extensive Instruction



A model for a balanced reading curriculum (Anderson, 2014, p. 179)

Anderson, N. (2014). Holding in the Bottom While Sustaining the Top: A Balanced Approach for L2 Reading Instruction. Retrieved July 17, 2014, from <http://www.readinghorizons.com/webinars/holding-in-the-bottom-while-sustaining-the-top-a-balanced-approach-for-l2-reading-instruction>

FIGURE 6
Completed Intervention Reader Lesson Plan for Level 1

<p>FLUENCY (REREADING)</p> <p><input checked="" type="checkbox"/> Reread text, selected pages, or poetry Text: <u>The Nest on the Beach by Annette Smith</u></p>	<p>FLUENCY EXTENSION(S)</p>
<p>WORD STUDY</p> <p>Level 1 <input type="checkbox"/> Level 2 <input type="checkbox"/> Week: <u>3</u> Vowel Pattern Focus: <u>Short o, a, e, _or</u></p> <p><input checked="" type="checkbox"/> Open Sort: (day 1 only) <input type="checkbox"/> Sound Boxes (day 2) <input type="checkbox"/> Spelling Sort (days 3–5) <input type="checkbox"/> Teacher-dictated sentence: <u>Were you born on the west shore?</u></p> <p>Level 3 <input type="checkbox"/> Feature Focus: _____</p> <p><input type="checkbox"/> Open Sort: (day 1 only) <input type="checkbox"/> Spelling Sort <input type="checkbox"/> Word Meaning discussion <input type="checkbox"/> Student-Generated Sentences to show meaning</p>	<p>WORD STUDY EXTENSION(S)</p> <ul style="list-style-type: none"> Sort cards and write sorts in word study notebooks. Choose one word from each pattern and write a sentence.
<p>COMPREHENSION (NARRATIVE TEXT)</p> <p>New text: _____</p> <p>Before Reading</p> <p><input type="checkbox"/> Activate and build background knowledge <input type="checkbox"/> Preview vocabulary: _____</p> <p><input type="checkbox"/> Set a purpose</p>	<p>COMPREHENSION (INFORMATIONAL TEXT)</p> <p>New text: <u>The Dolphins by Rose Insema</u></p> <p>Before Reading</p> <p><input checked="" type="checkbox"/> Activate and build background knowledge <input checked="" type="checkbox"/> Preview text features and structure</p> <p><input checked="" type="checkbox"/> Preview vocabulary: <u>breathe, smooth, fin, hole, whole</u></p>
<p>During Reading</p> <p><input type="checkbox"/> Teacher/student questions: _____</p> <p><input type="checkbox"/> Discussion/teaching points: _____</p> <p>Notes: _____</p>	<p>During Reading</p> <p><input checked="" type="checkbox"/> Teacher/student questions: _____</p> <p><input checked="" type="checkbox"/> Discussion/teaching points: <u>How do dolphins breathe?</u></p> <p>Notes: _____</p>
<p>After Reading</p> <p>Summarize</p> <p><input type="checkbox"/> Plot/story elements <input type="checkbox"/> Character (traits, motivations, point of view) <input type="checkbox"/> Setting (mood, importance) <input type="checkbox"/> Events (sequencing) <input type="checkbox"/> Conflict and resolution <input type="checkbox"/> Theme Notes: _____</p>	<p>After Reading</p> <p>Summarize</p> <p><input checked="" type="checkbox"/> Main ideas and essential details <input type="checkbox"/> Compare and contrast <input type="checkbox"/> Sequence <input type="checkbox"/> Cause and effect, or problem and solution Notes: _____</p>
<p>WRITTEN COMPREHENSION EXTENSION(S): <u>Design a poster: The Top Five Things About Dolphins</u></p> <p>Notes: _____</p>	

FIGURE 8
Completed Intervention Reader Lesson Plan for Level 3

<p>FLUENCY (REREADING)</p> <p><input checked="" type="checkbox"/> Reread text, selected pages, or poetry Text: <u>Never Teach Your Dog to Read</u></p>	<p>FLUENCY EXTENSION(S)</p> <p>Reread poem with partner</p>
<p>WORD STUDY</p> <p>Level 1 <input type="checkbox"/> Level 2 <input type="checkbox"/> Week: _____ Vowel Pattern Focus: _____</p> <p><input type="checkbox"/> Open Sort: (day 1 only) <input type="checkbox"/> Sound Boxes (day 2) <input type="checkbox"/> Spelling Sort (days 3–5) <input type="checkbox"/> Teacher-dictated sentence: _____</p> <p>Level 3 <input checked="" type="checkbox"/> Feature Focus: <u>Prefixes</u></p> <p><input type="checkbox"/> Open Sort: (day 1 only) <input type="checkbox"/> Spelling Sort <input checked="" type="checkbox"/> Word Meaning discussion <input checked="" type="checkbox"/> Student-Generated Sentences to show meaning</p>	<p>WORD STUDY EXTENSION(S)</p> <p>Student will write a sentence with selected words (checking for understanding)</p>
<p>COMPREHENSION (NARRATIVE TEXT)</p> <p>New text: <u>The Hare and the Tortoise by Jenny Giles</u></p> <p>Before Reading</p> <p><input checked="" type="checkbox"/> Activate and build background knowledge <input checked="" type="checkbox"/> Preview vocabulary: <u>boasting, meadow, willow tree, plodded</u> <input checked="" type="checkbox"/> Set a purpose</p>	<p>COMPREHENSION (INFORMATIONAL TEXT)</p> <p>New text: _____</p> <p>Before Reading</p> <p><input type="checkbox"/> Activate and build background knowledge <input type="checkbox"/> Preview text features and structure <input type="checkbox"/> Preview vocabulary: _____</p>
<p>During Reading</p> <p><input checked="" type="checkbox"/> Teacher/student questions: <u>Encourage students to give evidence to support predictions</u> <input checked="" type="checkbox"/> Discussion/teaching points: <u>What is the illustrator trying to show us in this picture?</u></p> <p>Notes: <u>Discuss point of view from other characters.</u></p>	<p>During Reading</p> <p><input type="checkbox"/> Teacher/student questions: _____</p> <p><input type="checkbox"/> Discussion/teaching points: _____</p> <p>Notes: _____</p>
<p>After Reading</p> <p>Summarize</p> <p><input type="checkbox"/> Plot/story elements <input checked="" type="checkbox"/> Character (traits, motivations, point of view) <input type="checkbox"/> Setting (mood, importance) <input type="checkbox"/> Events (sequencing) <input type="checkbox"/> Conflict and resolution <input type="checkbox"/> Theme Notes: _____</p>	<p>After Reading</p> <p>Summarize</p> <p><input type="checkbox"/> Main ideas and essential details <input type="checkbox"/> Compare and contrast <input type="checkbox"/> Sequence <input type="checkbox"/> Cause and effect, or problem and solution Notes: _____</p>
<p>WRITTEN COMPREHENSION EXTENSION(S): <u>Rewrite the story from the tortoise's point of view</u></p> <p>Notes: _____</p>	

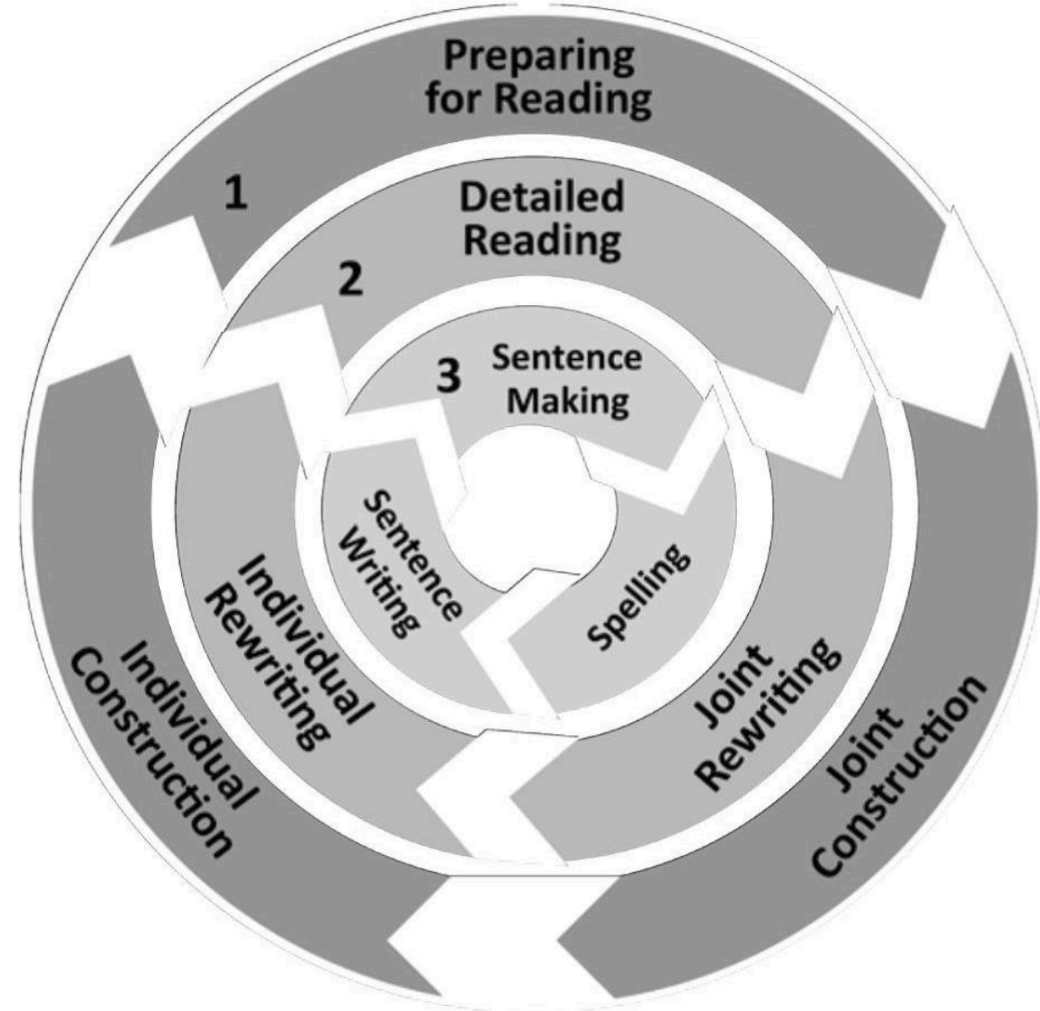


For Writing



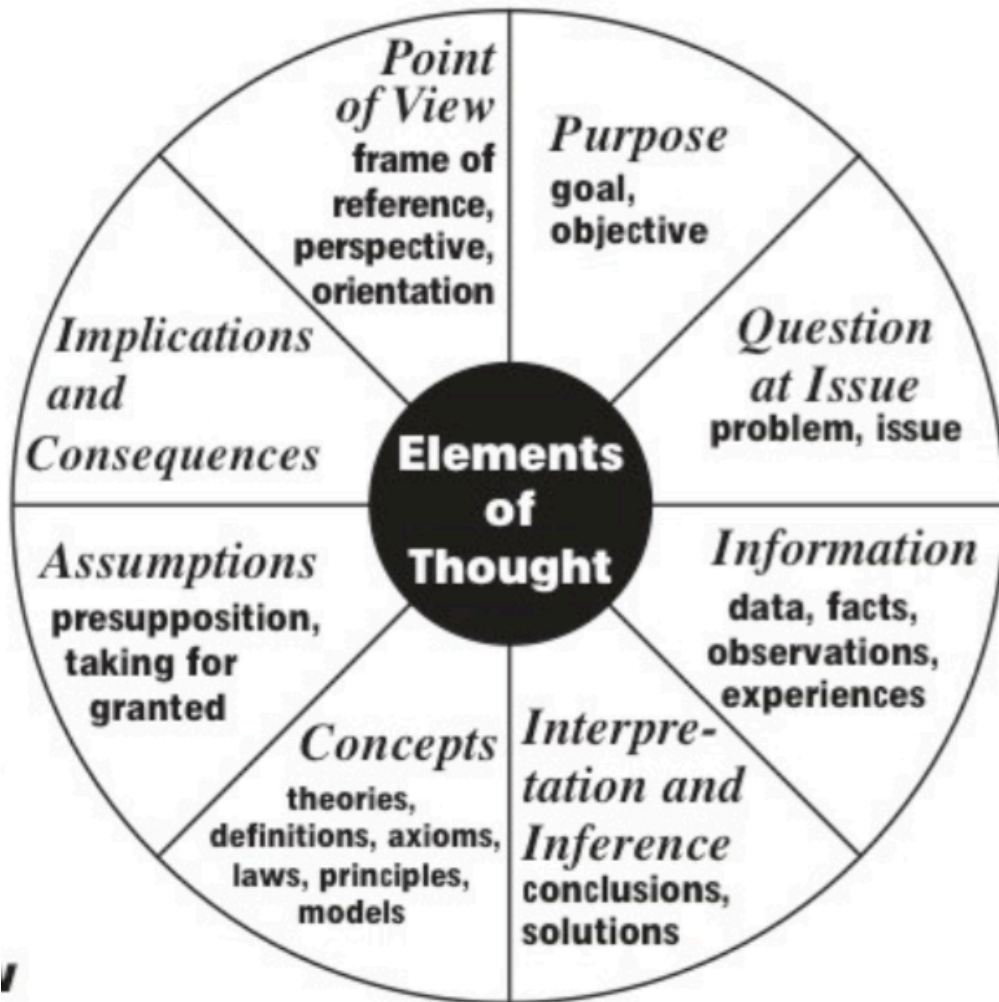
Rose, D., & Martin, J. R. (2012). Write it Right/the Right to Write. In Learning to Write/Read to Learn: Genre, Knowledge and Pedagogy in the Sydney School (pp. 84–132). Sheffield: Equinox Publishing.

For Reading



Rose, D., & Martin, J. R. (2012). Reading to Learn. In Learning to Write/Read to Learn: Genre, Knowledge and Pedagogy in the Sydney School (pp. 133–234). Sheffield: Equinox Publishing.





Cognitive Strategies Sentence Starters

Planning and Goal Setting

- My purpose is. . .
- My top priority is. . .
- To accomplish my goal, I plan to. . .

Tapping Prior Knowledge

- I already know that. . .
- This reminds me of. . .
- This relates to. . .

Asking Questions

- I wonder why. . .
- What if. . .
- How come. . .

Predicting

- I'll bet that. . .
- I think. . .
- If _____, then. . .

Visualizing

- I can picture. . .
- In my mind I see. . .
- If this were a movie. . .

Making Connections

- This reminds me of. . .
- I experienced this once when. . .
- I can relate to this because. . .

Summarizing

- The basic gist. . .
- The key information is. . .
- In a nutshell, this says that. . .

Adopting an Alignment

- The character I most identify with is. . .
- I really got into the story when. . .
- I can relate to this author because. . .

Forming Interpretations

- What this means to me is. . .
- I think this represents. . .
- The idea I'm getting is. . .

Monitoring

- I got lost here because. . .
- I need to reread the part where. . .
- I know I'm on the right track because. . .

Clarifying

- To understand better, I need to know more about. . .
- Something that is still not clear is. . .
- I'm guessing that this means, but I need to. . .

Revising Meaning

- At first I thought _____, but now I. . .
- My latest thought about this is. . .
- I'm getting a different picture here because. . .

Analyzing the Author's Craft

- A golden line for me is. . .
- This word/phrase stands out for me because. . .
- I like how the author uses _____ to show. . .

Reflecting and Relating

- So, the big idea is. . .
- A conclusion I'm drawing is. . .
- This is relevant to my life because. . .

Evaluating

- I like/don't like _____ because. . .
- This could be more effective if. . .
- The most important message is. . .

FIGURE 3. Cognitive Strategies Sentence Starters

Olson, C. B., & Land, R. (2007). A cognitive strategies approach to reading and writing instruction for English language learners in secondary school. *Research in the Teaching of English*, 41(3), 269–303.

Paul, R. & Elder, L. (2005) A guide for educators to critical thinking competency standards. The Foundation for Critical Thinking. www.criticalthinking.org.



Build Skills & Confidence

Expand,
Organise, Apply
& Evaluate
Knowledge

Opportunities to
Read & Write,
Speak & Listen,
View & Represent

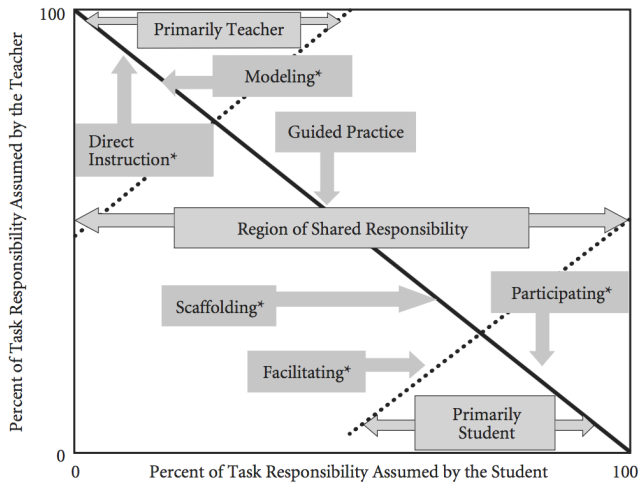
Develop
Practices



BIRD'S EYE VIEW . . .

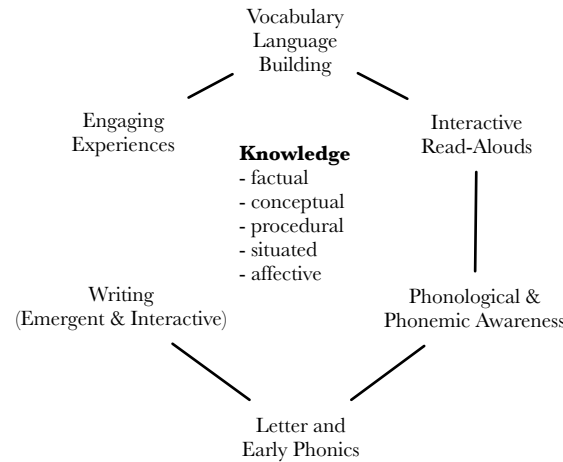


Figure 10.1. Gradual release of responsibility



In each stage, teachers should encourage a **Gradual Release of Responsibility** model. The teacher models skills, which - through practice - students master and apply independently. If students master subskills, this permits teachers to introduce/build more advanced and comprehensive reading, writing, and learning practices.

STAGE 0: Birth to 6 years old



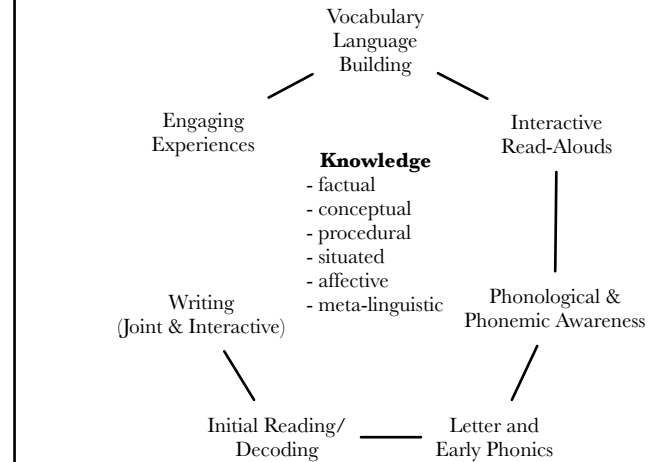
Focal Areas

early language, early vocabulary, print awareness, shared reading, letter recognition, phonemic awareness, early phonics, emergent writing, rich experiential learning

Assumptions/Expectations

*- children are progressing developmentally;
- children can access age-appropriate books;
- children are developing a rich vocabulary;
- children's language should be developing;
- children are encouraged to draw, scribble.*

STAGE 1: 6 to 7 years old



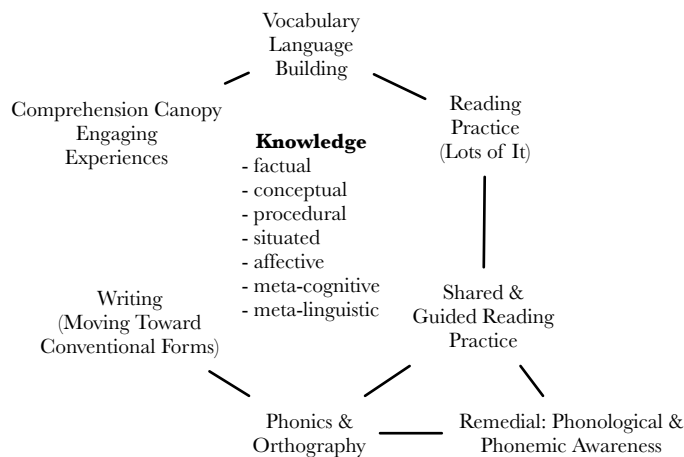
Focal Areas

direct, systematic instruction in letter/sound (phonic) patterns; developing basic & intermediate vocabulary; basic writing; shared/guided/interactive reading & writing; decodable texts - learning to read

Assumptions/Expectations

*- can form letters neatly and fluently
- spell consonant blends and digraphs
- spell VC-e long vowel patterns
- listen to and discuss stories read aloud
- write a recount; retell events*

STAGE 2: 7 to 9 years old



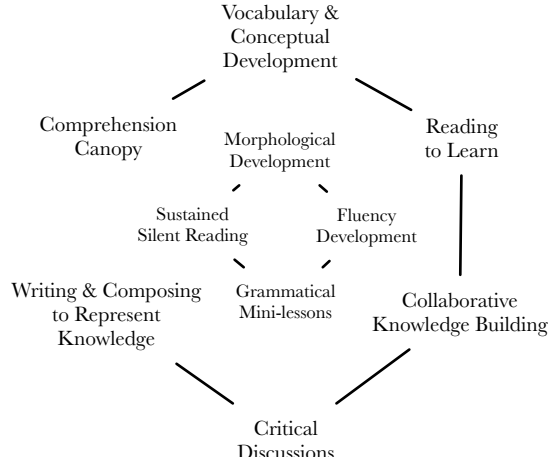
Focal Areas

continuing practice in constrained skills (phonics, spelling & grammar) with increased practice on reading for fluency, reading to learn, writing to express ideas, and writing purposefully; consolidating learning to read

Assumptions/Expectations

*- writes a letter, a narrative, an information report, a poem, instructions, a book report, etc
- writes complete, rich sentences
- reads age-appropriate texts with assistance.
- explores interesting, though familiar, topics*

STAGE 3: 9 to 14 years old



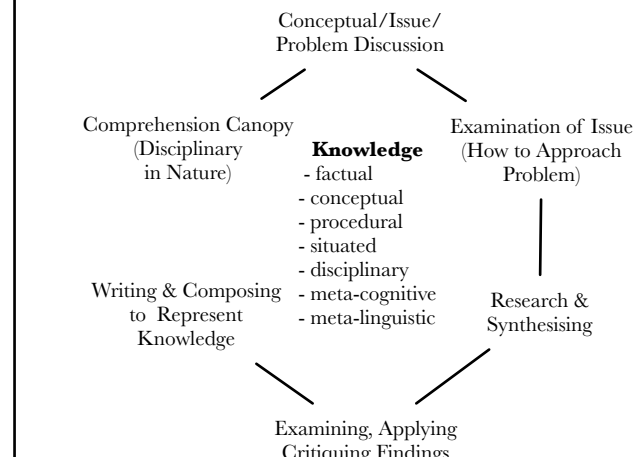
Focal Areas

consolidation of constrained skills whilst providing ample opportunities to explore topics through reading, writing, speaking, listening & viewing for a range of purposes in diverse knowledge areas.

Assumptions/Expectations

*- students have learnt to read;
- that differences in reading ability is influenced by "smarts"
- literacy "practice" is replaced by chances to learn how to read/write meaningfully*

STAGE 4: 15 to 18 years old



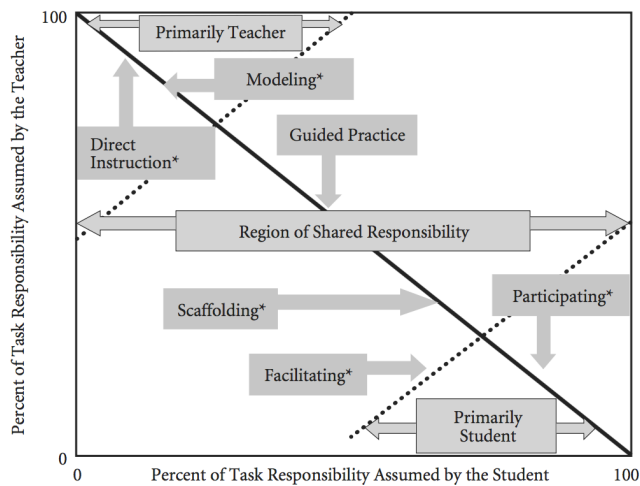
Focal Areas

learners are consolidating general reading, writing & learning strategies whilst being required to develop more sophisticated disciplinary knowledge & perspectives. Reading a range of complex materials

Assumptions/Expectations

*- can read in a sustained manner;
- can make meaning from what is read;
- has developed techniques to extract, record and assess knowledge;
- is able to compose a range of texts.*

Figure 10.1. Gradual release of responsibility



In each stage, teachers should encourage a **Gradual Release of Responsibility** model. The teacher models skills, which - through practice - students master and apply independently. ELL rates of learning are impacted by (a) levels of existing literacy (e.g in first language), (b) the quality and intensity of current instruction/opportunities, and (c) motivation perseverance.

Beginning (LLP to SPL) achieved in 0 to 6 months or more **Phase 1**
ESL Scales (Oral) Levels 1 - 2
CHARACTERISTICS

Key characteristic: Communication with peers is very limited, which in turn, hampers development of social language proficiency.

Student may continue speaking in his or her first language (L1).

Student is processing language, but oral communication is limited or nonexistent.

This period may last longer in very young students than students in later elementary.

APPROPRIATE INSTRUCTIONAL STRATEGIES

Particular instructional focus: Help children adapt to the classroom culture and establish instructional routines.

Tutors are responsible for up to 90% of conversational burden.

Use pictures, props, manipulatives, and other hands-on materials to ensure active student involvement.

Use simplified language that focuses on key concepts and the repetition of essential (Tier 1) vocabulary.

Use Total Physical Response (TPR).

Emerging ESL Scales (Oral) Level 3 **From Phase 1 to 2**
The Early Production Stage achieved in 6 months to 1 year
CHARACTERISTICS

Key characteristic: Students tend to use imitation and repetition (formulaic phrases or speech patterns such as I goes to lunch) to become part of the social fabric of the class.

Student begins to develop aspects of social English that will become building blocks of English proficiency.

Students' social skills in English based on highly contextualised language.

The student may decode print, but struggles to comprehend.

APPROPRIATE INSTRUCTIONAL STRATEGIES

Particular instructional focus: Provide basic tools for immediate use including explicit instruction in vocabulary and social communication.

Tutors are responsible for up to 50%-60% of conversational burden.

Ask who, what, where, and either/or questions, labelling activities, questions that can be answered formulaically.

Use TPR with responses—verbal and nonverbal, role-playing activities.

Developing ESL Scales (Oral) Level 4 **The Productive Language Stage achieved in 1 year to 2 years or more** **Moving to consolidate Phase 2**
CHARACTERISTICS

Key characteristic: Students begin to manipulate language on their own, rather than relying on formulaic phrases (e.g, I goes to lunch).

Students may begin to overgeneralise language rules and may appear to regress.

Students begin to develop academic skills in English.

Students may appear to have fairly complete fluency because they can handle most social situations, but academic English development is still critical.

APPROPRIATE INSTRUCTIONAL STRATEGIES

Particular instructional focus: Modeling, scaffolding, providing guided instruction with academic language. Increased support for reading to learn versus learning to read and for building content- area knowledge.

Tutors are responsible for up to 40% of conversational burden.

Use Language Experience Approach, ask how and why questions, and increase social interaction. Emphasise increased problem-solving, predicting, comparing, describing, labelling, listing

Provide graphic organisers that include more text.

Consolidating ESL Scales (Oral) Level 5-6 **The Intermediate Fluency Language Stage achieved in 2 to 3 years or more** **Consolidated Phase 2 Moving to Phase 3**
CHARACTERISTICS

Key characteristic: Students struggle with reading comprehension and other advanced literacy skills although overall English skills appear fluent.

Social English is well established and the student appears fully proficient in English to an outside observer. However, student will continue to struggle/develop higher level academic English.

Students may become frustrated with what they perceive to be their own language limitations.

APPROPRIATE INSTRUCTIONAL STRATEGIES

Particular instructional focus: Teachers should continue scaffolding-academic skills and advanced critical thinking skills, providing motivation for wide reading

Tutors are responsible for up to 10% of conversational burden.

Use scaffolded writing process activities that use graphic organisers, analysing charts and graphs, more complex problem-solving and evaluating, research and support questions, literary analysis.

Consolidated ESL Scales (Oral) Level 7-8 **The Advanced Fluency Language Stage achieved in 4 to 7 years or more** **Consolidating Phase 3**
CHARACTERISTICS

Key characteristic: It takes students from 4-10 years to achieve cognitive academic language proficiency in a second language.

Student at this stage will be near-native in their ability to perform in content area learning

Most ELLs at this stage have been exited from ESL and other support programs.

APPROPRIATE INSTRUCTIONAL STRATEGIES

Particular instructional focus: Even though most ELLs at this stage have been exited from ESL and other support programs, ELLs will need continued support from classroom teachers at the beginning of this stage especially in content areas such as history/social studies and in writing

Therefore, teachers (include college/university teachers) should continue scaffolding-academic skills and advanced critical thinking skills, providing motivation for wide reading

Features of the Pre-Beginning Curriculum

(Chall: 0:1/Pre-Production to Early Production/ESL Scales O1 RRB1-3 WB1-3)

- a focus on phonemic awareness, letter-sound correspondence and related alphabetic principle concept
- using alphabet tiles, making words strategies, and word families to become comfortable with the English alphabet script and word patterns
- including regular phoneme dictation exercises, which are based on selected topic/reading vocabulary
- explore basic topical vocabulary with visual aids
- learners explore concepts as well as social language through scaffolded conversations
- learners can use gestures and related techniques to demonstrate comprehension
- cloze exercises and sentence stems are used to scaffold shared, interactive and independent writing
- basic numeracy is covered
- initial practice with fluency takes place through basic story prompts along with regular visual aids

Objective: to become familiar with the tools of oral and print English

Features of the Beginning Curriculum

(Chall 1:2/Early Production to Production Stage/ESL Scales O2-3 RR1-2 W1-2)

- Shift away from the alphabet and word level focus. There is an assumption that learners have "cracked" the alphabetic principle - so to speak.
- There will be continued, ongoing practice with phonic/spelling/syllable patterns, nevertheless.
- Key focus on vocabulary (suited to the topic);
- Focus on one or more language forms and features per unit (specific to the unit);
- Focus on communications in all modalities (communicating using the language and textual form);
- Learning to read texts with visual aids and to respond to texts (e.g. identifying main ideas) with suitable supporting scaffolds;
 - Communication forms remain quite formulaic at this stage, and teachers need to facilitate conversation through designed-in activities (barrier games);
 - Topics are designed to facilitate language learner.

Objective: to become practiced and confident with oral and print English

Features of the Intermediate Curriculum

(Chall 2:3a/Production to Intermediate/ESL Scales O4-5 RR3-4 W3-4)

- Continued focus on topic specific vocabulary (with increased expectations)
- Continued focus on language features ... often sentence, paragraph and discourse conventions
- Introduces a focus on controlled reading comprehension of authentic paragraphs and extended texts (field, mode and tenor)
- A focus on reading comprehension strategies, such as summarising, visualising, identifying main ideas, etc
- Learners are required to write in a variety of convention forms (e.g. correspondence, descriptions, poetry, procedures, reports, reviews, etc)
- Deeper exploration of concepts integral to the topic
- Continued focus on communicating in the topic area with areas.
- Learners should be able to extend upon answers; discussion are less formulaic;
- It is expected that learners are engaging in topic-specific discussions with scaffolded support, such as graphic organisers; tables and charts; and questions guides.

Objective : to become effective communicators and accurate readers

Features of the Advanced Curriculum

(Chall 3:4/Intermediate to Advanced/ESL Scales O6-7 RR5-6 W5-6)

- Close reading short-form text and collaborative exploration of long-form texts - such as novels and extended information texts - are now central to the curriculum;
- Continue to review and extend language forms and feature, such as pronunciation and vowel shifts; Tier 2 & 3 vocabulary; affixes, suffixes and roots; figurative language; and rhetorical conventions;
- Practicing grammatical conventions through both evocative, stylistic language as well as academic/formal discourse
- Interpreting and responding to a diverse range of texts/genres in authentic, purposeful contexts
- Communicating and meaning-making through collaboration, discussion, and debate;
- Writing expository/essay texts, and use the writing process and workshopping process to draft, revise and complete;
- **Word Generation activities** - Grades 6 to 8 - would be suitable to late Intermediate to Advanced learners.

Objective : to become capable, skilled, creative, independent and critical

7-10 EAL/D Progression by Mode: Writing

Beginning	Emerging	Developing	Consolidating
<p>Beginning English are students with some print literacy in their first language. A subcategory, Limited Literacy Background, is included to describe the reading/viewing and writing behaviours typical of students with little or no experience of literacy in any language</p>	<p>Learners at the beginning of this phase produce basic classroom and social texts following highly structured examples. In this phase, they begin to write for a range of everyday classroom and personal purposes using a bilingual dictionary, bilingual teachers' assistants or bilingual teachers for support. Their first language influence is evident in the way they organise texts.</p>	<p>Learners at the beginning of this phase write independently for a range of classroom purposes with varying grammatical accuracy. They still exhibit first language influence in text and language structure. In this phase, they begin to produce a range of text types from across the curriculum, showing coherence and an awareness of purpose and audience.</p>	<p>Learners at the beginning of this phase create a wide range of text types used across the curriculum with limited support, showing variation in their writing according to context, audience and purpose. In this phase, they require less support and broaden their ability to produce less familiar text forms in subject-specific areas, provided that these are adequately modelled.</p>
<p>Students</p> <p>These students are starting to learn English. They can speak one or more languages/dialects other than English and have an age-appropriate level of print literacy in their first language. They have had varying experiences of formal schooling and may be literate in their first language</p> <p>High levels of explicit teaching of specific EAL/D skills are required from both the specialist teacher and the classroom teacher.</p> <p>These students are capable of understanding the concepts of the curriculum for their year level. However, as they are new to learning in and about English, they will find it difficult to show achievement as described in the achievement standards for their year level, as these rely heavily on English language proficiency to convey content knowledge and understandings.</p>	<p>Students</p> <p><input type="checkbox"/> may copy whole chunks of language from a text rather than taking notes and rewriting in their own words</p> <p><input type="checkbox"/> attempt to reproduce basic repertoire of text types (e.g. an email)</p> <p><input type="checkbox"/> text may exhibit knowledge of common cultural references</p> <p><input type="checkbox"/> formulaic expressions may be used to structure text</p> <p><input type="checkbox"/> are able to use topic sentences and stay on topic</p> <p><input type="checkbox"/> experiment with presenting their own ideas with varying grammatical accuracy, using simple connectives and subject-specific vocabulary</p> <p><input type="checkbox"/> show some awareness of the difference between informal and academic language, and experience difficulty in the accurate reproduction of most academic language</p> <p><input type="checkbox"/> use basic punctuation accurately (e.g. capital letters, full stops and question marks); first language influence is still evident in punctuation</p> <p><input type="checkbox"/> construct paragraphs that may be underdeveloped and show a lack of whole-text consistency</p> <p><input type="checkbox"/> spelling may be inconsistent but when read phonetically does not impede comprehension</p> <p><input type="checkbox"/> edit their text with the teacher.</p>	<p>Students</p> <p><input type="checkbox"/> may produce writing that does not reflect their potential because preparatory reading has taken most of the time and limited the available time for drafting and editing</p> <p><input type="checkbox"/> create a range of types of texts, using growing knowledge of text structure</p> <p><input type="checkbox"/> continue to produce errors in grammar, punctuation and vocabulary, but these do not impede communication</p> <p><input type="checkbox"/> use cohesive devices to link both within and across paragraphs</p> <p><input type="checkbox"/> use pronoun reference with noun/pronoun agreement (e.g. Mary ... she ... her)</p> <p><input type="checkbox"/> use appropriate time sequencing (e.g. first, next, finally)</p> <p><input type="checkbox"/> use appropriate abbreviations in notes</p> <p><input type="checkbox"/> begin to apply referencing conventions appropriately</p> <p><input type="checkbox"/> independently edit with growing success to enhance fluency, accuracy and readability, and present their writing appropriately in print and electronic forms</p> <p><input type="checkbox"/> continue to use their first language and previous learning experiences as they develop an understanding of the differences in text types and linguistic features between first language and English to construct texts.</p>	<p>Students</p> <p><input type="checkbox"/> plan their writing with particular audiences in mind</p> <p><input type="checkbox"/> write clear, well-structured texts</p> <p><input type="checkbox"/> use expressions, collocation and colloquialisms, although writing may still not always reflect a native speaker-like knowledge of commonly accepted and expected ways of expression in the academic register</p> <p><input type="checkbox"/> demonstrate consistent control over a range of text types and their commonly used grammatical features</p> <p><input type="checkbox"/> incorporate direct and indirect speech, abbreviations, symbols and graphic devices for effect</p> <p><input type="checkbox"/> experiment with sophisticated language features such as simile and metaphor</p> <p><input type="checkbox"/> demonstrate a growing vocabulary, including technical vocabulary, for creating texts in a range of learning areas and are beginning to understand how vocabulary choice is linked to the tenor of the texts (e.g. abdomen, stomach, belly)</p> <p><input type="checkbox"/> effectively employ cohesive devices between sentences and paragraphs to create clarity and fluency</p> <p><input type="checkbox"/> reference sources correctly</p> <p><input type="checkbox"/> review and edit their work independently</p>

BACK TO GENERAL DISCUSSION ...



Case Studies

Student #3 is 18 years old. The student encounters significant literacy difficulties. Classroom teachers find it difficult to attend to the needs of the student, though the student wants to achieve at school. The student is very polite and indicates that he or she understand when this is not the case.

This student encounters many difficulties, which can be addressed over time with patient, explicit instruction.

Learning language:

- the student is learning words that point to concrete objects or qualities in his or her environment;
- the student requires regular, guided practice in using words.

Language production

- the student does not string words effectively into grammatical sentences, but does use sequences of words that convey meaning;
- student should be encouraged to write and speak regularly, and incorporate skills from explicit instruction into activities;
- written expression can be messy. The student needs assistance to effectively write and form letters on a line;
- typing is slow and needs development.

Oral language

- the student can comprehend clearly expressed instructions;
- the student can communicate in oral discussion better than print expression

Representation

- has used mindmaps and finds mindmaps helpful
- finds it difficult “translating” mindmaps to expression

DEMAND ON TUTOR

- focus on needs of the student, so the student makes progress and can see the benefit of the assistance;
- make sure activities are structured and progress can be seen (e.g. word charts, focusing on particular skills);
- make sure student continues to write and talk to express self to contribute in class



Case Studies

Student #4 is in Year 10. The student is an eager student who absorbs and uses many writing rules accurately and effectively; however, the teachers across KLAs notice that this student's writing can lack necessary details and does not expand on ideas. The student has "hit a plateau".

This finding is consistent with a general finding of ESL learners. That is, ESL teaching approaches focus on accurate usage of grammar and vocabulary, whereas the academic classroom assesses a text on the presence of perspectives and conclusions within a dialogue of a field.

For written language,

- Simple, compound and complex sentence structures
- Adequate range of vocabulary
- Paragraphs with topic sentences and logical development
- Completes common text types (e.g. letters, information texts)
- Writes extremely neatly and pays close attention to spelling and grammatical correctness

For reading,

- Student reads well and widely; prefers not to discuss reading
- Demonstrate ability to pronounce words; reads without intonation

For oral language,

- Prefers not to ask questions in class;
- Does not engage in discussion; takes notes from what teacher says;
- In group work, the student finds a role to work on independently;
- Would like to have more time to discuss ideas with teacher, but does not feel there is enough time available. The student is reluctant to prompt such a discussion

For representation,

- Uses tables and mindmaps effectively to plan ideas

DEMANDS ON STUDENT

- - To grow in writing, the student needs to attend to the questions (or dialogue) and forms that underpin communicating within an academic subject.

Valdes, G. (2004). The Teaching of Academic Language to Minority Second Language Learners. In Ball, A. and Freedman, S. (Eds), *Bahktinian Perspectives on Language, Learning and Literacy* (pp 66-98). Cambridge: Cambridge University Press.



PLANNING SHEET

Teacher/Class/Student:

Dates/Term:

My Teaching Practice Does Include or Should Include:

Because:

Element	Content & Activities	Expectations

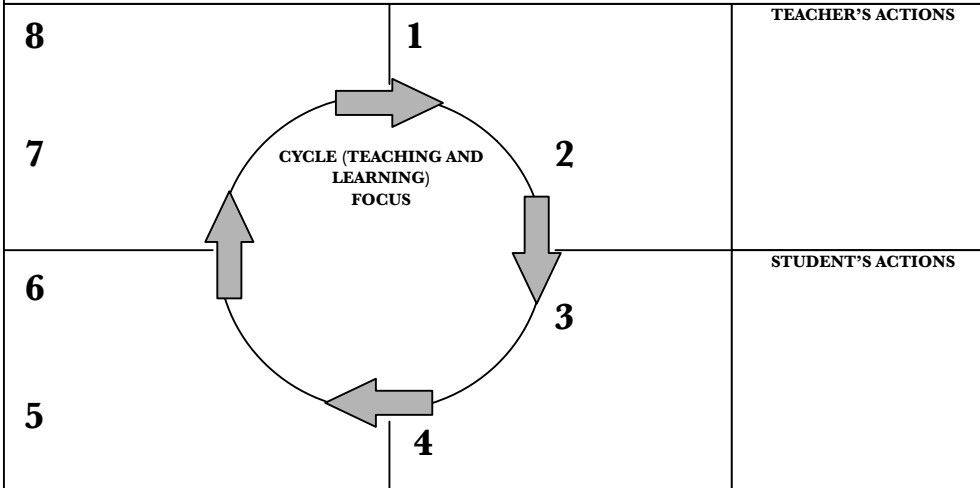
Teaching and Learning Goals/Objectives Are:

DATE: _____ **TIME:** _____ **DURATION:** _____ **LOCATION:** _____

STUDENT(S): _____ **CONTENT AREA(S):** _____ **SKILL(S):** _____

OBJECTIVES/GOALS	KEY ACTIVITIES
-------------------------	-----------------------

REQUIRED MATERIALS



OUTCOMES	COMMENTS/OBSERVATION/REFLECTION
-----------------	--

FOCUS OF PREVIOUS LESSON	FOCUS FOR NEXT LESSON
---------------------------------	------------------------------

Session Planning and/or Record Keeping

Big picture goal or question being pursued in the learning:

Session #	Date	Description / Observations	Skill(s) / Task(s)
1			
2			
3			
4			
5			
6			

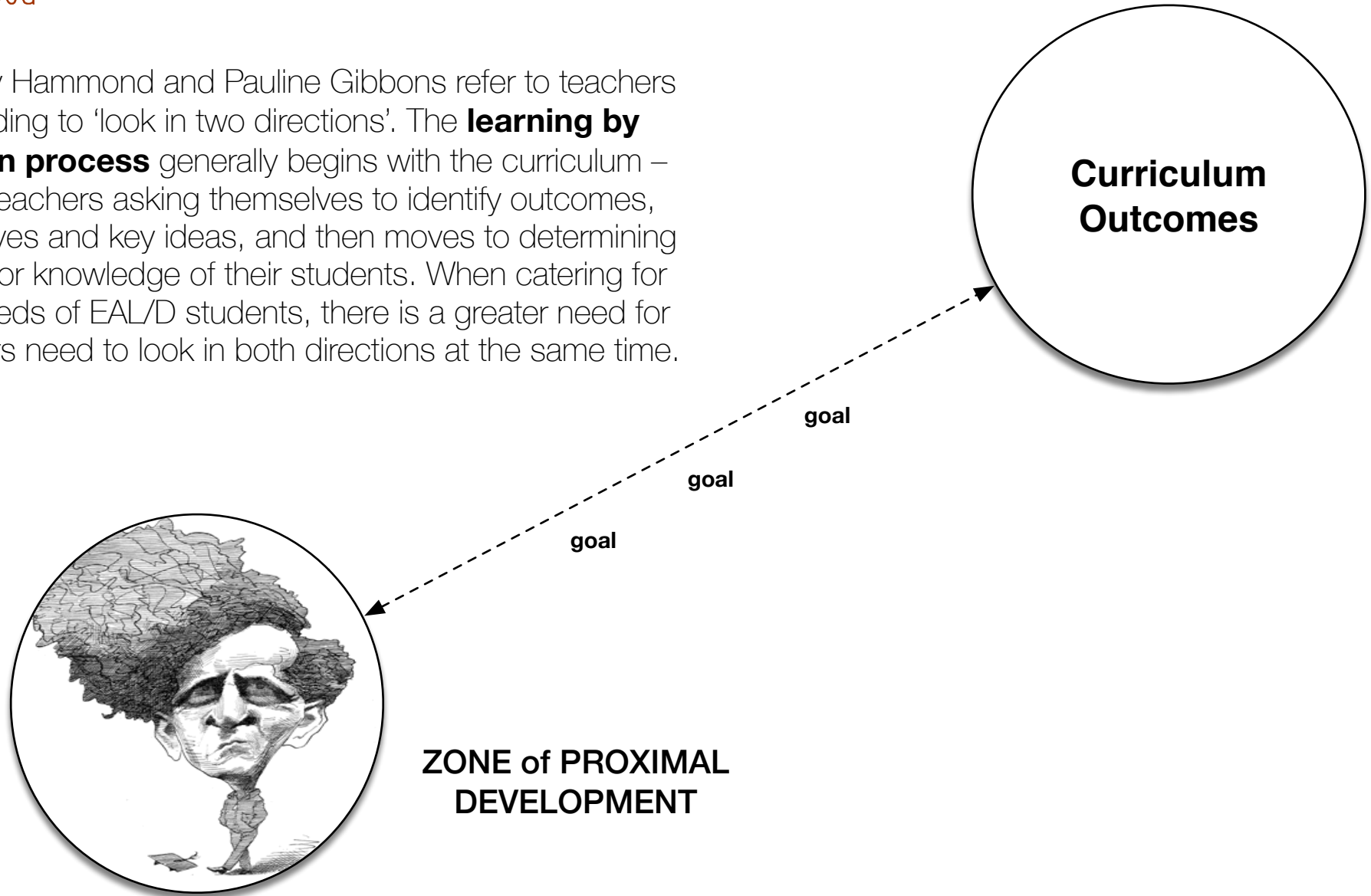
Session Planning and/or Record Keeping

Session #	Date	Description / Observations	Skill(s) / Task(s)
7			
8			
9			
10			
11			
12			

Summary of achievements and next steps:

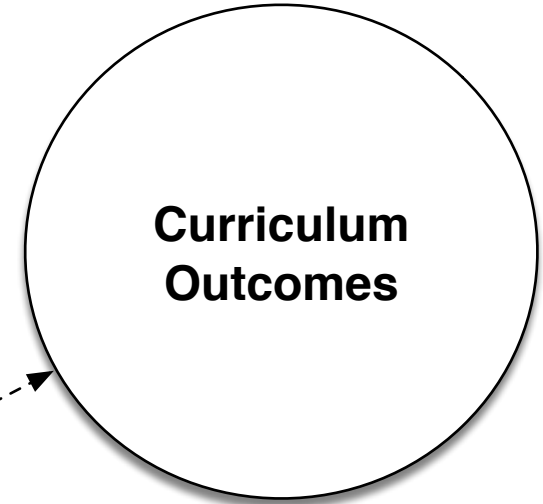
How do we move learning along the path?

Jenny Hammond and Pauline Gibbons refer to teachers needing to 'look in two directions'. The **learning by design process** generally begins with the curriculum – with teachers asking themselves to identify outcomes, objectives and key ideas, and then moves to determining the prior knowledge of their students. When catering for the needs of EAL/D students, there is a greater need for teachers need to look in both directions at the same time.

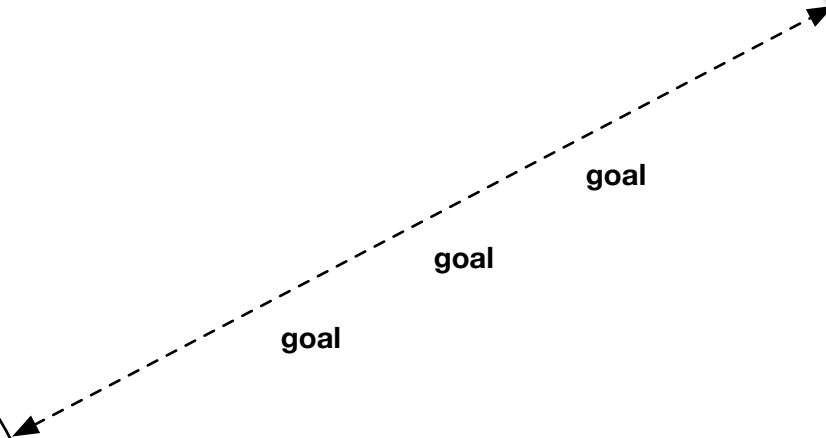


How do we move learning along the path?

- explicit instruction, demonstration and explanation
- modelling for the learner
- joint construction/collaborative practice
- scaffolded individual and/or group practice
- building skills through repeated practice of increasing complexity & diversity
- overall, gradual release of responsibility with opportunities to extend
- reflective practice

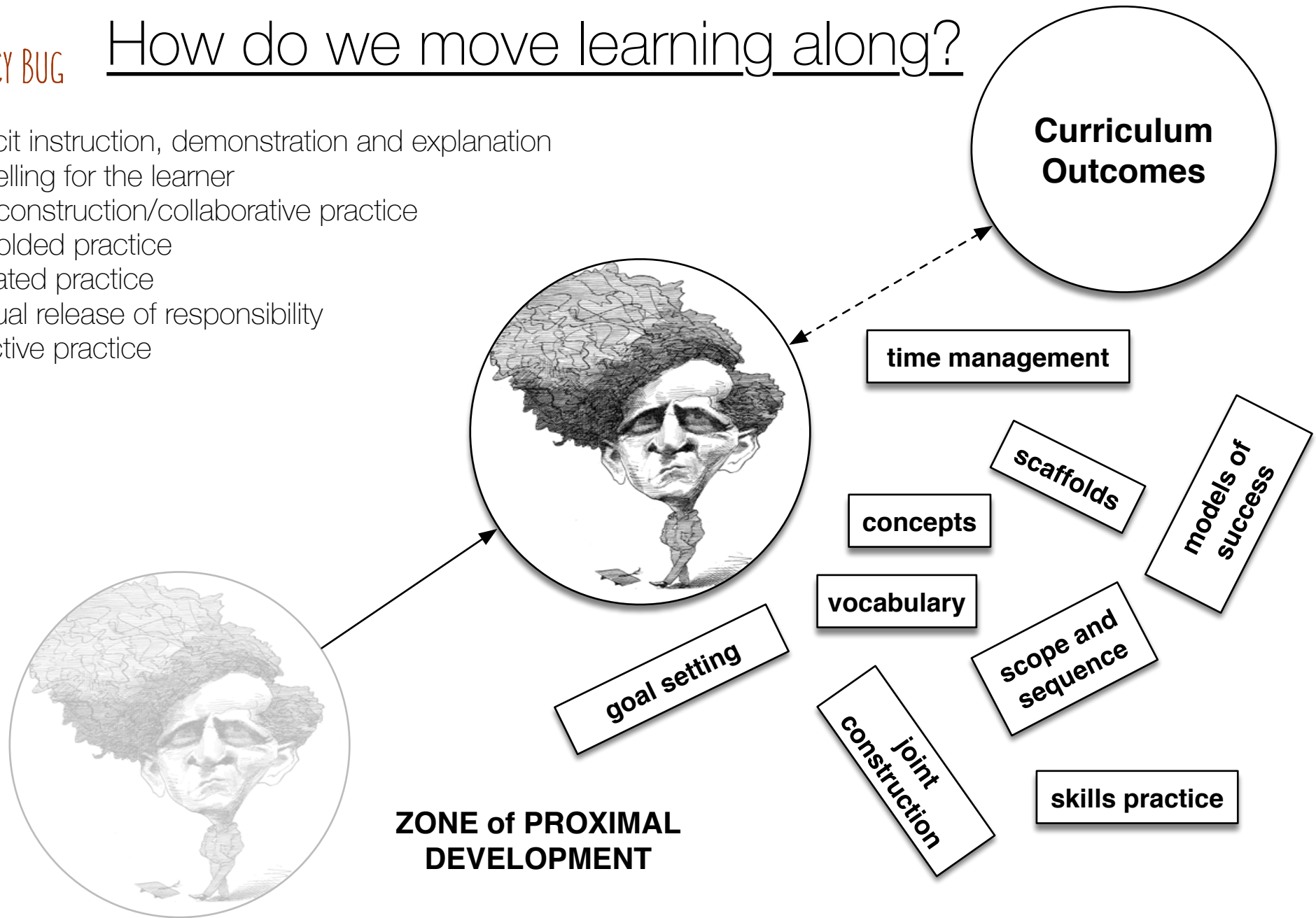


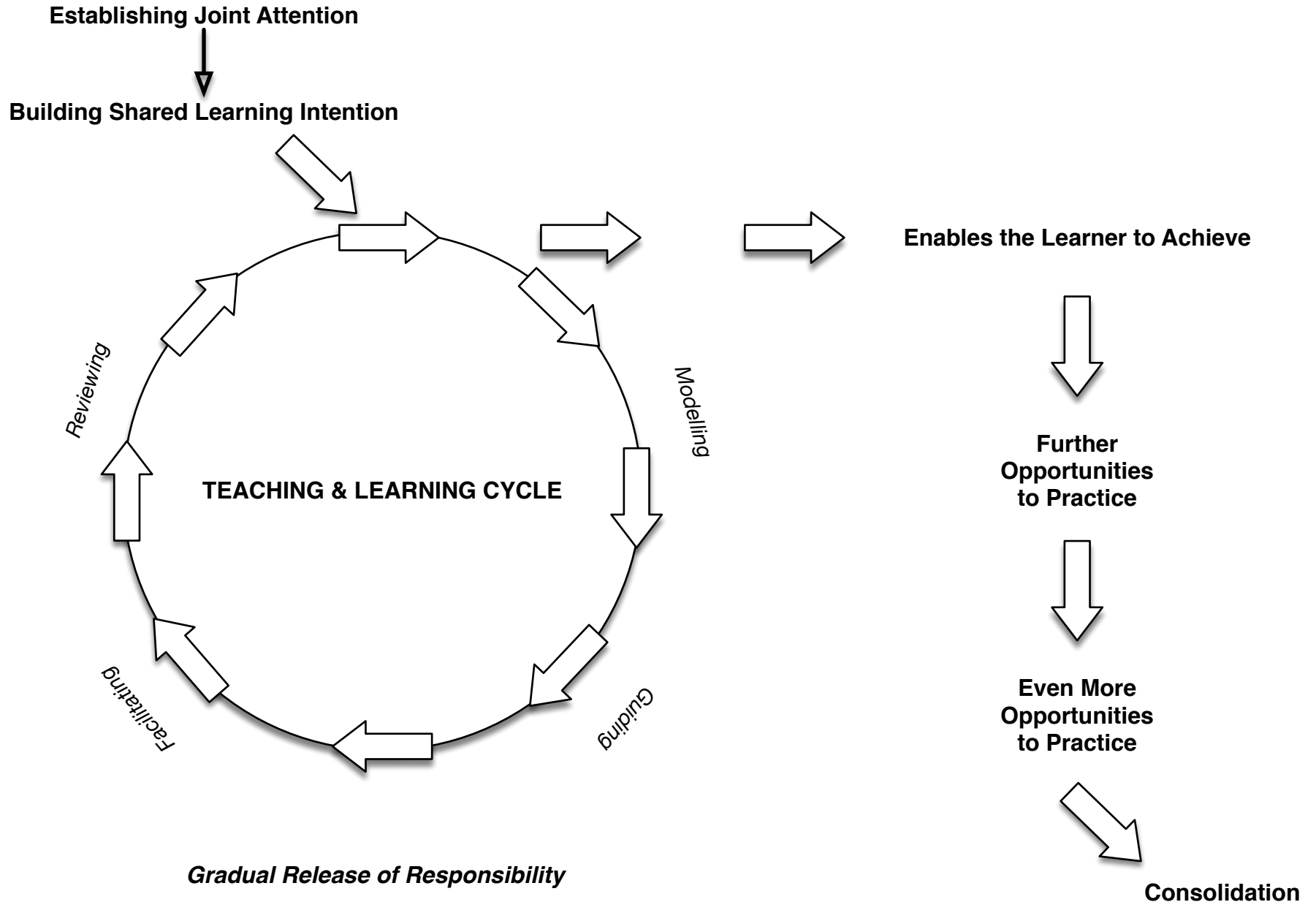
ZONE of PROXIMAL DEVELOPMENT



How do we move learning along?

- explicit instruction, demonstration and explanation
- modelling for the learner
- joint construction/collaborative practice
- scaffolded practice
- repeated practice
- gradual release of responsibility
- reflective practice





Scenarios #2

In your groups, you will need to:

- identify how the individual may struggle
- provide a sequence of intermediate goal states
- generate an action plan that could help the individual learner make progress.
- justify your choices in the action plan.

Situation #5:

Goal state: Conduct an interview with a member of the local council

Individual learner profile:

- has never interviewed someone before
- wouldn't know what to ask
- afraid of "making a fool" of him- or herself
- afraid of forgetting the questions
- is not confident with speaking and listening skills
- isn't confident about taking notes while someone speaks
- would rather interviews someone else

Situation #4:

Goal state: Deliver a speech at a cricket awards ceremony for Most Improved Player

Individual learner profile:

- does not like speaking in public
- has never received an award before
- has never been to a cricket award ceremony before
- has difficulty remembering a speech
- does not use anything to help him/her remember what needs to be said
- is quite a socialable person but freezes on stage
- really enjoyed the cricket season, and talks about some good experiences

Situation #6:

Goal state: Research a prominent Australia

Individual learner profile:

- has only recently settled in Australia
- doesn't know many "prominent" Australians
- didn't know what "prominent" meant and didn't want to ask the teacher
- likes history in general, but doesn't know much about Australian history
- isn't motivated ... would rather research a "prominent person" - not necessarily an Australian



Planning & Reflection Template

Tutor/Teacher: _____ Tutee(s)/Student(s): _____

Date: _____

Duration (e.g. 45 minutes): _____

Session/Cycle: _____

Literacy Focus for the Lesson (choose no more than three to four areas per session)

- | | |
|--|---|
| <input type="checkbox"/> Phonemic awareness | <input type="checkbox"/> Making connections (to concepts) |
| <input type="checkbox"/> Print awareness | <input type="checkbox"/> Summarising/determining important ideas |
| <input type="checkbox"/> Word/phonics study | <input type="checkbox"/> Responding to a text |
| <input type="checkbox"/> Sight word (fluency) practice | <input type="checkbox"/> Considering a model for a writing task |
| <input type="checkbox"/> Developing vocabulary | <input type="checkbox"/> Planning/prewriting |
| <input type="checkbox"/> Composing sentences | <input type="checkbox"/> Organising writing & drafting |
| <input type="checkbox"/> Reading (practice) | <input type="checkbox"/> Revising (for content and for correctness) |
| <input type="checkbox"/> Asking/answering questions | <input type="checkbox"/> Exploring background knowledge |
| <input type="checkbox"/> Visualising | <input type="checkbox"/> Discussing, debating and critiquing |
| <input type="checkbox"/> Predicting/infering | <input type="checkbox"/> Other: |

Session Goals/Objectives: (no more than two to three)

Texts/Materials Required

Procedure for the Session's Activities

How do/did you know if student(s) are meeting session and term objectives?

ON BACK: Write your **possession reflection**

Keeping a Record - Activity Reflection: from _____ to _____

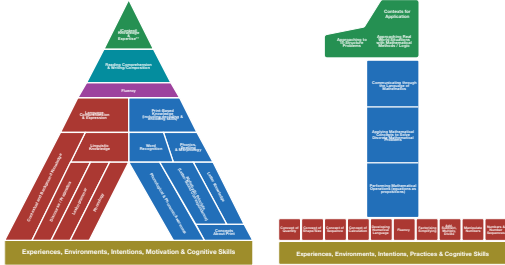
Area	Content	Learning Scale	Notes
What has been read? and what progress have you noted?		1 2 3 4 5	
What has been written? and what progress have you noted?		1 2 3 4 5	
What topics have been discussed/explored? and what would you rate the quality of learning?		1 2 3 4 5	
What vocabulary has been developed? and what progress have you noted?		1 2 3 4 5	
What language/literacy features have been taught/learnt? and what progress have you noted?		1 2 3 4 5	
What related skills have been developed?		1 2 3 4 5	
How would you describe the learner's emerging interest/motivation? and what progress have you noted?		1 2 3 4 5	



Steps to Planning, Teaching and Monitoring



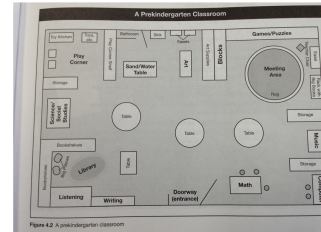
Step #1: Develop a Student Profile



Step #2: Set Appropriate Language, Literacy, Numeracy and Learning Goals



Step #3: Gather Together a Plan of Activities & Content



Step #5: Identify a Suitable Teaching Space, Time & Resources

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

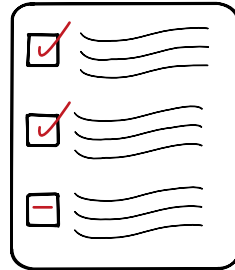
Step #6: Set an Appropriate Teaching & Learning Sequence (e.g. breaking down a task)



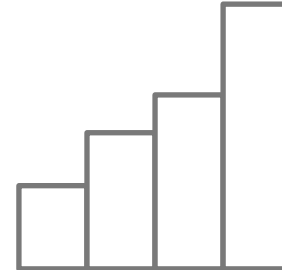
Step #6: Conduct Lessons (in a Lesson Cycle)



Step #7: Reflect on Teaching Practice Regularly/Routinely



Step #8: Monitor Progress Regularly and Adapt Teaching Accordingly



Step #9: Assess/Reflect Upon Development on a Periodic Basis



Step #10: Update Student Profile

The [student] as a novice is continually attempting to make sense of new situations and to acquire the skills necessary to function in those situations. The teacher's role is to help the [student] by arranging tasks and activities in such a way that they are easily accessible. Intersubjectivity, shared understanding based on common area of focus is seen by adherents of literacy engagement as a crucial prerequisite for successful communication between teacher and [student]

Verhoeven, L. and Snow, C. (2001). Literacy and motivation: bridging cognitive and sociocultural viewpoints. In Verhoeven, L. and Snow, C. (Eds.), Literacy and motivation: reading engagement in individuals and groups (pp. 1- 22). New Jersey: Lawrence Erlbaum Associates Publishers.

In Conclusion ...

A learner requires instruction that is based on quality teaching with quality resources in quality spaces through quality relationships. Such support must be based on a clear understanding of the learner's needs and interests at that moment/stage.

We must appreciate how “the [student] is a novice who is continually attempting to make sense of new situations and who must acquire the skills necessary to function in those situations.

“The teacher’s role is to help the [student] by arranging tasks and activities in such a way that they are easily accessible.”



“Experts [agree] that readers, no matter which reading philosophy is followed, have to ***practice, practice, practice.***”

<http://www.gse.harvard.edu/news/ed/11/01/you-need-r-ee-d-read>



It's not about teaching ... It's about helping someone learn. (past RAS tutor)

“The Refugee Action Support tutors helped me; they said ‘keep going, keep going’, and I soon realised I could carry on.

They helped me all the time, with essays and assignments, and taught me how to cope.” (Student of refugee background – Al Sina Hassan - quoted by Han [2012])



Final Questions

1. What are the goals of my teaching?
2. Does my learner(s) share these goals?
3. How do I go about providing the best support possible?
4. What practices and scaffolding does the learner require?
5. What does success look like (for me)?
6. What does success look like (for my learner[s])?



Objectives Re-visited

- encourage informed, intentional, evidence-based teaching, which takes into consideration the learners' current skills, knowledge and intentions;
- emphasise the importance of gradual, progressive, sequenced practice that allows learners to become proficient, confident and knowledgeable;
- reinforce how instruction may need to include both “intensive” and “extensive” activities; and
- reinforce why it is important to reflect regularly on teaching and learning activities.



Slides Available for Download at:

<https://www.theliteracybug.com/s/Planning-Monitoring.pdf>



www.theliteracybug.com

info@theliteracybug.com

www.youtube.com/c/TheLiteracyBugNetwork

Twitter: [@theliteracybug](https://twitter.com/theliteracybug)

