# English Stage 3 learning sequence – connotation, imagery and symbol

**Learning sequence description**

Connotation, imagery and symbol enrich a text by making words and images mean more than one thing. They invite students to consider the habitual in terms of the new and so are important to creative and critical thought. Figurative language has social consequences as it influences the ways we conceptualise people, information and ideas. Critical analysis brings to light these associations and strands of meaning.

The School Magazine has provided digital and non-digital texts for students to explore. This is licenced under CreativeCommons, Non-commercial and NoDerivatives.

## Syllabus outcomes and content

**EN3-3A** - uses an integrated range of skills, strategies and knowledge to read, view and comprehend a wide range of texts in different media and technologies

* understand and appreciate the way texts are shaped through exploring a range of language forms and features and ideas

**EN3-5B** - discusses how language is used to achieve a widening range of purposes for a widening range of audiences and contexts

* identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text
* identify the ways in which language use in imaginative texts, including use of figurative language, character development, events and setting, creates interest for the reader or viewer

**EN3-7C** - Thinks imaginatively, creatively, interpretively and critically about information and ideas and identifies connections between texts when responding to and composing texts

* recognise and explain creative language features in imaginative, informative and persuasive texts that contribute to engagement and meaning
* identify the relationship between words, sounds, imagery and language patterns in narratives and poetry such as ballads, limericks and free verse

[English K-10 Syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/english-year-10/english-k-10) © 2012 NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales.

## Formative assessment

Assessment is an essential component of the teaching and learning cycle. Formative assessment involves teachers using strategies to gather and use evidence about students' knowledge, understanding and skills to inform their teaching. It occurs throughout the teaching and learning process to clarify student learning and understanding.

Formative assessment as part of the teaching and learning cycle reflects a view of learning in which assessment helps students learn better and teachers plan for learning better. For formative assessment to be effective, there needs to be clear lesson goals and opportunities for teachers to gather evidence of student learning through carefully selected questioning strategies and lesson activities.

Teachers need to reflect on the evidence collected to provide quality, actionable feedback to students that ‘moves learning forward’ as well as using the information to plan the next steps in learning.

The reflection questions in this lesson sequence also provide formative assessment opportunities for teachers to collect evidence of student understanding. This evidence can be collected in various ways, for example- exit slips, online form submission, students recording answers verbally or in writing to submit to the teacher, conversations with students either virtually or in person. Teachers are encouraged to use the department’s [Digital Learning Selector](https://app.education.nsw.gov.au/digital-learning-selector/?cache_id=7f2a1) which includes but is not limited to: [3-2-1 forms](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/599#.Xr393TgaJmQ.link), [What did we learn today?](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/599#.Xr393TgaJmQ.link), [Learning logs](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/599#.Xr393TgaJmQ.link) and [Exit tickets](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/543#.Xr4BH2Ry7QU.link).

## Suggested routines

### Independent reading

It is expected that all students engage in independent reading daily. This should include a text that is of an appropriate instructional level. This may include picture books, comics, newspapers, levelled texts, novels. Texts read daily could be recorded on a reading log with parental feedback. Re-reading a familiar text is encouraged.

### Spelling

This two-week sequence of learning does not include spelling. It is anticipated that classroom teachers will provide students with opportunities to practice and refine their skills and knowledge of, spelling.

Handwriting and word processing skills

In line with outcomes described for stage 3 of the NSW English K-10 syllabus, this two-week learning sequence provides opportunities to practise handwriting and keyboarding skills but does not include explicit instruction or assessment. The lessons here allow students to increase speed, accuracy and fluency to compose and edit texts. They are able to develop a handwriting style that is legible, fluent and automatic. Students will become increasingly confident, proficient and flexible with keyboarding.

## Recording students’ learning

There are several options to record student responses. The student workbook can be printed to provide an offline option. Teachers can upload the student workbook as a whole or in parts to provide online learning using teacher’s preferred online platforms.

## Lesson 1 – What is connotation, imagery and symbol?

Students are learning to:

* recognise and explain creative language features used in imaginative texts
* understand that figurative language engages audiences emotionally in a text.

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| Item | Learning experience | Differentiation strategies and/or adjustments | Resources |
| 1.1 | **Speaking and listening**  Students complete ‘tuning into senses’ activity in the student workbook.  Students sit back to back with a partner, in total silence, and write down everything they can hear for two minutes.  Students compare lists with their partner.  Choose some of the sounds to discuss in descriptive detail. For example: car driving past- the motor had a low rumbling sound.  Note- this listening task could be done individually, with students recording their sound descriptions to submit online. |  | [Resource 1 – Student workbook](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/english/media/documents/english-s3-connotation-student-workbook.docx) |
| 1.2 | **Reading and viewing**  Students view the ‘connotation, imagery and symbol’ video.  Students complete ‘connotation, imagery and symbol’ activity in student workbook, recording a definition and example of connotation, imagery and symbol.  Students may use the example provided in the video or develop their own example. |  | [Resource 2 – Connotation, imagery and symbol](https://vimeo.com/398137110)  [video 6:08]  Resource 1 – Student workbook |
| 1.3 | **Writing and representing**  **Opportunity for monitoring student learning**  **Connections – written task**  **Students think of a story or movie that they have connected with emotionally.**  **Using the ‘connections’ activity in the student workbook, students write a short summary of the story or movie, focusing on the parts they had a strong connection with.**  **Students write about how the language of the text caused an emotional reaction.**  **Supporting questions might include: is your reaction caused by vivid imagery? Is it using language with strong positive or negative connotation? Is there strong symbolism and deeper meaning?**  **What to look for**   * identifies connotation, imagery and symbol in a text * explains how figurative language can evoke an emotional response in a text. |  | Resource 1 – Student workbook |
| 1.4 | **Reflection**  How will understanding connotation, imagery and symbol help me as a text responder?  How will understanding connotation, imagery and symbol help me to become a better composer of texts? |  |  |

## Lesson 2 – Why do composers use connotation, imagery and symbol?

Students are learning to:

* recognise and explain creative language features used in imaginative texts
* understand that figurative language engages audiences emotionally in a text.

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| Item | Learning experience | Differentiation strategies and/or adjustments | Resources |
| 2.1 | **Speaking and listening**  Students listen to the audio version of the poem ‘The Sea’ from The School Magazine.  As students listen to the poem, they sketch an image that comes into their mind from the imagery in the poem.  Students add nouns, adjectives and verbs to describe their sketch.  Students complete ‘The Sea’ activity in the student workbook. |  | [Resource 3 – The Sea](https://theschoolmagazine.com.au/resources/the-sea)  [digital text]  Resource 1 – Student workbook |
| 2.2 | **Reading and viewing**  Students review the video explaining the concept connotation, imagery and symbol.  Students answer the following questions in their student workbook:  Why do composers choose to use connotation, imagery and symbol?  How and why do you think certain words develop a connotation? |  | Resource 1 – Student workbook  [Resource 2 – Connotation, imagery and symbol](https://vimeo.com/398137110)  [video] |
| 2.3 | **Writing and representing**  **Students think about the text they wrote about in learning activity 1.3.**  **Students answer the following question in their student workbook:**  **Did the composer of the text intend for you as the responder to have this emotional response?**  **Do you think that everyone who reads/views this text will have the same response? Why/why not?** |  | Resource 1 – Student workbook |
| 2.4 | **Reflection**  **Why do people have different emotional responses to texts?** |  |  |

## Lesson 3 – Using senses to create imagery

Students are learning to:

* recognise and use sensory description to build atmosphere in writing
* use aspects of text to innovate and create own texts.

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| Item | Learning experience | Differentiation strategies and/or adjustments | Resources |
| 3.1 | **Speaking and listening**  **Alliteration** is when several words beginning with the same sound are used in a sentence.  A **simile** is a figure of speech that directly compares two different things. The simile is usually in a phrase that begins with the words ‘as’ or ‘like.’  Students speak with an adult to collaboratively describe 3 weather events using alliteration. For example: The wind was whipping widely in the wild.   * rain * heatwave * sunshine   Students then describe the weather using a simile.  For example:  The wind hissed and roared like dragons.  The wind made the doors rattle like snare drums.  Alternatively, students record themselves voicing their alliteration and simile for online submission to their teacher. |  | Recording device |
| 3.2 | **Reading and viewing**  Students reread or listen to the poem ‘The Sea’ from The School Magazine.  Students complete the ‘senses brainstorm’ activity in their student workbook, identifying the senses that are used to develop the descriptive imagery in the poem.  Students identify what can be heard, seen, smelt, tasted and felt based on The Sea poem. |  | [Resource 3 – The Sea](https://theschoolmagazine.com.au/resources/the-sea)  [digital text] |
| 3.3 | **Writing and representing**  Students select a location. For example, the school playground.  Students complete the ‘senses brainstorm’ activity from 3.2 again using this new location. Students brainstorm what can be heard, seen, smelt, tasted and felt based on the selected location.  Students use the structure of the poem ‘The Sea’ to commence writing their own poem using their senses brainstorm. |  | Resource 1 – Student workbook |
| 3.4 | **Reflection**  How does using information from the senses help build a clear image from a text? |  |  |

## Lesson 4 – Words with positive and negative connotations

Students are learning to:

* use sensory description to build atmosphere in writing
* recognise and use language to invite connotation.

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| Item | Learning experience | Differentiation strategies and/or adjustments | Resources |
| 4.1 | **Speaking and listening**  Students draw a picture of their ultimate bedroom.  Students use all the senses to describe the bedroom to an adult using as much detail as possible, without showing the adult the drawn picture.  Students ask for feedback from the adult about whether their description allowed them to build a mental picture of the bedroom. |  | Paper, pencils |
| 4.2 | **Reading and viewing**  Students reread the poem ‘The Sea’ from The School Magazine.  The poem describes the sea with a positive tone.  Students identify the language used in the poem that evokes a positive connotation in their student workbook.  Students replace the language evoking a positive emotional response with words that may have a negative connotation. |  | [Resource 3 – The Sea](https://theschoolmagazine.com.au/resources/the-sea)  [digital text] |
| 4.3 | **Writing and representing**  **Opportunity for monitoring student learning**  **Imagery – written task**  Students write one descriptive paragraph about a known place. For example, ‘the gentle waves in the ocean’ using words with positive connotation.  Student use the senses to guide the descriptive imagery.  Students write a second paragraph about the same place using words that evoke a negative connotation.  **Students complete ‘describing known place’ activity in student workbook.**  **What to look for:**   * uses words with positive and negative connotation * uses the senses to develop descriptive imagery. |  | Resource 1 – Student workbook |
| 4.4 | **Reflection**  **Why do some words invite a positive connection and some a negative connection?** |  |  |

## Lesson 5 – Symbolism in narrative

Students are learning to:

* Develop and use symbolism in text to evoke an emotional connection.

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| Item | Learning experience | Differentiation strategies and/or adjustments | Resources |
| 5.1 | **Speaking and Listening**  Students speak with a partner to describe a location in their local area. For example: beach, river, rainforest.  Students will say a descriptive word or phrase beginning with 5-8 letters of the alphabet to describe the location, without naming the place. The partner is to use the clues to work out the location. Swap roles.  For example:  A – amazingly clear  B – beautifully cool  C – calming |  |  |
| 5.2 | **Reading and Viewing**  Students read or listen to the story ‘Rain Sonata’ from The School Magazine.  Students complete ‘Rain Sonata’ activity in their student workbook.  Why has the author chosen to use music from the glass piano to bring on the rain?  What is the symbolism of the glass castle and piano in contrast with the dry landscape?  Why do you think the sheet music stopped halfway through playing the piece of music?  What connection has been made between the speed and tempo of the music and the level of rain that is falling? Support your answers with evidence from the text. |  | [Resource 4 – Rain Sonata](https://theschoolmagazine.com.au/resources/rain-sonata)  [digital text]  Resource 1 – Student workbook |
| 5.3 | **Writing and Representing**  Students complete the sentences using the symbolism idea of a human behaviour or activity causing something to occur in nature or the built environment.  For example, dancing through the bush trail caused the undergrowth to bloom or stamping through their hallway caused city buildings to shake.  Students record their ideas in their student workbook by completing ‘symbolism’ activity. |  | Resource 1 - Student workbook |
| 5.4 | **Reflection**  **How does using a symbol to represent something else in a text create interest for the reader?** |  |  |

## Lesson 6 – symbolism in narrative

Students are learning to:

* identify language features in imaginative text which serve to meet the purpose of the text
* develop and use symbolism in text to evoke an emotional connection.

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| Item | Learning experience | Differentiation strategies and/or adjustments | Resources |
| 6.1 | **Speaking and listening**  Students select and define three words from the text ‘Rain Sonata’ - leaden, mentor, unity, unison, parched, falter, scarcely, weary, diminished, tempo.  Students can explain the meaning to an adult and use in a sentence. If they are unsure of the meaning, students are to investigate the meaning. |  | [Resource 4 – Rain Sonata](https://theschoolmagazine.com.au/resources/rain-sonata)  [digital text]  dictionary |
| 6.2 | **Reading and viewing**  **Opportunity for monitoring student learning**  Connotation, imagery and symbol – written task.  Students reread ‘Rain Sonata’ from The School Magazine.  Students complete the ‘connotation, imagery and symbol’ activity in their student workbook, reflecting on the examples of connotation, imagery and symbol from the text.  Provided with figurative language techniques (alliteration, adjectives, similes, metaphor, personification) and examples, students identify techniques from the text, ‘Rain Sonata’.  **What to look for:**   * identifies figurative language devices in text * discusses the effects of figurative language on the reader. |  | [Resource 4 – Rain Sonata](https://theschoolmagazine.com.au/resources/rain-sonata)  [digital text]  Resource 1 – Student workbook |
| 6.3 | **Writing and representing**  Students review the symbolism they developed in lesson 5.3, selecting one to build a short description or poem. |  | Resource 1 – Student workbook |
| 6.4 | **Reflection**  **Did you connect with the symbols used in the text ‘Rain Sonata’?**  **How can understanding this text and the symbolism used by the composer help you to become a better writer?** |  |  |

## Lesson 7 – Aboriginal symbols

Students are learning to:

* explore, discuss and appreciate connections between Dreaming stories and contemporary Aboriginal and Torres Strait Islander life.

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| Item | Learning experience | Differentiation strategies and/or adjustments | Resources |
| 7.1 | **Speaking and listening**  Looking at everyday symbols, students verbally explain what these everyday symbols mean to them.  Examples of symbols to show students could include fast food logos, street sign symbols, recycling symbols.  Probe students to discuss the colours that have been used in these symbols and the size of the symbols. What commonalities are noticed? What impact do these colours have? |  | Everyday symbols [teacher to identify, reproduce and display] |
| 7.2 | **Reading and viewing**  Students view Aboriginal symbols. Ask students where they have seen these symbols before? (rock paintings, cave paintings, body paint, ceremonial clothing, sand paintings, paintings).  Discuss with students that there is no written language for Australian Aboriginal People so in order to convey their important cultural stories through the generations it is portrayed by symbols/icons through their artwork.  The presence of Aboriginal art can be found over 30,000 years ago. View ‘Indigenous storytelling’ video, pausing and discussing the symbols used and the story being told.  Students complete ‘Aboriginal symbols’ activity in student workbook looking at the questions:  Why are symbols often used in traditional Aboriginal art? (Tell a story or accompany an oral story of cultural significance).  Why do you think symbols vary across nations?  Are the symbols the same in artworks and on rock carvings? Why/Why not?  What colours do you often see in Aboriginal paintings?  Why do you think these colours are used? |  | [Resource 5 – Aboriginal symbols](https://www.aboriginal-art-australia.com/aboriginal-art-library/symbolism-in-australian-indigenous-art/)  [Resource 6 – Indigenous storytelling](https://www.youtube.com/watch?v=ALJGBf7XF18&t=44s)  [video]  Resource 1 - Student workbook |
| 7.3 | **Writing and representing**  Students (individually or as a class) create symbols for familiar nouns (house, playground, classroom, teacher, friends, letterbox, path, flowers, dog, bike).  Students select an event from the previous day and write a recount.  Students can now draw their recount, using the symbols they have developed. Students are encouraged to verbally retell their events/journey to a peer.  Teachers should refer to lesson 10.2 to remind students that symbols are used to tell stories for many Aboriginal people.  Students complete the above ‘Personal symbols’ activity in student workbook. |  | Resource 1 – Student workbook |
| 7.4 | **Reflection**  Why are Aboriginal symbols important? Why have they endured for such a long time?  Why are symbols important in our lives? What symbols are universal and can be understood all over the world? |  |  |

## Lesson 8 – Using connotation and symbol in advertising

Students are learning to:

* understand how deliberate language choice can position a reader to respond in a certain way
* make language choices to achieve the purpose of own texts.

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| Item | Learning experience | Differentiation strategies and/or adjustments | Resources |
| 8.1 | **Speaking and listening**  Students think of a place they enjoy visiting. For example: a pool, court, park, house.  Students play ‘descriptive word bounce’ with a partner, taking it in turns to say a word to describe the place.  The game continues until players cannot think of any more words.  Students are encouraged to use all senses when thinking of words to describe their place. Swap roles. |  |  |
| 8.2 | **Reading and viewing**  Students view orange juice advertisement found in the student workbook.  Students answer questions in their student workbook about the connotation and symbolism used in the advertisement. |  | [Resource 7 – orange juice advertisement](https://search.creativecommons.org/photos/dfc976c1-d7bc-4230-8151-761f7b887fc2)  Resource 1 – Student workbook |
| 8.3 | **Writing and representing**  **When composing advertisements, advertisers use connotation and symbolism to urge the responder to feel a certain way and therefore want to engage with their product.**  **Students choose a common, everyday item in their home, such as a washing basket, dinner plate.**  **Focusing on words with connotation and symbolism, students develop a scenario that would evoke a positive feeling in the responder, in order to promote the products use.**  **Students represent the scenario visually in a print type advertisement or write a description of the scenario suitable to be read for a radio advertisement. Students may record their advertisement.** |  | Resource 1 – Student workbook |
| 8.4 | **Reflection**  Why do you think connotation and symbolism is such an important part of advertising? Can you think of other advertisements and the deliberate connotations they have created?  How do you think composers know which symbols and connotations are going to be useful to evoke the desired emotional response in the responder? |  |  |

## Lesson 9 – using nonsense words as symbols in text

Students are learning to:

* identify the ways in which figurative language in texts creates interest for the reader.

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| Item | Learning experience | Differentiation strategies and/or adjustments | Resources |
| 9.1 | **Speaking and Listening**  Students find a space to relax, close their eyes and listen to the guided imagery recording. Alternatively have an adult read the script to them.  After listening to the guided imagery, students sketch an image of the scene they imagined in their student workbook |  | [Resource 8 - Imagery recording](https://vimeo.com/420105348)  [audio] |
| 9.2 | **Reading and viewing**  **Students read the article ‘Play with your words’ from The School Magazine.**  **Students answer the following questions in their student workbook:**  **What are some examples from the texts, of words composers have ‘made up’ to symbolise something? How do we know what the words mean?**  **What are some of the reasons explored in the text for composers to ‘make up’ new words?**  **Students to make up words themselves.** |  | [Resource 9 - Play with your words](https://theschoolmagazine.com.au/resources/play-with-your-words) [digital text] |
| 9.3 | **Writing and representing**  **Opportunity for monitoring student learning**  **Favourite activity – written task**  **Students choose a favourite pastime or activity. Examples could include: lego building, swimming, knitting, drawing, reading, bike riding.**  **Students use the planning scaffold in their student workbook to develop imagery and symbolism as well as nonsense language to describe their favourite pastime activity.**  **Students develop examples of connotation, imagery and symbol to represent their activity.**  **What to look for:**   * **develops a range of figurative language examples to use in text development** |  | Resource 1 – Student workbook |
| 9.4 | **Reflection**  What do you enjoy when thinking of imagery and symbols to represent meaning?  Is this a good way to share your connection with something and how it makes you feel? |  |  |

## Lesson 10 – Creating texts using connotation, imagery and symbol

Students are learning to:

* identify and discuss how own texts have been structured to achieve their purpose
* understand, interpret and experiment with the use of imagery in imaginative texts, poetry and songs, eg similes, metaphors, personification and sound devices such as alliteration
* critically reflect on the effectiveness of their writing.

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| Item | Learning experience | Differentiation strategies and/or adjustments | Resources |
| 10.1 | **Reading and viewing**  **Students read aloud the article ‘Play with your words’ from The School Magazine.**  **Students reflect on their text monitoring skills during reading and identify strengths and areas for improvement in reading (2 stars and a wish).** |  | [Resource 9 - Play with your words](https://theschoolmagazine.com.au/resources/play-with-your-words) [digital text] |
| 10.2 | **Writing and representing/Speaking and listening**  **Opportunity for monitoring student learning**  **Figurative language – written task / oral presentation**  **Students incorporate the imagery and language developed in lesson 9.3 to write a descriptive paragraph about their pastime activity.**  **In 9.3, students used a scaffold to identify figurative language for their favourite past time. In this activity, students are using their planning scaffold to write a paragraph about their favourite pastime (this paragraph could include similes, alliteration, metaphors, adjectives).**  **Students verbally share their writing with an adult and use the questions in the student workbook to lead a discussion to reflect on whether the text has achieved its purpose of evoking an emotional response in the responder.**  **What to look for:**   * experiment with the use of imagery in imaginative texts, e.g. similes, metaphors, personification and sound devices such as alliteration. * uses a topic sentence and supporting evidence or examples in a paragraph |  | Resource 1 – Student workbook |
| 10.3 | **Reflection**  What were the devices you used in your text to evoke an emotional response and connection with the responder?  What was the emotional connection and response you wanted the responder to feel when engaging with your text?  Did your descriptive text evoke the desired emotional response in the responder?  Are there enhancements you could make to your text to make this connection stronger?  How has learning about connotation, imagery and symbol helped you to become a better writer? |  | Resource 1 - Student workbook |

**Reflection and evaluation**

These simple questions may help you reflect on your students’ learning and plan for next steps.

What worked well and why?

What didn’t work and why?

What might I do differently next time?

What are the next steps for student learning based on the evidence gathered?

## ESL scales links to the English syllabus

Teachers should use the ESL scales in conjunction with the syllabus to address the needs of EAL/D students and to assist them to access English curriculum outcomes and content. The ESL scales are designed to heighten awareness of English, how it is used, how it develops and how EAL/D students may be assisted to develop cognitive and linguistic competence. The ESL scales can be found on the [Multicultural Education Page](https://education.nsw.gov.au/teaching-and-learning/curriculum/multicultural-education/english-as-an-additional-language-or-dialect/resources).

### Stage 3 Speaking and Listening

The level on the *ESL scales* needed to achieve this English syllabus outcome is **Oral Interaction level 7/8**.

An EAL student at this stage of schooling may be assessed at a range of levels on the *ESL scales* **Oral Interaction strand from level 1 to level 7/8**. Teachers plan a learning pathway for EAL students using the *ESL scales* outcomes and pointers. Teachers assess EAL students' current level of English on the *ESL scales* then plan teaching and learning activities to scaffold learning for students working towards the achievement of English syllabus outcomes.

For EAL students to achieve this English syllabus outcome the teaching focus and pathway of learning will be mainly within the **Language and cultural understanding** and **Strategies** *ESL scales* strand organisers. See *ESL scales* outcomes 1.2, 1.4, 2.2, 2.4, 3.2, 3.4, 4.2, 4.4, 5.2, 5.4, 6.2, 6.4, 7.2, 7.4.

### Stage 3 Reading and Viewing

The level on the *ESL scales* needed to achieve this English syllabus outcome is **Reading and Responding level 6/7**.

An EAL student at this stage of schooling may be assessed at a range of levels on the *ESL scales* **Reading and Responding strand from Beginning level 1 to level 6/7**. Teachers plan a learning pathway for EAL students using the *ESL scales* outcomes and pointers. Teachers assess EAL students' current level of English on the *ESL scales* then plan teaching and learning activities to scaffold learning for students working towards the achievement of English syllabus outcomes.

For EAL students to achieve this English syllabus outcome the teaching focus and pathway of learning will be within the **Language structures and features** and **Strategies** *ESL scales* strand organisers. See *ESL scales* outcomes B1.3, B1.4, B2.3, B2.4, B3.3, B3.4, 1.7, 1.8, 2.7, 2.8, 3.7, 3.8, 4.7, 4.8, 5.7, 5.8, 6.7, 6.8, 7.7, 7.8.

### Stage 3 Writing and Representing

The level on the *ESL scales* needed to achieve this English syllabus outcome is **Writing**   
**level 6/7**.

An EAL student at this stage of schooling may be assessed at a range of levels on the *ESL scales* **Writing strand from Beginning level 1 to level 6/7**. Teachers plan a learning pathway for EAL students using the *ESL scales* outcomes and pointers. Teachers assess EAL students' current level of English on the *ESL scales* then plan teaching and learning activities to scaffold learning for students working towards the achievement of English syllabus outcomes.

For EAL students to achieve this English syllabus outcome the teaching focus and pathway of learning will be within the **Communication** and **Language and cultural understanding** *ESL scales* strand organisers. See *ESL scales* outcomes B1.5, B1.6, B2.5, B2.6, B3.5, B3.6, 1.9, 1.10, 2.9, 2.10, 3.9, 3.10, 4.9, 4.10, 5.9, 5.10, 6.9, 6.10, 7.9, 7.10.