

# ESL STEPS: ESL CURRICULUM FRAMEWORK K–6

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

## TEACHING GUIDE

**Stage 3**

**ESL Bands: A1 + A2 + B + C**

**Early  
Stage  
1**

**Stage  
1**

**Stage  
2**

**Stage  
3**



#### **ACKNOWLEDGEMENT**

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

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

## TEACHING GUIDE

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## ESL BANDS: A1 + A2 + B + C

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# Introduction

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

## STRUCTURE

### Teaching guides

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

### Language focus area

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

### ESL bands

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

### Language modes

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

### ESL step

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

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

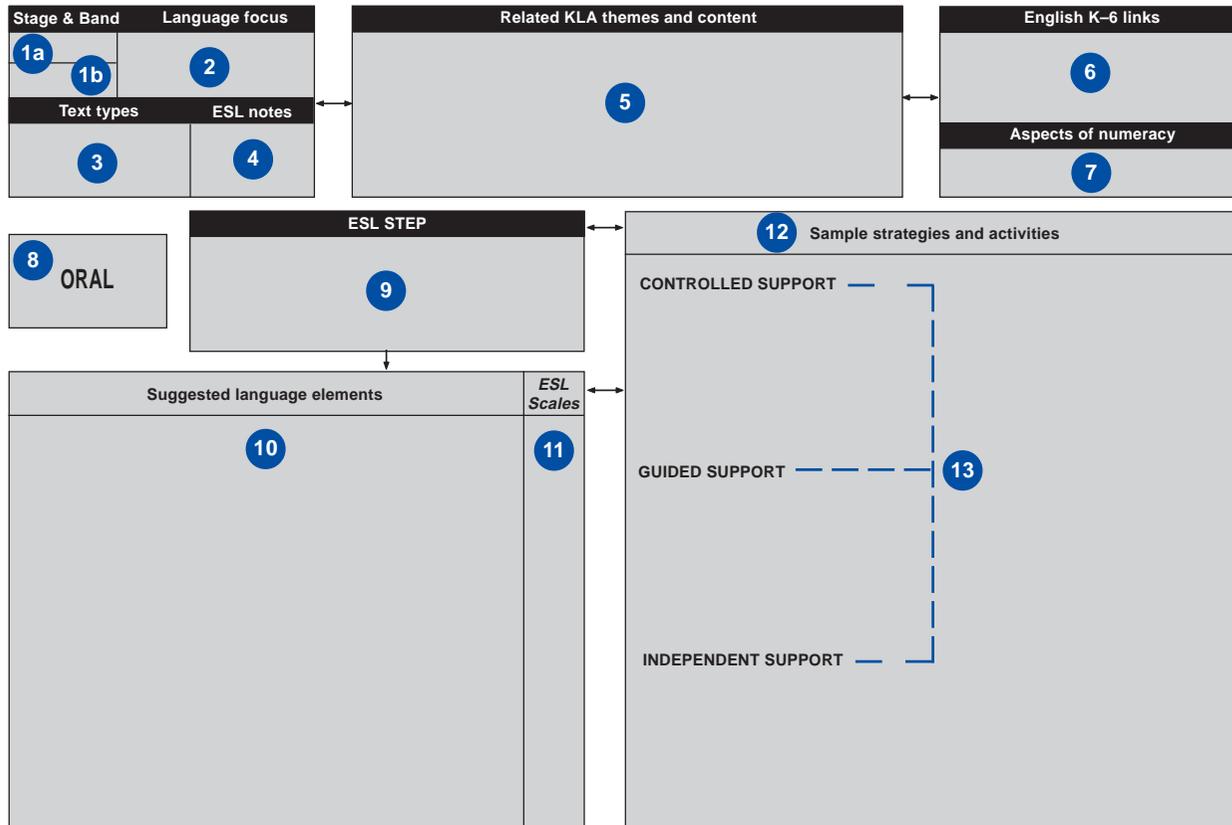
Each ESL step is supported by:

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

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

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

# Teaching guides — overview



**1a STAGE**  
Indicates the stage of schooling and the *ESL Steps: ESL Curriculum Framework K–6* band in which ESL teaching and learning takes place.

**1b BAND**  
Indicates the English language proficiency range.

**2 LANGUAGE FOCUS**  
Identifies the focus of receptive and productive use of English language for the ESL step.

**3 TEXT TYPES**  
Identifies some types of texts associated with the language focus that students will experience or produce.

**4 ESL NOTES**  
Indicates where relevant additional teaching and learning suggestions for ESL learners can be found in the *English K–6 Modules*.

**5 RELATED KLA THEMES AND CONTENT**  
Identifies the kind of topics in which the language focus is essential to language use and content learning.

**6 ENGLISH K–6 LINKS**  
Indicates the relationship between these ESL steps and the *English K–6 Syllabus* outcomes for this Stage.

**7 ASPECTS OF NUMERACY**  
Identifies some examples of numeracy concepts that may be relevant to KLA topics associated with the language focus.

**8 ORAL**  
Identifies which mode of English language use is being targeted. **Reading** and **Writing** appear on the facing page.

**9 ESL STEP**  
Identifies a manageable unit of ESL teaching and learning that focuses attention on the ESL aims of the topic.

**10 SUGGESTED LANGUAGE ELEMENTS**  
Identifies specific aspects of English language learning involved in achieving the ESL step.

**11 ESL SCALES**  
References link language elements to *ESL Scales* with the numbers representing Level: Outcome: Pointer. Where an outcome is relevant but there is no appropriate pointer listed, x indicates that an additional pointer has been provided here.

**12 SAMPLE STRATEGIES AND ACTIVITIES**  
Provides examples of learning activities that enable ESL students to learn the English language skills required for the ESL step.

**13 FRAMEWORK SCAFFOLDING**  
Outlines the varying degrees of ESL support that need to be provided to enable ESL students to move towards increasingly independent use of the targeted English language skills and language elements.

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

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

## Goal

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

## 1. Needs analysis

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

## 2. Language demands

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

## 3. ESL steps

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

## 4. Language elements

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

## 5. Strategies and activities

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

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

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

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

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

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

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

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

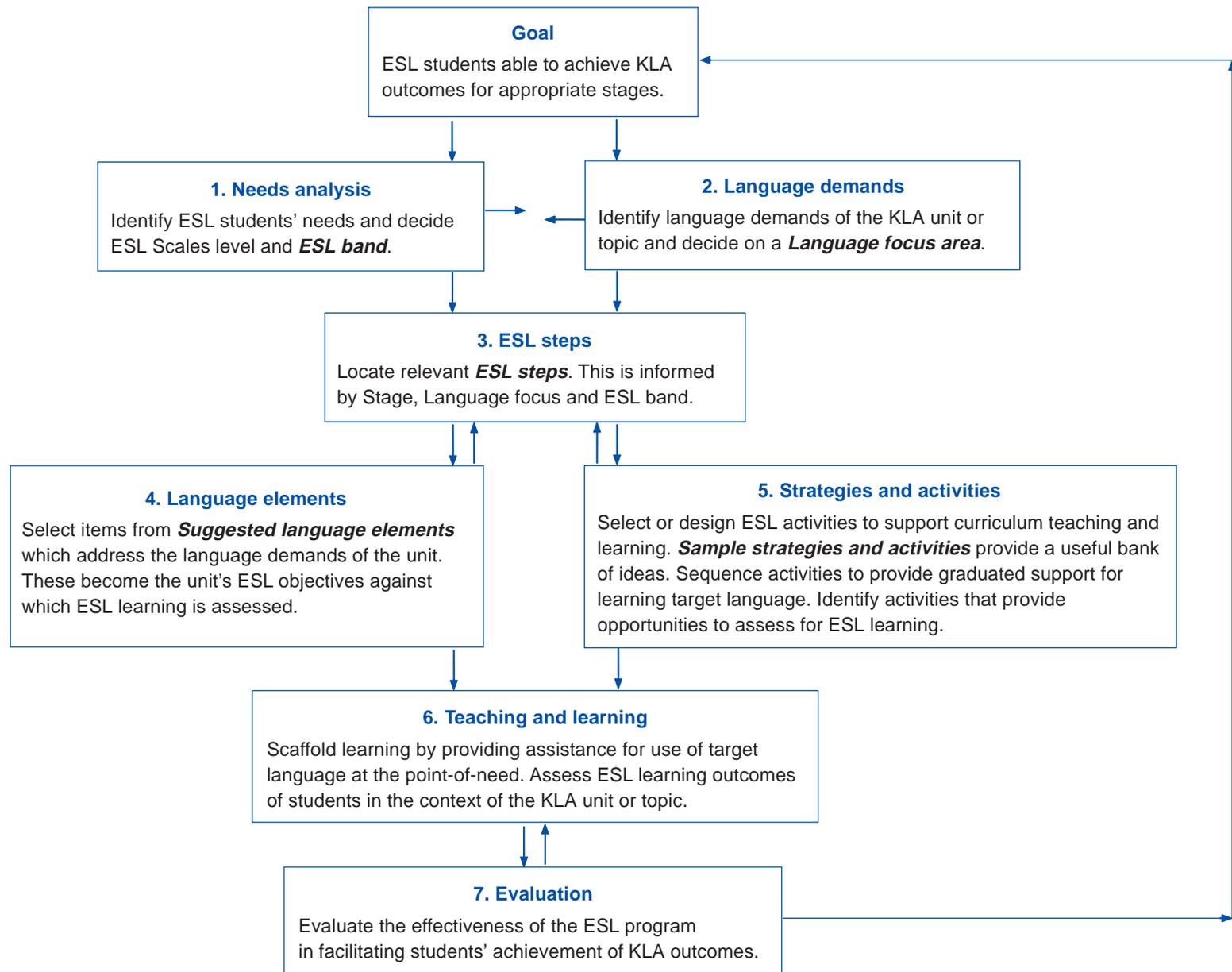
Teachers implement the programmed teaching sequences. They scaffold learning by providing point-of-need assistance adjusting the program where appropriate to ensure that individual students' immediate needs are met.

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

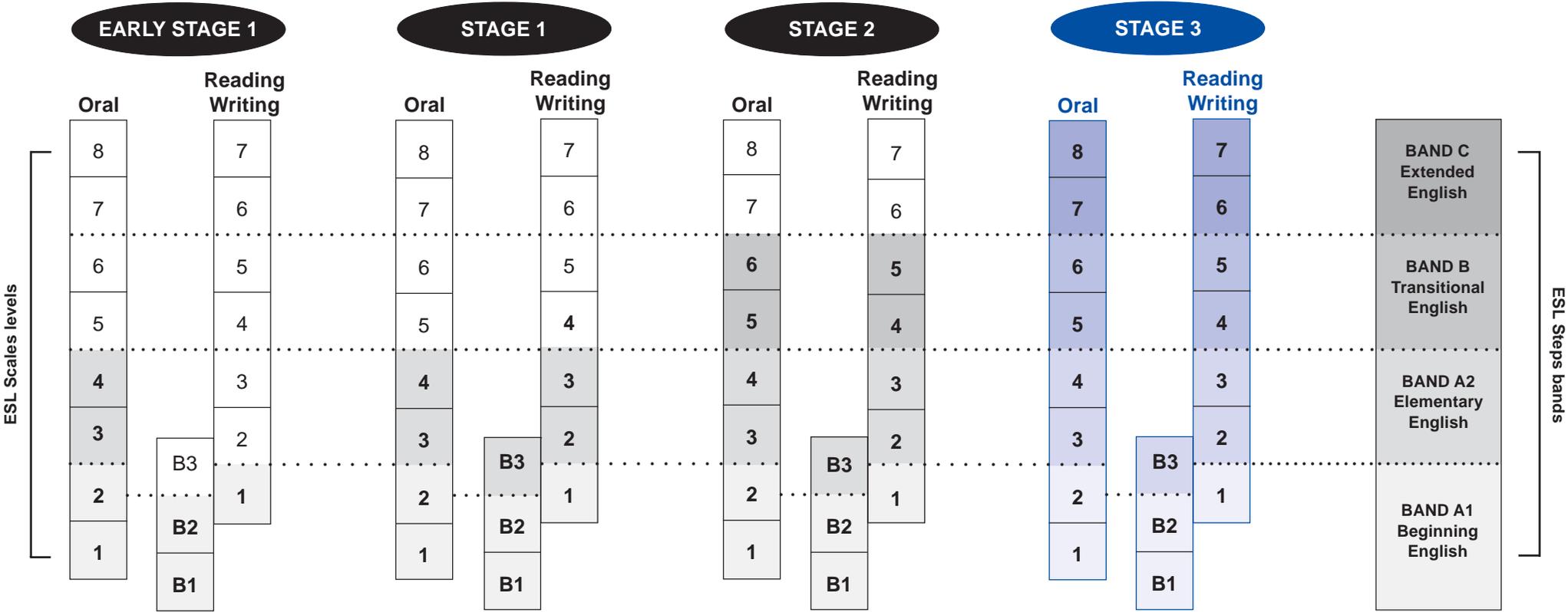
## 7. Evaluating

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

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



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



**LEGEND**

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

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

# DESCRIBING

<b>Language focus across the curriculum</b>		3
<b>Overview of ESL steps</b>		3
<b>Band A1:</b>	Oral	4
	Reading	5
	Writing	5
<b>Band A2:</b>	Oral	6
	Reading	7
	Writing	7
<b>Band B:</b>	Oral	8
	Reading	9
	Writing	9
<b>Band C:</b>	Oral	10
	Reading	11
	Writing	11



# DESCRIBING

## Language focus across the curriculum\*

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

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

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

## Overview of ESL steps

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

Stage & Band		Language focus	Related KLA themes and content		English K–6 links	
3 : A1	Beginning	<b>DESCRIBING</b>	<b>English</b>	characters, settings, e.g. <i>My Sister, Sif</i> (Ruth Park)	<b>S&amp;T</b>	landforms, dinosaurs, e.g. <i>An Ancient Land</i>
			<b>Maths</b>	estimating and measuring distances, e.g. <i>length</i>	<b>C/Arts</b>	properties of objects, e.g. <i>Visual Arts: Shovels, Picks and Pans</i>
<b>Text types</b>		<b>ESL notes</b>	<b>HSIE</b>	rainforests, e.g. <i>global environments, rainforests</i>	<b>PDHPE</b>	home safety, e.g. <i>Safe Living</i>
<ul style="list-style-type: none"> <li>Literary description</li> <li>Factual description</li> <li>Information report</li> </ul>		Eng K–6 modules: page 358 page 320	ESL students completing this Step are <b>BEGINNING TO DEVELOP</b> the prerequisite English language proficiency needed for achievement of Stage 3 outcomes.			
<b>Aspects of numeracy</b>						
Position, time, size, measurement, volume, mass, temperature, classification, comparison.						

A1	ESL STEP	Sample strategies and activities
<b>ORAL</b>	<ul style="list-style-type: none"> <li>Identifies related words from short, simple descriptions and reports.</li> <li>Uses single words, formulaic phrases or incomplete sentences to describe familiar people, places and events.</li> </ul>	<p><b>CONTROLLED – Teacher supplies target language by:</b></p> <ol style="list-style-type: none"> <li>Providing taped factual texts or stories with accompanying text, e.g. bilingual storybook (tape and story in home language and English).</li> <li>Pointing to appropriate illustrations, diagrams while reading aloud descriptions or information reports.</li> <li>Organising a scavenger hunt walk around the school collecting objects introduced previously.</li> <li>Introducing describing activities, e.g. ‘descriptive bingo’ using colour, shape based on class theme, and showing students how to take turns to call out words.</li> </ol> <p><b>GUIDED – Students practise target language by:</b></p> <ol style="list-style-type: none"> <li>In groups, classifying pictures, e.g. animals living in the different levels of a rainforest, and reporting results to class with teacher guidance.</li> <li>In groups, participating in an enquiry and elimination game using familiar vocabulary, e.g. ‘what animal/place/person am I?’</li> <li>In pairs, identifying objects based on oral description in a computer program, e.g. Mike teaches English.</li> <li>In groups, collecting litter from playground and describe aspects of items found, e.g. paper – lots, little bit glass.</li> </ol> <p><b>INDEPENDENT – Students use target language by:</b></p> <ol style="list-style-type: none"> <li>Locating and marking item in picture as described by teacher.</li> <li>Taking part in an enquiry and elimination game using items from a familiar information or literary text.</li> <li>Displaying and describing an object of interest related to a class theme, e.g. artefact from culture studied in class.</li> </ol>
<b>Suggested language elements</b>		<b>ESL Scales</b>
<b>LISTENING</b>		
1. Responds to speaker by making comments related to own experiences, e.g. Teacher: This is a photo of our school. Student: Me School.	1.3.2	
2. Elaborates information with prompting and questions.	2.4.3	
3. Recognises familiar objects and pictures.	2.1.6	
4. Interrupts with personal comment.	2.1.9	
<b>TALKING</b>		
1. Pronounces common words and phrases from class text and activities comprehensibly.	1.3.7	
2. Distinguishes spoken English from other language.	2.2.1	
3. Offers observations, e.g. dog black.	2.3.5	
4. Comments of familiar objects and pictures.	2.3.6	
5. Responds to questions with some details.	2.1.9	
6. Combines known formulas, learned structures and other vocabulary to construct new utterances related to description/report text.	2.3.9	
7. Uses familiar repetitive patterns from spoken descriptive texts, e.g. ...and a little bowl for Baby Bear.	2.4.8	

**A1**  
**READING**

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

**Sample strategies and activities**

- CONTROLLED – Teacher supplies target language by:**
1. Emphasising repetitive, descriptive phrases when reading from familiar a class text.
  2. Modelling the matching of ‘flashcards’ of descriptive words and phrases to the class text.
  3. Demonstrating the matching of descriptive words to picture of character or object, e.g. the slithery snake.
- GUIDED – Students practise target language by:**
1. In pairs, completing a cloze by matching words to pictures representing the missing words.
  2. In pairs, sequencing words to form modelled repetitive sentences.
  3. In groups, classifying descriptive phrases under headings in an information report.
  4. In pairs, matching labels to a diagram or picture using descriptive phrases provided.
- INDEPENDENT – Students use target language by:**
1. Completing a descriptive matrix on characters, places or things from a familiar text.
  2. Reading aloud sentences constructed from a range of noun groups, verbs and adverbs provided.
  3. Highlighting nouns and verbs in a short information report.

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

**A1**  
**WRITING**

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

**Sample strategies and activities**

- CONTROLLED – Teacher supplies target language by:**
1. Demonstrating how to illustrate and describe by using a caption, a character from a class text or a personal experience, e.g. family members, pets.
  2. Modelling the writing of short sentences to match illustrations.
  3. Demonstrating how to use a concept keyboard to write a simple description.
  4. Drawing and labelling an object on the blackboard for students to copy, e.g. the inside of a torch.
- GUIDED SUPPORT – Students practise target language by:**
1. Labelling own illustrations or diagrams using descriptive words on display.
  2. Using a computer to draft and edit sentences, focusing on use of upper and lower case.
  3. In pairs, developing a class dictionary with descriptive words related to current topic.
  4. In groups, writing and illustrating a description or information report, using a combination of home language and English words.
- INDEPENDENT SUPPORT – Students use target language by:**
1. Writing a simple description of a character from a familiar literary text using a pro-forma.
  2. Writing an appropriate general statement for a report.

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

Stage & Band		Language focus	Related KLA themes and content		English K–6 links	
3 : A2	Elementary	<b>DESCRIBING</b>	<b>English</b>	characters, settings, e.g. <i>My Sister, Sif</i> (Ruth Park)	<b>S&amp;T</b>	landforms, dinosaurs, e.g. <i>An Ancient Land</i>
			<b>Maths</b>	estimating and measuring distances, e.g. <i>length</i>	<b>C/Arts</b>	properties of objects, e.g. <i>Visual Arts: Shovels, Picks and Pans</i>
<b>Text types</b>		<b>ESL notes</b>	<b>HSIE</b>	rainforests, e.g. <i>global environments, rainforests</i>	<b>PDHPE</b>	home safety, e.g. <i>Safe Living</i>
<ul style="list-style-type: none"> <li>Literary description</li> <li>Factual description</li> <li>Information report</li> </ul>		Eng K–6 modules: page 358 page 320				ESL students completing this Step are <b>WORKING TOWARDS</b> the prerequisite English language proficiency needed for achievement of Stage 3 outcomes.
						<b>Aspects of numeracy</b>
						Position, time, size, measurement, volume, mass, temperature, classification, comparison.

A2		ESL STEP	Sample strategies and activities
<b>ORAL</b>		<ul style="list-style-type: none"> <li>Identifies key points of information from descriptive spoken texts.</li> <li>Identifies and describes people, places and things through a growing vocabulary.</li> </ul>	<p><b>CONTROLLED SUPPORT – Teacher provides target language by:</b></p> <ol style="list-style-type: none"> <li>Organising a guest speaker, video or picture talk to introduce descriptions of people, places or objects related to a topic.</li> <li>Modelling appropriate question and interactive strategies, e.g. turn taking and body language, before an excursion to local community involving interaction with shop personnel and community members.</li> <li>Demonstrating how to select a picture from a series to match sentences from an information report or description provided on tape.</li> </ol> <p><b>GUIDED SUPPORT – Students practise target language by:</b></p> <ol style="list-style-type: none"> <li>In groups, playing guessing games using modelled questions to identify a character, object, animal or place, e.g. Are you an animal? Are you a person? Are you alive?</li> <li>In groups, playing a game where students need to recall items suggested by the previous speakers and add their own, e.g. I was a miner, so I packed... a mining licence, a pan...</li> <li>In pairs, ordering three containers of various capacity and describing their rank using modelled terms, e.g. big, bigger, biggest; holds most, more, less.</li> <li>In groups, planning and completing a mural of a rainforest by drawing or cutting out pictures which are grouped and labelled.</li> </ol> <p><b>INDEPENDENT SUPPORT – Students use target language by:</b></p> <ol style="list-style-type: none"> <li>Planning, rehearsing and presenting an oral information report on a familiar topic, using pictures or other visual aids.</li> <li>Building noun groups by adding adjectives to a core noun, e.g. the large, meat-eating Komodo dragon; the enormous, fire-breathing dragon.</li> <li>Participating in a barrier game where Student A draws a picture based on Student B's description of a studied character, place or object.</li> </ol>
		<b>Suggested language elements</b>	<b>ESL Scales</b>
<b>LISTENING</b>			
1.	Relates descriptions to own experience, e.g. I sunburn too. You use special cream to stop sunburn.	3.1.3	
2.	Provides non-verbal feedback to speaker to sustain interaction.	3.4.x	
3.	Responds with comments or questions, e.g. what name that thing?	3.4.3	
4.	Responds appropriately to question related to simple attributes. Information may be limited, e.g. Yes. Big. It Long.	4.1.1	
<b>TALKING</b>			
1.	Provides predictable information, e.g. size, colour, shape, location, time, place.	3.1.13	
2.	Demonstrates variable placement of adjectives, e.g. blue car, car blue.	3.3.4	
3.	Elicits descriptive detail, e.g. how big is it? What colour is it?	3.3.6	
4.	Uses comparative structures, e.g. larger than.	4.3.1	
5.	Begins to provide more information when prompted.	4.2.4	
6.	Uses vocabulary that demonstrates shades of meaning, e.g. very old.	4.3.8	

**A2**  
**READING**

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

**Sample strategies and activities**

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

1. Demonstrating how to use illustrations, title, layout as cues to locating texts on a topic.
2. Conducting shared reading of big books or shared viewing of videos related to topic.
3. Modelling how to complete an information grid from a text on a class topic, e.g. rainforest animal: classification, body covering, size, special features...

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

1. In groups, labelling attributes on a diagram, e.g. volcano-lava, cone, eruption...
2. In pairs, building noun groups with two or more adjectives and an adjectival phrase or clause.
3. In pairs, highlighting classifying adjectives which identify types of things, in a familiar class text.

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

1. Reading about a topic and organising identified key words on a blank matrix.
2. Answering comprehension questions at a literal level.

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

**A2**  
**WRITING**

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

**Sample strategies and activities**

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

1. Modelling construction of simple descriptions of familiar people and things.
2. Developing and displaying word banks of technical vocabulary for class descriptive texts.
3. Demonstrating the uses of pronoun references in writing.

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

1. In pairs, using a pro-forma to organise information for an initial draft of a descriptive text.
2. In groups, extending a description by adding adjectives, e.g. the calm, dazzling blue lagoons of the coral island.
3. In pairs, including classifying adjectives in a description to identify types of things, e.g. the tropical rainforests of North Queensland.
4. Referring to a labelled model of an object, writing a description of it, e.g. a fan.

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

1. Writing descriptive sentences in paragraphs using key words supplied.
2. Writing appropriate descriptive words and phrases to enhance a given text.

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

Stage & Band		Language focus	Related KLA themes and content		English K–6 links	
3	B	<b>DESCRIBING</b>	<b>English</b>	characters, settings, e.g. <i>My Sister, Sif</i> (Ruth Park)	<b>S&amp;T</b>	landforms, dinosaurs, e.g. <i>An Ancient Land</i>
Transitional			<b>Maths</b>	estimating and measuring distances, e.g. <i>length</i>	<b>C/Arts</b>	properties of objects, e.g. <i>Visual Arts: Shovels, Picks and Pans</i>
Text types		ESL notes	<b>HSIE</b>	rainforests, e.g. <i>global environments, rainforests</i>	<b>PDHPE</b>	home safety, e.g. <i>Safe Living</i>
<ul style="list-style-type: none"> <li>Literary description</li> <li>Factual description</li> <li>Information report</li> </ul>		Eng K–6 modules: page 358 page 320			ESL students completing this Step are <b>APPROACHING</b> the prerequisite English language proficiency needed for achievement of Stage 3 outcomes.	
					<b>Aspects of numeracy</b> Position, time, size, measurement, volume, mass, temperature, classification, comparison.	

B	ESL STEP	Sample strategies and activities
	<b>ORAL</b>	<ul style="list-style-type: none"> <li>Links key points of information to supporting detail from descriptive spoken texts.</li> <li>Elaborates on descriptions in group work, class discussions and presentations.</li> </ul>

Suggested language elements	ESL Scales
<b>LISTENING</b>	
1. Listens for relevant information when questions are given beforehand, e.g. audio-visual materials such as Behind the News.	5.1.1
2. Recalls key points and some detail.	5.4.1
3. Initiates questions to clarify or gain understanding.	5.1.6
4. Extracts specific information from texts heard in class.	6.1.2
<b>TALKING</b>	
1. Contributes information and expresses ideas in group tasks or classroom discussions.	6.1.3
2. Is aware of need to provide background information to listeners unfamiliar with the topic.	6.2.2
3. Initiates questions to clarify or gain information.	6.4.3
4. Answers question to clarify information provided.	6.2.8

**B**  
**READING**

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

**Sample strategies and activities**

- CONTROLLED SUPPORT – Teacher provides target language by:**
1. Presenting a range of visual information, e.g. map, chart, table, animation.
  2. Demonstrating text previewing strategies such as skimming, scanning and reading first sentence of each paragraph.
  3. Leading shared reading of 'Where the Forest Meets the Sea' (Jeannie Baker) and discussing the relationship between the visuals and the text.
- GUIDED SUPPORT – Students practise target language by:**
1. In groups, jointly constructing a chart to compare and contrast features of animals, recording information from reading, e.g. habitat, body covering, food.
  2. In groups, playing a memory game, matching words to definitions, e.g. what the weather is like in a place – climate.
  3. In pairs, identifying word chains in a text, noting how they build information in a text.
  4. In pairs, sorting factual and literary descriptions on a similar topic, discussing the different adjective choices, e.g. Sydney is an exciting city/Sydney is a densely-populated city.
- INDEPENDENT SUPPORT – Students use target language by:**
1. Reading a number of sources to research a topic and recording information on a matrix.
  2. Drawing a taxonomy based on an information report.
  3. Highlighting word chains in a text and explaining how they build information and create cohesion in a text.

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

**B**  
**WRITING**

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

**Sample strategies and activities**

- CONTROLLED SUPPORT – Teacher provides target language by:**
1. Modelling how to take notes from factual texts.
  2. Demonstrating how to rewrite an information report for a younger class and discussing modifications, e.g. less technical language.
  3. Demonstrating how to annotate diagrams after reading factual information.
- GUIDED SUPPORT – Students practise target language by:**
1. In pairs, after an excursion, writing descriptions of the place visited.
  2. Expanding sentences by including dependent clauses, e.g. the nasty boy who waited by the gate to steal lunch money...
  3. Changing action verbs into abstract nouns, e.g. 'the seeds germinated...' becomes 'the germination of seeds...'
- INDEPENDENT SUPPORT – Students use target language by:**
1. In small groups or pairs, writing an information report for a younger class including appropriate visual material.
  2. Using computer programs to create and edit own description of a literary character and place.

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

Stage & Band		Language focus	Related KLA themes and content		English K–6 links	
3 : C	Extended	<b>DESCRIBING</b>	<b>English</b>	characters, settings, e.g. <i>My Sister, Sif</i> (Ruth Park)	<b>S&amp;T</b>	landforms, dinosaurs, e.g. <i>An Ancient Land</i>
			<b>Maths</b>	estimating and measuring distances, e.g. <i>length</i>	<b>C/Arts</b>	properties of objects, e.g. <i>Visual Arts: Shovels, Picks and Pans</i>
<b>Text types</b>		<b>ESL notes</b>	<b>HSIE</b>	rainforests, e.g. <i>global environments, rainforests</i>	<b>PDHPE</b>	home safety, e.g. <i>Safe Living</i>
<ul style="list-style-type: none"> <li>Literary description</li> <li>Factual description</li> <li>Information report</li> </ul>		Eng K–6 modules: page 358 page 320				
<b>English K–6 links</b>						
ESL students completing this Step are <b>ACQUIRING</b> the prerequisite English language proficiency needed for achievement of Stage 3 outcomes.						
<b>Aspects of numeracy</b>						
Position, time, size, measurement, volume, mass, temperature, classification, comparison.						

C	ESL STEP	Sample strategies and activities
	<b>ORAL</b>	<ul style="list-style-type: none"> <li><b>Extracts key points of information and supporting details from extended spoken descriptive texts.</b></li> <li><b>Presents sustained and cohesive talks on familiar topics, handling questions appropriately.</b></li> </ul>
	<b>Suggested language elements</b>	<b>ESL Scales</b>
	<p><b>LISTENING</b></p> <ol style="list-style-type: none"> <li>Follows the gist and some detail of a spoken descriptive text on new information, e.g. visiting speaker, media. 7.1.1</li> <li>Organises information gained from spoken language, choosing a suitable organising format. 7.1.2</li> <li>Assesses information gained from spoken descriptive texts for relevance, accuracy and completeness. 7.4.1</li> <li>Identifies the effect of devices such as rhythm, metaphor and repetition in descriptive texts. 8.2.1</li> <li>Defines the nature and purpose of the information being sought before listening or viewing. 8.1.4</li> </ol> <p><b>TALKING</b></p> <ol style="list-style-type: none"> <li>Structures a planned talk using linking words. 7.3.1</li> <li>Presents an unrehearsed talk on a familiar topic. 7.1.4</li> <li>Contributes to discussion about new topics. 7.1.5</li> <li>Works with others in planning and organising activities. 7.1.8</li> </ol>	

**C**  
**READING**

**ESL STEP**  
*Organises main and supporting ideas in texts using a range of reading strategies and sources.*

**Sample strategies and activities**

- CONTROLLED SUPPORT – Teacher provides target language by:**
1. Modelling how to create structured overviews, relating ideas within a topic, e.g. a character description – appearance, actions, motivations.
  2. Identifying, during a shared reading, other text types located within information reports, e.g. short explanation within a description of the life cycle of an animal.
- GUIDED SUPPORT – Students practise target language by:**
1. In pairs, using key words, headings and indexes to find information in complex factual texts.
  2. In groups, reading two contrasting descriptions of the same event and discussing the differences, e.g. *The Pain and The Great One* (Judy Blume).
  3. Reading information from a number of sources and completing a matrix to summarise information.
- INDEPENDENT SUPPORT – Students use target language by:**
1. Identifying the different relationships between words in a factual or literary description, e.g. synonyms, antonyms, class/sub-class; part/whole; collections.
  2. Reading information reports on the same topic from different sources, then recording the source, purpose, intended audience, factual information, etc. on a matrix, e.g. children's encyclopaedia; magazine; advertisement.

Suggested language elements	ESL Scales
1. Orders information from texts, choosing appropriate organising formats.	6.5.6
2. Selects key information for a purpose, rejecting irrelevant and unimportant information.	6.5.10
3. Locates and records information from a variety of sources.	6.5.12
4. Relates organisational features of text to purpose, e.g. chapter headings in factual or fiction books.	6.6.6
5. Shows understanding of key cultural attitudes, beliefs and values underlying language used in texts, e.g. quarter-acre block, the Outback.	7.6.2
6. Identifies relationships between paragraphs, e.g. to track development of information throughout a description or report.	7.7.1

**C**  
**WRITING**

**ESL STEP**  
*Writes literary and factual descriptions and reports showing control over register.*

**Sample strategies and activities**

- CONTROLLED SUPPORT – Teacher provides target language by:**
1. Drawing attention to words which have similar meanings in a range of texts (including synonyms), e.g. purchased, got, bought.
  2. Pointing out where patterns of words indicate part-whole relationships, e.g. tree, root, branch; castle, tower, drawbridge.
- GUIDED SUPPORT – Students practise target language by:**
1. In groups, writing details to support given descriptive topic sentences from literary and factual texts.
  2. Following a model to change action verbs into abstract nouns, placing them in theme position, e.g. 'the volcano erupted' becomes 'the eruption of the volcano...'
  3. In pairs, identifying ellipsis and discussing the missing information, e.g. the Animorphs changed back just in time. Toby didn't (change back just in time).
- INDEPENDENT SUPPORT – Students use target language by:**
1. Writing a lengthy information report, including compound and complex sentences with substantial technical detail.
  2. In pairs or small groups, producing multimedia information reports or literary descriptions on a topic of interest.

Suggested language elements	ESL Scales
1. Shows awareness that words may need to be carefully chosen because of social and cultural sensibilities, e.g. plump/fat, man/people.	6.10.4
2. Monitors own writing to ensure that register has been maintained.	6.11.5
3. Adapts report text to suit different contexts and audiences.	7.10.1
4. Uses a variety of content related words and phrases in a description or a report.	7.11.5
5. Rewrites texts to suit own purposes, e.g. to present information found in a newspaper article as a report.	7.9.8
6. Summarises and synthesises information from a number of sources and uses the information in a report text.	7.9.9



# RECOUNTING

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# RECOUNTING

## Language focus across the curriculum\*

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

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

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

## Overview of ESL steps

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

Stage & Band		Language focus	Related KLA themes and content		English K–6 links
3 : A1	Beginning	<b>RECOUNTING</b>	<b>English</b>	diary entries, e.g. <i>Zlata's Diary</i> (Zlata Filipovic)	ESL students completing this Step are <b>BEGINNING TO DEVELOP</b> the prerequisite English language proficiency needed for achievement of Stage 3 outcomes.
			<b>Maths</b>	personal activities, e.g. <i>time</i>	
<b>Text types</b>		<b>ESL notes</b>	<b>HSIE</b>	immigration experiences, e.g. <i>identity and values</i>	<b>Aspects of numeracy</b> Time, sequencing, location, position, distance, temperature, money.
<ul style="list-style-type: none"> <li>Literary recounts</li> <li>Factual recount</li> </ul>		Eng K–6 modules: page 290 pages 300–301	<b>S&amp;T</b>	case study: changes in technology, e.g. <i>Way Out Communication</i>	
			<b>C/Arts</b>	story details, e.g. <i>Drama: Rapunzel</i>	
			<b>PDHPE</b>	daily personal activities, e.g. <i>Personal Health Choices</i>	

A1	ESL STEP	Sample strategies and activities																														
<b>ORAL</b>	<ul style="list-style-type: none"> <li>Identifies related words from simple recounts and narratives.</li> <li>Uses single words, formulaic phrases or incomplete sentences to recount factual or narrative information.</li> </ul>	<p><b>CONTROLLED SUPPORT – Teacher provides target language by:</b></p> <ol style="list-style-type: none"> <li>Providing taped stories with accompanying text, e.g. bilingual story book (tape in English and story in home language and English).</li> <li>Reading illustrated fairy stories and legends. Many of these will have counterparts in other cultures and will allow students to utilise their cultural knowledge.</li> <li>Introducing an excursion with photographs or videos of experiences to come.</li> <li>Introducing and leading repetitive jazz chants and refrains based on a class topic.</li> </ol> <p><b>GUIDED SUPPORT – Students practise target language by:</b></p> <ol style="list-style-type: none"> <li>In groups, role-playing parts of a story using dialogue from the text.</li> <li>In groups, sequencing pictures from a class narrative or recount, and using these as prompts for re-telling.</li> <li>In pairs, taking part in a barrier game focusing on sequencing photographs relating to a recent class excursion.</li> </ol> <p><b>INDEPENDENT SUPPORT – Students use target language by:</b></p> <ol style="list-style-type: none"> <li>Continuing to re-tell a narrative or recount after the teacher has stopped at a random point.</li> <li>Creating and performing a dialogue for a particular part of the class text using own words that are appropriate for situation.</li> <li>Innovating on a narrative, e.g. substituting different characters or settings.</li> <li>Listening to and illustrating a retelling of a text with a familiar structure, setting or characters.</li> </ol>																														
	<table border="1"> <thead> <tr> <th>Suggested language elements</th> <th>ESL Scales</th> </tr> </thead> <tbody> <tr> <td><b>LISTENING</b></td> <td></td> </tr> <tr> <td>1. Recognises gesture and facial expression to reinforce the spoken message.</td> <td>1.2.1</td> </tr> <tr> <td>2. Identifies events or characters from pictures in a known context.</td> <td>1.3.1</td> </tr> <tr> <td>3. Begins to join in songs, rhymes, chants.</td> <td>1.1.3</td> </tr> <tr> <td>4. Recognises some content words related to a recount or narrative.</td> <td>1.3.2</td> </tr> <tr> <td>5. Exhibits listening behaviour, e.g. looks at speaker.</td> <td>1.4.1</td> </tr> <tr> <td>6. Shows enjoyment in spoken activities related to a recount or narrative.</td> <td>4.4.x</td> </tr> <tr> <td><b>TALKING</b></td> <td></td> </tr> <tr> <td>1. Uses key words related to recounts and narratives.</td> <td>1.3.5</td> </tr> <tr> <td>2. Mimics others' language without necessarily understanding meaning.</td> <td>1.4.6</td> </tr> <tr> <td>3. Pronounces common words and phrases from class texts and activities comprehensibly.</td> <td>1.3.7</td> </tr> <tr> <td>4. Adds information with prompting or questioning.</td> <td>2.1.9</td> </tr> <tr> <td>5. Combines known formulas, learned structures and other vocabulary to construct new utterances related to a recount or narrative text.</td> <td>2.3.9</td> </tr> <tr> <td>6. Interjects by making comments related to own experiences.</td> <td>4.4.x</td> </tr> </tbody> </table>	Suggested language elements	ESL Scales	<b>LISTENING</b>		1. Recognises gesture and facial expression to reinforce the spoken message.	1.2.1	2. Identifies events or characters from pictures in a known context.	1.3.1	3. Begins to join in songs, rhymes, chants.	1.1.3	4. Recognises some content words related to a recount or narrative.	1.3.2	5. Exhibits listening behaviour, e.g. looks at speaker.	1.4.1	6. Shows enjoyment in spoken activities related to a recount or narrative.	4.4.x	<b>TALKING</b>		1. Uses key words related to recounts and narratives.	1.3.5	2. Mimics others' language without necessarily understanding meaning.	1.4.6	3. Pronounces common words and phrases from class texts and activities comprehensibly.	1.3.7	4. Adds information with prompting or questioning.	2.1.9	5. Combines known formulas, learned structures and other vocabulary to construct new utterances related to a recount or narrative text.	2.3.9	6. Interjects by making comments related to own experiences.	4.4.x	
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**A1**  
**READING**

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

**Sample strategies and activities**

- CONTROLLED SUPPORT – Teacher provides target language by:**
1. Demonstrating how to match pictures to characters or events from a familiar text.
  2. Leading the reading of repetitive sentences in a familiar class text, e.g. *Postcards from the Planets* (David Drew).
  3. Modelling how to answer simple true and false statements based on students' narratives or class texts, e.g. We went to Mars after leaving Venus.
- GUIDED SUPPORT – Students practise target language by:**
1. In pairs, predicting characters, actions, places and events from title.
  2. Completing a supported cloze – (beginning letter left in or words at top of page) focusing on nouns and verbs.
  3. In groups, grouping nouns with appropriate adjectives to create descriptive noun groups.
  4. In groups, reordering sentences from a familiar jumbled recount or narrative.
- INDEPENDENT SUPPORT – Students use target language by:**
1. Completing a cloze (using a word bank of key nouns, verbs or adjectives) based on characters, places and events from a familiar class text.
  2. Matching sentences on strips to those in a familiar text.

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

**A1**  
**WRITING**

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

**Sample strategies and activities**

- CONTROLLED SUPPORT – Teacher provides target language by:**
1. Encouraging students to write recounts of shared experiences in their first language and having them translated to use for activities, where possible.
  2. Transcribing students' oral recounts so they can illustrate the sentences.
- GUIDED SUPPORT – Students practise target language by:**
1. In groups, jointly constructing a recount after sequencing photographs from an excursion or a class special event.
  2. In pairs, using a word processing program to sequence and draft labels for photographs of an excursion.
  3. Extending noun groups by adding adjectives to sentences from oral recounts transcribed by teacher, e.g. 'It was a sunny day' – 'It was a bright and sunny day'.
- INDEPENDENT SUPPORT – Students use target language by:**
1. Participating in a communicative activity by identifying a picture on the basis of another student's recount of the event.
  2. Innovating on a text, nursery rhyme or song and presenting to a Stage 1 group, e.g. Goldilocks and the three elephants.

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

Stage & Band		Language focus	Related KLA themes and content		English K–6 links
3	A2	<b>RECOUNTING</b>	<b>English</b>	diary entries, e.g. <i>Zlata's Diary</i> (Zlata Filipovic)	ESL students completing this Step are <b>WORKING TOWARDS</b> the prerequisite English language proficiency needed for achievement of Stage 3 outcomes.
Elementary			<b>Maths</b>	personal activities, e.g. <i>time</i>	
<b>Text types</b>		<b>ESL notes</b>	<b>HSIE</b>	immigration experiences, e.g. <i>identity and values</i>	<b>Aspects of numeracy</b> Time, sequencing, location, position, distance, temperature, money.
<ul style="list-style-type: none"> <li>Literary recounts</li> <li>Factual recount</li> </ul>		Eng K–6 modules: page 290 pages 300–301	<b>S&amp;T</b>	case study: changes in technology, e.g. <i>Way Out Communication</i>	
				<b>C/Arts</b>	
				<b>PDHPE</b>	

A2		ESL STEP	Sample strategies and activities
<b>ORAL</b>		<ul style="list-style-type: none"> <li>Identifies main events and participants in familiar recounts and narratives.</li> <li>Retells familiar narratives and recounts personal experiences.</li> </ul>	<p><b>CONTROLLED SUPPORT – Teacher provides target language by:</b></p> <ol style="list-style-type: none"> <li>Demonstrating how to play a guessing game by modelling descriptive words and questioning techniques needed, e.g. 'I Spy' or 'Are you thinking of?'</li> <li>Reading key sentences from a narrative or recount and demonstrating how to select corresponding picture from a series on display.</li> <li>Explaining, using concrete visual support, key words or expressions from the text that are culturally specific, e.g. in the Australian bush; nursing home.</li> <li>Presenting sequence words on 'flashcards', e.g. first, then, next.</li> <li>Introducing raps or jazz chants that re-tell a sequence of events.</li> </ol> <p><b>GUIDED SUPPORT – Students practise target language by:</b></p> <ol style="list-style-type: none"> <li>In groups, holding a character or main event card and standing as their character or event occurs during the re-telling of a recount or narrative.</li> <li>In groups, discussing reactions of characters in a familiar story, e.g. how do you know Rose is scared of her brother– body language, behaviour.</li> <li>In groups, listening to visiting performers or speakers for pre-taught key words.</li> <li>In groups, using 'chairs' to sequence a text with a speaker on each chair re-telling the next part using appropriate sequence words.</li> </ol> <p><b>INDEPENDENT SUPPORT – Students use target language by:</b></p> <ol style="list-style-type: none"> <li>In small groups, planning a role-play innovating on the class text and performing it.</li> <li>Completing a detailed re-telling of class text with correct sequence of events and other details from the recount or narrative.</li> <li>Participating in a 'Hot Seat' activity by asking and answering questions as a character in the class text.</li> </ol>
Suggested language elements		ESL Scales	
<b>LISTENING</b>			
1. Relates recounts and narratives to own experiences.	3.1.3		
2. Shows understanding and enjoyment by anticipating events in a recount or narrative.	3.1.6		
3. Shows understanding about elements of a recount or narrative by asking questions.	3.3.6		
4. Shows understanding about an event through answers and activities.	4.2.2		
5. Provides non-verbal feedback to speaker to sustain interaction.	4.4.x		
6. Shows understanding about characters and their influence on events by comments, e.g. He bad. He break house.	4.2.4		
<b>TALKING</b>			
1. Uses gestures or voice in an attempt to support or amplify meaning.	3.1.11		
2. Shows understanding about characters and their influences on events through comments, e.g. He bad. He break house.	4.1.x		
3. Uses linking words and phrases to order events, e.g. then, after, that.	4.3.10		
4. Describes events, characters, objects and places in recounts and narratives.	4.2.4		
5. Orders events from a recount or narrative in a logical sequence.	4.1.9		

**A2**  
**READING**

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

**Sample strategies and activities**

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

1. Demonstrating how to answer true or false to simple statements based on students' narratives or class texts, e.g. Next we saw the room where the Senate meets. T/F.
2. Presenting model sentences and identifying content focus, e.g. who, what, where, when.

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

1. In pairs, completing a cloze with words supplied, e.g. common conjunctions, connectives, past tense verbs.
2. In pairs, highlighting pronoun reference chains throughout a familiar text.
3. In groups, participating in a jigsaw reading of sections from a short recount or narrative, guided by comprehension questions.
4. In groups, rehearsing and presenting a familiar narrative as Readers' Theatre.
5. In groups, constructing a matrix to compare and contrast participants and events in familiar narrative or recount texts.

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

1. Identifying who, what, where and when in orientation stage of a recount or narrative.
2. Innovating on a familiar narrative by changing the resolution stage.

Suggested language elements	ESL Scales
1. Identifies cultural values implied in the narrative, e.g. good vs evil.	2.5.4
2. Follows extended dialogues between characters in a narrative.	3.6.5
3. Predicts actions of participants from a recount or narrative.	2.5.2
4. Identifies the building and resolution of tension in a narrative.	2.5.4
5. Recognises structure of a literary or factual recount or narrative.	3.6.1
6. Recalls events from well-known literary and factual recounts and narratives.	3.5.3
7. Identifies some detail in recounts and narratives.	3.5.6
8. Recognises linking words and phrases to order events.	3.7.4
9. Summarises and organises information from factual recounts.	3.5.8
10. Uses visual supports, e.g. pictures, and diagrams, to interpret meaning.	3.8.9

**A2**  
**WRITING**

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

**Sample strategies and activities**

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

1. Demonstrating how to construct sequences of sentences related to a narrative or recount.
2. Presenting the differences between present tense and past tense forms, and the effects on meaning.
3. Modelling the joining of simple sentences with conjunctions to create compound and complex sentences.

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

1. In pairs, expanding skeleton texts by using adjectival and adverbial phrases and clauses.
2. In groups, jointly constructing a recount or narrative focusing on who, what, when and where, and evaluative language.
3. In pairs, writing direct speech bubbles for particular characters.

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

1. Writing speech bubbles for characters in own innovated text.
2. Writing own recount or narrative, including evaluative words or phrases.
3. Writing a recount using visuals as stimulus (photographs of a familiar event). This might be written in L1, if appropriate.

Suggested language elements	ESL Scales
1. Uses verbs of saying and thinking to describe participants/responses.	3.11.x
2. Writes a literary or factual recount or narrative that shows simple and logical sequence of ideas through structure and progression.	2.11.2
3. Uses repetition for emphasis or intensity, e.g. very, very sad.	2.12.4
4. Uses regular and some irregular past tense verbs, e.g. went, bought.	2.11.6
5. Writes an orientation informing the reader about who, where, when.	3.11.1
6. Uses pronoun reference, e.g. the bus broke down. It...	3.11.10
7. Provides some detail in factual text, e.g. newspaper report.	3.10.3
8. Writes some creative texts, e.g. imaginative recounts, narratives.	3.9.1

Stage & Band		Language focus	Related KLA themes and content		English K–6 links
3	B	<b>RECOUNTING</b>	<b>English</b>	diary entries, e.g. <i>Zlata's Diary</i> (Zlata Filipovic)	ESL students completing this Step are <b>APPROACHING</b> the prerequisite English language proficiency needed for achievement of Stage 3 outcomes.
Transitional			<b>S&amp;T</b>	case study: changes in technology, e.g. <i>Way Out Communication</i>	
Text types		ESL notes	<b>Maths</b>	personal activities, e.g. <i>time</i>	Aspects of numeracy
<ul style="list-style-type: none"> <li>Literary recounts</li> <li>Factual recount</li> </ul>			Eng K–6 modules: page 290 pages 300–301	<b>HSIE</b>	
			<b>C/Arts</b>	story details, e.g. <i>Drama: Rapunzel</i>	Time, sequencing, location, position, distance, temperature, money.
			<b>PDHPE</b>	daily personal activities, e.g. <i>Personal Health Choices</i>	

ESL STEP	Sample strategies and activities
<p><b>B</b></p> <p><b>ORAL</b></p> <ul style="list-style-type: none"> <li><i>Gains information and enjoyment from extended recounts and narratives.</i></li> <li><i>Recognises and interprets key elements in the development of recounts and narratives.</i></li> </ul>	<p><b>CONTROLLED SUPPORT – Teacher provides target language by:</b></p> <ol style="list-style-type: none"> <li>Leading a discussion on what makes a resolution successful, e.g. how could the character realistically solve the problem? Who might help?</li> <li>Demonstrating how to prepare narrative or folk tale or recount for presentation to another class, discussing factors such as voice projection, exaggerated facial features, speaking slowly, gestures.</li> <li>Modelling the deconstruction of different forms of literary text, e.g. <i>The Jolly Postman</i> (Allan and Janet Ahlberg).</li> </ol> <p><b>GUIDED SUPPORT – Students practise target language by:</b></p> <ol style="list-style-type: none"> <li>In groups, rehearsing a presentation of a narrative or folk tale with emphasis on voice, gesture and expression.</li> <li>In groups, planning a role-play of part of a narrative or recount, displaying understanding of the characters through the dialogue or the narration.</li> <li>In groups, identifying stereotypes in a recount or narrative, e.g. the stepmother in Hansel and Gretel; first settlers in Australia.</li> <li>In groups, identifying how the illustrator depicts the different characters in a recount or narrative and the effect on the reader.</li> </ol> <p><b>INDEPENDENT SUPPORT – Students use target language by:</b></p> <ol style="list-style-type: none"> <li>Re-telling a familiar recounting text from the point of view of one of the characters.</li> <li>Taking part in a 'Hot Seat' activity by asking and answering questions, as one of the characters or participants, about events in a class text.</li> <li>Answering creative comprehension questions, e.g. what might happen to the wildlife if a resort is built on the island? How could you protect wildlife in this situation?</li> </ol>
<p><b>Suggested language elements</b></p> <p><b>LISTENING</b></p> <ol style="list-style-type: none"> <li>Identifies significance of an event in an historical recount. 5.2.x</li> <li>Empathises with the feelings and perspectives of participants in a literary or factual text. 5.2.x</li> <li>Predicts outcomes of events in recounts and narratives. 5.4.x</li> <li>Questions to seek clarification of detail or extra information to assist comprehension. 5.1.6</li> <li>Identifies point of view of narrator in a book, TV show or film. 6.1.x</li> <li>Recognises the theme and message of a recount or narrative, e.g. moral or lesson. 6.2.x</li> </ol> <p><b>TALKING</b></p> <ol style="list-style-type: none"> <li>Gives relevant detail when recounting. 5.1.9</li> <li>Plans and presents own recount or narrative based on models. 5.2.1</li> <li>Elaborates on elements of recounts or narratives, e.g. setting, character, events. 5.1.8</li> <li>Re-tells recounts or narratives using appropriate structure. 6.4.5</li> </ol> <p><b>ESL Scales</b></p>	

**B**  
**READING**

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

**Sample strategies and activities**

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

1. Demonstrating how to read maps and interpret photographs related to historical recounts.
2. Presenting a narrative or recount written from a different point of view and identifying the differences from the original.
3. Modelling construction of a chart to compare and contrast two versions of a story or recount.

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

1. In groups, sorting and sequencing two or three familiar texts cut up into sentences, by identifying stages, then discussing why they know they are correct. Emphasis is on lexical chains and text structure.
2. In groups, designing a story board after viewing a short animated narrative, and comparing it to the original text, e.g. *Rosie's Walk* (Pat Hutchins).

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

1. Constructing a cause and effect chain for a text, by selecting events or actions which cause others to occur, e.g. mining licences led to Eureka Stockade revolt.
2. Completing a three level guide focusing on inferential (what is implied) and critical (evaluation of the author's message) comprehension.

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

**B**  
**WRITING**

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

**Sample strategies and activities**

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

1. Modelling the construction of a resolution to a complication in a narrative.
2. Demonstrating how to replace less dramatic verbs with more exciting ones, e.g. fell – plummeted, yelled – shrieked.
3. Presenting a range of ways of opening a narrative and discussing the effect of each, e.g. an exciting incident, reflections after resolution.

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

1. In pairs, expanding sentences by including relative or dependent clauses, e.g. My friend, who is the same age as me, is going overseas to visit his grandmother.
2. In groups, jointly constructing a narrative that begins with a resolution or complication.

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

1. Rewriting a traditional tale from the point of view of one of the other characters, e.g. Baby Bear in *Goldilocks and the Three Bears*.
2. Writing a diary entry as a participant in a class excursion, e.g. an accompanying parent.
3. Making notes from research material for a historical recount or narrative.

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

Stage & Band		Language focus	Related KLA themes and content		English K–6 links	
3 : C	Extended	<b>RECOUNTING</b>	<b>English</b>	diary entries, e.g. <i>Zlata's Diary</i> (Zlata Filipovic)	<b>S&amp;T</b>	case study: changes in technology, e.g. <i>Way Out Communication</i>
			<b>Maths</b>	personal activities, e.g. <i>time</i>	<b>C/Arts</b>	story details, e.g. <i>Drama: Rapunzel</i>
<b>Text types</b>		<b>ESL notes</b>	<b>HSIE</b>	immigration experiences, e.g. <i>identity and values</i>	<b>PDHPE</b>	daily personal activities, e.g. <i>Personal Health Choices</i>
<ul style="list-style-type: none"> <li>Literary recounts</li> <li>Factual recount</li> </ul>		Eng K–6 modules: page 290 pages 300–301				
<b>English K–6 links</b>						
ESL students completing this Step are <b>ACQUIRING</b> the prerequisite English language proficiency needed for achievement of Stage 3 outcomes.						
<b>Aspects of numeracy</b>						
Time, sequencing, location, position, distance, temperature, money.						

C	ORAL	ESL STEP	Sample strategies and activities																										
			<ul style="list-style-type: none"> <li><b>Synthesises key messages from extended recounts and complex narratives.</b></li> <li><b>Presents engaging recounts and narratives appropriate for audience.</b></li> </ul>	<p><b>CONTROLLED SUPPORT – Teacher provides target language by:</b></p> <ol style="list-style-type: none"> <li>Modelling questions that promote higher order thinking skills, e.g. The answer is wicked. What is the question?</li> <li>Presenting an oral recount or a narrative and discussing how connectives help to organise ideas in a logical sequence, e.g. in the beginning, secondly, meanwhile, finally.</li> <li>Identifying multiple word tenses in an oral narrative or recount and discussing the time relationships, e.g. after he had eaten his lunch, the giant went to sleep; while 6M is watching the video, our class will use the computer equipment.</li> </ol> <p><b>GUIDED SUPPORT – Students practise target language by:</b></p> <ol style="list-style-type: none"> <li>In pairs, listening to a narrative on tape and identifying the verbs that are used effectively to create atmosphere and action.</li> <li>In groups, preparing role-plays which compare the effects of using different levels of modality, e.g. as a powerful character in a narrative, commanding support, and then meekly requesting it, from followers.</li> <li>In groups, discussing the effect of different saying verbs after listening to taped narratives or recounts. Students identify the information given by these verbs, e.g. I know the character didn't want to do it, because the author used the verb 'grumbled'.</li> <li>In groups, identifying idioms used in narratives or recounts, brainstorming meanings, and discussing how the meaning and use of idioms vary between cultural and social groups, as well as with the relationship between the participants.</li> </ol> <p><b>INDEPENDENT SUPPORT – Students use target language by:</b></p> <ol style="list-style-type: none"> <li>Re-telling a rehearsed narrative to a group or students in another class using appropriate voice and gestures.</li> <li>Taking part in 'Celebrity Heads' based on characters from a narrative or recount.</li> <li>Participating in improvising a short drama based on part of a familiar narrative or recount.</li> </ol>																									
		<table border="1"> <thead> <tr> <th>Suggested language elements</th> <th>ESL Scales</th> </tr> </thead> <tbody> <tr> <td><b>LISTENING</b></td> <td></td> </tr> <tr> <td>1. Identifies sequence of events from a narrative with time shifts, e.g. past to present.</td> <td>7.1.x</td> </tr> <tr> <td>2. Identifies voice of a narrative or recount, e.g. first or third person.</td> <td>7.1.x</td> </tr> <tr> <td>3. Identifies a narrative which varies from the standard structure of orientation, complication, evaluation, resolution.</td> <td>7.2.x</td> </tr> <tr> <td>4. Speculates on alternative course of action in recounts or narratives.</td> <td>8.1.x</td> </tr> <tr> <td>5. Evaluates the feelings and perspectives of the participants in a recount or narrative.</td> <td>8.2.x</td> </tr> <tr> <td><b>TALKING</b></td> <td></td> </tr> <tr> <td>1. Engages in lengthy recounts on less predictable topics with native speakers and peers.</td> <td>7.1.x</td> </tr> <tr> <td>2. Innovates on a recount or narrative by altering participants or setting.</td> <td>7.1.x</td> </tr> <tr> <td>3. Uses voice and gesture to enhance the impact of a recount or narrative, e.g. anecdotes to entertain or inform.</td> <td>7.1.x</td> </tr> <tr> <td>4. Role-plays a participant from a narrative or recount consistent with the participants or setting.</td> <td>7.2.2</td> </tr> <tr> <td>5. Extends a recount or narrative maintaining consistency of character and theme.</td> <td>8.1.10</td> </tr> </tbody> </table>	Suggested language elements	ESL Scales	<b>LISTENING</b>		1. Identifies sequence of events from a narrative with time shifts, e.g. past to present.	7.1.x	2. Identifies voice of a narrative or recount, e.g. first or third person.	7.1.x	3. Identifies a narrative which varies from the standard structure of orientation, complication, evaluation, resolution.	7.2.x	4. Speculates on alternative course of action in recounts or narratives.	8.1.x	5. Evaluates the feelings and perspectives of the participants in a recount or narrative.	8.2.x	<b>TALKING</b>		1. Engages in lengthy recounts on less predictable topics with native speakers and peers.	7.1.x	2. Innovates on a recount or narrative by altering participants or setting.	7.1.x	3. Uses voice and gesture to enhance the impact of a recount or narrative, e.g. anecdotes to entertain or inform.	7.1.x	4. Role-plays a participant from a narrative or recount consistent with the participants or setting.	7.2.2	5. Extends a recount or narrative maintaining consistency of character and theme.	8.1.10	
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**C**  
**READING**

**ESL STEP**  
*Identifies issues and implications arising from extended literary and factual recounts and complex narratives.*

**Sample strategies and activities**

- CONTROLLED SUPPORT – Teacher provides target language by:**
1. Presenting biographical and historical recounts or narratives and identifying examples of language indicating a point of view.
  2. Leading shared reading of a biography and discussing purpose and possible audiences.
- GUIDED SUPPORT – Students practise target language by:**
1. In groups, comparing biographies or historical recounts by different authors on the same topic, listing similarities and differences, e.g. audience, stereotyping and bias.
  2. In pairs, listing emotive language and exaggeration in a familiar narrative or recount and discussing effects, e.g. ‘bravely fought back tears’ – to elicit sympathy.
  3. In groups, developing a timeline for a narrative or recount and discussing the effects of, and reasons for, the author’s choices, e.g. flashback to explain a character’s reactions.
- INDEPENDENT SUPPORT – Students use target language by:**
1. Identifying differences in elements of the visual text such as cover, illustrations and title page in different versions of a text, and discussing possible reasons for these differences, e.g. production costs, update presentation, release of a related movie.

Suggested language elements	ESL Scales
1. Discusses participants and their motivations in a literary or factual recount or narrative.	6.5.4
2. Identifies author position and bias in a literary or factual recount or narrative.	6.6.7
3. Identifies the nature of conflict among participants in a literary or factual recount or narrative.	7.5.x
4. Considers cultural values underlying a literary or factual recount or narrative.	7.6.x
5. Pauses to think and review what has been read.	7.8.3
6. Identifies language used to convey mood and feeling in a literary or factual recount or narrative.	7.7.7

**C**  
**WRITING**

**ESL STEP**  
*Creates extended literary and factual recounts and narratives that develop character and theme.*

**Sample strategies and activities**

- CONTROLLED SUPPORT – Teacher provides target language by:**
1. Demonstrating how to create compound-complex sentences by combining independent and dependent clauses, then discussing effects of the changes.
  2. Thinking aloud to predict the outcomes for given characters in an incomplete narrative or recount, and to model a way of writing complications and an ending.
- GUIDED SUPPORT – Students practise target language by:**
1. In groups, constructing a narrative that deviates from a simple narrative structure, e.g. multiple orientations, complications, flashbacks, flash forwards.
  2. Highlighting different kinds of verbs, e.g. red-action, blue-thinking, green-saying, yellow-relating, then discussing frequently used verbs types, their purpose and effects.
- INDEPENDENT SUPPORT – Students use target language by:**
1. Constructing an innovation of a short narrative, e.g. writing a fairytale in a modern setting; changing gender or age or personality of a character.
  2. Completing sentence beginnings about a famous person who has been studied in class, then combining sentences into a factual recount using relative and dependent clauses.

Suggested language elements	ESL Scales
1. Combines a number of ideas into compound/complex sentences.	6.11.5
2. Demonstrates awareness that stereotyping should be avoided in characterisation.	7.10.4
3. Shows subtlety of expression through appropriate use of devices such as metaphor, imagery, humour and irony.	7.11.4
4. Makes references to other sources in factual recounts.	6.9.7
5. Mixes tenses for creative or dramatic purpose.	7.12.7
6. Experiments with time movement in plot or sequence of event, e.g. parallel plots, flashback	7.9.4



# RESPONDING

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# RESPONDING

## Language focus across the curriculum\*

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

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

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

## Overview of ESL steps

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

Stage & Band		Language focus		Related KLA themes and content		English K–6 links	
3 : A1		<b>RESPONDING</b>		English author study, e.g. Libby Hathorn: <i>The Gift; The Wishing Cupboard</i>		ESL students completing this Step are <b>BEGINNING TO DEVELOP</b> the prerequisite English language proficiency needed for achievement of Stage 3 outcomes.	
Beginning				C/Arts cultural contexts of recorded music, e.g. <i>Music: Exploring Tone Colour</i>			
Text types		ESL notes				<b>Aspects of numeracy</b>	
<ul style="list-style-type: none"> <li>Personal response</li> <li>Review</li> </ul>		Eng K–6 modules: page 373				Comparison, classification, time, sequencing, position.	

A1	<b>ORAL</b>	ESL STEP		Sample strategies and activities	
		<ul style="list-style-type: none"> <li>Identifies related words from simple responses to literary texts.</li> <li>Uses single words, formulaic phrases or incomplete sentences to respond to literary texts.</li> </ul>		<p><b>CONTROLLED SUPPORT – Teacher provides target language by:</b></p> <ol style="list-style-type: none"> <li>Reading or re-telling class text and asking questions that elicit ‘yes/no’ personal response answers, e.g. Did you like the story? Did you think the fox was bad?</li> <li>Modelling language structure for a personal response, e.g. ‘I liked the witch when she...’</li> <li>Developing the concept of ‘favourite’ by asking students about things they like and creating a class graph representing student responses to questions, e.g. about television shows, pets, fruit, food.</li> <li>Demonstrating non-verbal ways to show agreement or disagreement to statements, e.g. the witch is beautiful – shake head or signal thumbs down.</li> <li>Modelling how to construct a story map.</li> </ol> <p><b>GUIDED SUPPORT – Students practise target language by:</b></p> <ol style="list-style-type: none"> <li>In groups, recording class likes and dislikes of events or characters onto a matrix .</li> <li>In pairs, practising a response to a book following a simple formula, e.g. In <i>Drac and the Gremlin</i> (Allan Baillie) I liked it when....</li> <li>In groups, participating in an enquiry and elimination game based on class text, e.g. my favourite part....</li> <li>In groups, using pictures of characters from a class text, giving reason for liking or disliking that character.</li> <li>In pairs, talking about designing a new cover.</li> </ol> <p><b>INDEPENDENT SUPPORT – Students use target language by:</b></p> <ol style="list-style-type: none"> <li>Presenting a simple response to a familiar text.</li> <li>Asking questions of a speaker.</li> </ol>	
		Suggested language elements		ESL Scales	
		<b>LISTENING</b>			
		1. Exhibit listening behaviour when listening to discussion about a literary text.		1.4.1	
		2. Responds to questions with support, e.g. Teacher: Did you like the story? Student: nods.		2.1.2	
		3. Responds to a single element of a literary text, e.g. laughs when...		2.1.5	
		4. Indicates understanding through yes/no responses.		2.3.4	
		<b>TALKING</b>			
		1. Begins to express some likes, dislikes and feelings about a literary text, e.g. it funny.		2.1.x	
		2. Expresses short personal opinion about a literary text, e.g. boy no good.		2.1.x	
		3. Pronounces common words and phrases from class texts and activities comprehensibly.		2.3.10	
		4. Combines known formulas, learned structures and other vocabulary to construct new utterances related to responses to a literary text.		2.3.9	

**A1**  
**READING**

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

**Sample strategies and activities**

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

1. Presenting and discussing pictures from a literary text that usually relate or don't relate, e.g. old lady and roller blades; old lady and walking stick.
2. Demonstrating how to construct a chart or graph of pictures of likes and dislikes related to a class text.
3. Presenting appropriate terminology, e.g. title, author of a book.

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

1. In pairs, classifying pictures related to a familiar text into 'like' or 'don't like'.
2. In groups, matching split sentences, e.g. I liked the princess because... she was brave.
3. Choosing a book in their L1 to read and review using a pro-forma and following a model.

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

1. Reading familiar sentences about likes and dislikes.
2. Selecting an event from a literary text and drawing a character's response to it.
3. Joining in reading of a jointly constructed review.

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

**A1**  
**WRITING**

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

**Sample strategies and activities**

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

1. Demonstrating how to draw to identify a favourite event or character from a class text.
2. Modelling completion of sentences, e.g. 'I like \_\_\_ because \_\_\_; I don't like \_\_\_ because...'
3. Suggesting, eliciting and recording evaluative words onto a semantic web.

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

1. In pairs, completing a response pro-forma, e.g. title, author, I like \_\_\_; my favourite part.
2. In groups, jointly constructing a response to a familiar literary text.
3. In pairs, developing a list of evaluative words for likes and dislikes for inclusion in a class topic dictionary, e.g. good, bad, funny, sad, silly, exciting.

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

1. Writing a personal response to a familiar literary text using a pro-forma and following a model.
2. Selecting a picture from a text which represents a favourite element of the story and completing a cloze response, e.g. I like... because...

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

Stage & Band		Language focus		Related KLA themes and content		English K–6 links	
3 : A2		<b>RESPONDING</b>		English author study, e.g. Libby Hathorn: <i>The Gift; The Wishing Cupboard</i>		ESL students completing this Step are <b>WORKING TOWARDS</b> the prerequisite English language proficiency needed for achievement of Stage 3 outcomes.	
Elementary				C/Arts cultural contexts of recorded music, e.g. <i>Music: Exploring Tone Colour</i>			
Text types		ESL notes				<b>Aspects of numeracy</b>	
<ul style="list-style-type: none"> <li>Personal response</li> <li>Review</li> </ul>		Eng K–6 modules: page 373				Comparison, classification, time, sequencing, position.	

A2	<b>ORAL</b>	ESL STEP		Sample strategies and activities	
		<ul style="list-style-type: none"> <li>Follows short opinions about familiar literary texts.</li> <li>States brief opinions about familiar literary texts.</li> </ul>		<p><b>CONTROLLED SUPPORT – Teacher provides target language by:</b></p> <ol style="list-style-type: none"> <li>Demonstrating different ways to make statements, e.g. ‘I enjoyed...’ ‘I thought it was interesting when...’</li> <li>Presenting and reinforcing a formulaic way of asking questions, e.g. ‘what was your favourite... what was your least favourite...’</li> <li>Developing a bank of ways of expressing a personal opinion about a literary text.</li> <li>Presenting repetitive jazz chants that demonstrate how to express responses, e.g. I like it, I love it, I hate it, I like it a lot.</li> <li>Suggesting, eliciting and recording evaluative words onto a semantic web.</li> <li>Discussing the purpose of reviews, intended audience, text structure and features.</li> </ol> <p><b>GUIDED SUPPORT – Students practise target language by:</b></p> <ol style="list-style-type: none"> <li>In pairs, giving a personal response with simple reasons about a book or events in a book.</li> <li>In groups recreating a story using puppets. Students practise using intonation, facial expressions and gestures to convey mood and message.</li> <li>In groups, agreeing to a simple summary of a story, e.g. This book was about a little girl called Rose and her brother who was mean to her (<i>The Tunnel</i>, Anthony Browne).</li> <li>In pairs, completing a progressive oral cloze based on a familiar taped radio review.</li> </ol> <p><b>INDEPENDENT SUPPORT – Students use target language by:</b></p> <ol style="list-style-type: none"> <li>Planning and presenting a simple oral review of a familiar literary text based on a model.</li> <li>Asking questions after listening to a speaker or storyteller.</li> </ol>	
Suggested language elements			ESL Scales		
<b>LISTENING</b>					
1. Provides non-verbal feedback to speaker to sustain interaction.			2.4.5		
2. Indicates when not sure what questions about a literary text mean.			3.4.1		
3. Indicates understanding of key elements of literary texts through identifying true/false statements.			3.1.7		
4. Responds to questions eliciting opinions about literary texts.			4.1.1		
<b>TALKING</b>					
1. Supports an opinion by using descriptions or events from a literary text.			4.1.10		
2. Expresses a set of likes, dislikes and feelings about a literary text, e.g. Miss, that funny book.			4.1.5		
3. Expresses personal opinion about a literary text using details from the text, e.g. Peter not be good to dog.			4.2.4		
4. Uses simple comparison and contrast in giving opinions.			4.3.8		

**A2**  
**READING**

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

**Sample strategies and activities**

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

1. Demonstrating how to identify fact and opinion in a review.
2. Developing and displaying a matrix to record similarities and differences between characters and events from different texts on a similar topic.
3. Reading an unfamiliar picture book to the class without showing the pictures, eliciting illustration ideas for, e.g. saddest part, funniest part, then comparing with original.

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

1. In pairs, identifying evaluative words in a review text.
2. Completing a supported cloze focusing on evaluative words.
3. In groups, selecting and ranking three books, giving reasons for decisions made, e.g. this book is best because...

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

1. Completing an unsupported cloze focusing on evaluative language.
2. Completing a story map of a familiar literary text.
3. Identifying language which expresses opinion in a review.

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

**A2**  
**WRITING**

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

**Sample strategies and activities**

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

1. Modelling the construction of a simple review describing the main characters or storyline and making a judgement about the text.
2. Developing and displaying word banks related to a familiar literary text and reviews of it, focusing on descriptive and opinion words.

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

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

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

1. Completing sentence beginnings, e.g. When Rose was crawling through the tunnel she was scared because... (*The Tunnel*, Anthony Browne).
2. Designing a book cover that includes author's biography, synopsis, title.

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

Stage & Band		Language focus	
3 : B		<b>RESPONDING</b>	
Transitional			
Text types		ESL notes	
<ul style="list-style-type: none"> <li>Personal response</li> <li>Review</li> </ul>		Eng K–6 modules: page 373	

Related KLA themes and content	
<b>English</b>	author study, e.g. Libby Hathorn: <i>The Gift; The Wishing Cupboard</i>
<b>C/Arts</b>	cultural contexts of recorded music, e.g. <i>Music: Exploring Tone Colour</i>

English K–6 links
ESL students completing this Step are <b>APPROACHING</b> the prerequisite English language proficiency needed for achievement of Stage 3 outcomes.
Aspects of numeracy
Comparison, classification, time, sequencing, position.

**B**  
**ORAL**

ESL STEP
<ul style="list-style-type: none"> <li><i>Follows varying comments and opinions about literary texts.</i></li> <li><i>Elaborates on responses to literary texts.</i></li> </ul>

Sample strategies and activities
<p><b>CONTROLLED SUPPORT – Teacher provides target language by:</b></p> <ol style="list-style-type: none"> <li>Modelling how to role-play interviewing a character from a familiar literary text.</li> <li>Presenting and discussing different forms of oral and visual literary texts, e.g. ballads, plays, films, taped stories, animated cartoons.</li> <li>Revising stages in a review and demonstrating how to identify language that reflects reviewer’s opinion.</li> <li>Discussing author, title and themes in a book, listing key themes on a chart.</li> </ol> <p><b>GUIDED SUPPORT – Students practise target language by:</b></p> <ol style="list-style-type: none"> <li>In groups, planning and presenting a role-play involving characters from a familiar literary text and using dialogue consistent with the character and events.</li> <li>In pairs, predicting what could have happened next in a story, poem or film.</li> <li>In groups, sharing books brought from home or from library, by reading excerpts and giving a supported personal response.</li> </ol> <p><b>INDEPENDENT SUPPORT – Students use target language by:</b></p> <ol style="list-style-type: none"> <li>Participating in a ‘Reviewer Hot Seat’ activity by pretending to be a reviewer and answering prepared interview question about own review of a literary text.</li> <li>Preparing questions to ask visiting authors about their books.</li> <li>Preparing and presenting an oral review of a familiar story, e.g. folktale from own culture.</li> <li>Answering critical comprehension questions, e.g. in <i>Piggybook</i> (Anthony Browne), what was the author trying to say when he made the males in the family change?</li> </ol>

Suggested language elements	ESL Scales
<b>LISTENING</b>	
1. Shows understanding of various ideas expressed about a literary text.	6.1.2
2. Responds to views and statements of others about a literary text.	6.2.3
3. Links diverse opinions with parts of a literary text.	6.4.3
<b>TALKING</b>	
1. Expands on opinions if required.	5.4.6
2. Expresses relationships through comparisons and contrasts, e.g. this book is like the last one we read.	5.3.4
3. Uses a range of descriptive language to express feelings about a literary text.	6.3.x

**B**  
**READING**

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

**Sample strategies and activities**

- CONTROLLED SUPPORT – Teacher provides target language by:**
1. Presenting and discussing an analysis of the structure of trailers for video or film.
  2. Modelling the construction of a concept or story map related to a familiar literary text.
- GUIDED SUPPORT – Students practise target language by:**
1. In pairs, comparing reviews of the same book, film, video game from different sources, recording information on a chart, e.g. Nintendo® magazine; newspaper column.
  2. In groups, justifying why the author had a character behave in a particular way, drawing on evidence from the text, e.g. language used to describe actions.
  3. In groups, reassembling a jumbled review, grouping details with the relevant topic sentences.
- INDEPENDENT SUPPORT – Students use target language by:**
1. Choosing to read a book recommended by a review, then comparing to own response.
  2. Participating in a jigsaw reading of different reviews of the same book and completing a same/different matrix.

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

**B**  
**WRITING**

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

**Sample strategies and activities**

- CONTROLLED SUPPORT – Teacher provides target language by:**
1. Modelling how to include excerpts from a text to support a statement in a review.
  2. Developing and displaying wordbanks focusing on ways of expressing an opinion.
  3. Demonstrating how to use a story map to summarise events from a literary text.
- GUIDED SUPPORT – Students practise target language by:**
1. In pairs, using a thesaurus to develop lists of synonyms and antonyms relating to reviews of a familiar literary text.
  2. In groups, collecting and categorising words that end with ‘-ful’ to use in reviews, e.g. wonderful, suspenseful.
- INDEPENDENT SUPPORT – Students use target language by:**
1. Writing a synopsis of a familiar video or film.
  2. Maintaining a reading log with several headings, e.g. title, author, characters, synopsis, illustrations, recommendation.
  3. Participating in an online Book Rap.

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

Stage & Band		Language focus	
3	C	<b>RESPONDING</b>	
Extended			
Text types		ESL notes	
<ul style="list-style-type: none"> <li>Personal response</li> <li>Review</li> </ul>		Eng K–6 modules: page 373	

Related KLA themes and content	
<b>English</b>	author study, e.g. Libby Hathorn: <i>The Gift; The Wishing Cupboard</i>
<b>C/Arts</b>	cultural contexts of recorded music, e.g. <i>Music: Exploring Tone Colour</i>

English K–6 links
ESL students completing this Step are <b>ACQUIRING</b> the prerequisite English language proficiency needed for achievement of Stage 3 outcomes.
Aspects of numeracy
Comparison, classification, time, sequencing, position.

**C**  
**ORAL**

ESL STEP
<ul style="list-style-type: none"> <li>Follows extended commentaries on responses to literary texts.</li> <li>Gives sustained and cohesive responses to literary texts.</li> </ul>

Sample strategies and activities
<p><b>CONTROLLED SUPPORT – Teacher provides target language by:</b></p> <ol style="list-style-type: none"> <li>Drawing attention to the role of visual images in supporting oral texts and discussing how they enhance the message.</li> <li>Demonstrating how to listen to an oral review and separate fact from opinion.</li> </ol> <p><b>GUIDED SUPPORT – Students practise target language by:</b></p> <ol style="list-style-type: none"> <li>In pairs, designing open-ended interview questions for a character from a familiar literary text.</li> <li>In groups, discussing the effect of filming techniques on the viewer, e.g. close ups, long shots, camera angles, fading, music, colour.</li> <li>In groups, preparing a ‘Reviewer Hot Seat’ role-play where the audience is hostile to the opinion stated by the reviewer.</li> </ol> <p><b>INDEPENDENT SUPPORT – Students use target language by:</b></p> <ol style="list-style-type: none"> <li>Presenting an oral review and enhancing it by reading a relevant section of the book aloud.</li> <li>Participating in a partially scripted ‘Readers’ Theatre’ activity based on a familiar literary text.</li> <li>Responding orally to another student’s personal response to a story from the <i>School Magazine</i>.</li> </ol>

Suggested language elements	ESL Scales
<b>LISTENING</b>	
1. Compares and synthesises diverse viewpoints and perspectives on a literary text.	7.1.2
2. Follows complex ideas in a class discussion about a literary text.	8.1.2
3. Evaluates the quality and validity of ideas about literary texts being expressed.	8.1.5
<b>TALKING</b>	
1. Presents an opinion about a literary text coherently with evidence from the text.	7.1.4
2. Gives a prepared talk on an author, handling questions appropriately.	7.1.7
3. Discusses different interpretation of a literary text, e.g. by reviewers.	8.2.x
4. Provides detailed reasons for actions and behaviours of characters in a literary text.	8.2.x
5. Elaborates on themes and issues in a literary text.	8.1.10

**C**  
**READING**

**ESL STEP**  
*Identifies writer's point of view from critical reviews of literary texts.*

**Sample strategies and activities**

- CONTROLLED SUPPORT – Teacher provides target language by:**
1. Thinking aloud to demonstrate how to predict the judgement stage of a text based on the text description stage.
  2. Demonstrating how to use a reviewer's language choices to make inferences about the intended audience.
  3. Modelling how to use visual images from the text to make inferences about a character's motives, qualities, etc.
- GUIDED SUPPORT – Students practise target language by:**
1. In pairs, comparing and contrasting two major characters from a familiar literary text, e.g. personality, appearance, actions, beliefs.
  2. In pairs, highlighting word chains used throughout a review and discussing the effect, e.g. exciting, thrilling, action-packed.
- INDEPENDENT SUPPORT – Students use target language by:**
1. In each of a number of narratives with a similar theme, analysing how the message is conveyed through text and illustration, e.g. relationships, peer pressure, bullying.
  2. Developing a sociogram depicting all the characters from a familiar text and their interrelationships, summarising each relationship with a few words.

Suggested language elements	ESL Scales
1. Makes comparisons between different texts by the same author or make judgements about different texts on the same topic.	6.5.13
2. Describes reviewer's position in relation to a literary text.	6.6.7
3. Evaluates the basis for a reviewer's position by referring to the text.	7.5.10
4. Summarises different viewpoints in reviews.	7.5.12
5. Pauses to think and review what has been read.	7.8.3
6. Identifies language that signals opinion and qualifies argument.	7.7.8

**C**  
**WRITING**

**ESL STEP**  
*Writes reviews of literary texts showing critical response.*

**Sample strategies and activities**

- CONTROLLED SUPPORT – Teacher provides target language by:**
1. Demonstrating how to use a pro forma to prepare a plan for a review, collecting ideas and supporting details under headings.
  2. Demonstrating how to support a statement in a text description by using reference to the text, e.g. The boy expressed his need for the cat by referring to it as 'my cat' (*It's Like This, Cat*, Emily Neville).
- GUIDED SUPPORT – Students practise target language by:**
1. In groups, writing a familiar narrative from different characters' points of view.
  2. In pairs, using a provocative or controversial quote from a shared book or media article as the basis for a response to a literary text.
  3. In pairs, writing a short persuasive sentence to promote a familiar book.
- INDEPENDENT SUPPORT – Students use target language by:**
1. Writing a blurb for a recently read book.
  2. Changing a positive review into a negative one.
  3. Writing a review comparing and contrasting two versions of the same story, e.g. *Cinderella*.

Suggested language elements	ESL Scales
1. Justifies an opinion with specific reference to a literary text.	6.9.x
2. Uses appropriate vocabulary to persuade audience.	7.1.2
3. Adapts review to different audiences.	7.10.1
4. Conveys a coherent message, perspective and values in a review.	7.10.5
5. Elaborates on themes, issues and characterisation in a literary text.	7.9.x
6. Uses the language of exemplification in writing about the significance of literary texts, e.g. this demonstrates, we are shown.	7.11.8



# INSTRUCTING

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# INSTRUCTING

## Language focus across the curriculum\*

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

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

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

## Overview of ESL steps

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

Stage & Band		Language focus	
3	A1	<b>INSTRUCTING</b>	
Beginning			
Text types		ESL notes	
<ul style="list-style-type: none"> <li>• Procedure</li> <li>• Procedural recount</li> </ul>		Eng K–6 modules: pages 310–311	

Related KLA themes and content			
<b>English</b>	recipes, e.g. <i>Onion Tears</i> (Diana Kidd)	<b>S&amp;T</b>	video production e.g. <i>Visual Ventures</i>
<b>Maths</b>	3D models, e.g. <i>Three-dimensional Space</i>	<b>C/Arts</b>	creating shapes, e.g. <i>Dance: Sculpture</i>
<b>HSIE</b>	food, e.g. <i>Study of a Cultural Group: Bali</i>	<b>PDHPE</b>	skills, techniques, rules, e.g. <i>Games and Sports: Playing</i>

English K–6 links
ESL students completing this Step are <b>BEGINNING TO DEVELOP</b> the prerequisite English language proficiency needed for achievement of Stage 3 outcomes.
Aspects of numeracy
Position, sequencing, distance, temperature, size, volume, measurement, classification, mass, time.

A1  
**ORAL**

ESL STEP
<ul style="list-style-type: none"> <li>• <i>Identifies related words from short, simple instructions.</i></li> <li>• <i>Uses single words, formulaic phrases or incomplete sentences to give instructions.</i></li> </ul>

Sample strategies and activities
<p><b>CONTROLLED SUPPORT – Teacher provides target language by:</b></p> <ol style="list-style-type: none"> <li>1. Modelling appropriate physical responses for classroom instructions, e.g. stand up.</li> <li>2. Introducing action games, e.g. ‘Simon Says’; ‘Lifeboats’; ‘Hit the deck’.</li> <li>3. Encouraging students to mimic and use non-verbal signals to communicate, e.g. pointing, nodding.</li> <li>4. Demonstrating instructions for simple computer application, e.g. concept keyboards, simple matching games.</li> </ol> <p><b>GUIDED SUPPORT – Students practise target language by:</b></p> <ol style="list-style-type: none"> <li>1. Copying a series of non-verbal actions for a simple sequence, e.g. songs, rhymes, chants.</li> <li>2. Responding to familiar repetitive patterns from stories, songs, rhymes, chants and raps.</li> <li>3. Taking a turn in leading ‘Simon Says’.</li> <li>4. In pairs, giving or following instructions to draw, colour, cut out items.</li> <li>5. In pairs, following a series of oral instructions to complete a computer-based task.</li> </ol> <p><b>INDEPENDENT SUPPORT – Students use target language by:</b></p> <ol style="list-style-type: none"> <li>1. Following simple instructions relying on key words and contexts, e.g. a computer activity.</li> <li>2. Re-telling a familiar completed procedure.</li> </ol>

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

**A1**  
**READING**

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

**Sample strategies and activities**

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

1. Providing and displaying an illustrated list of typical classroom commands.
2. Demonstrating how to read a procedural text and identify its structure.
3. Drawing attention to the use of action verbs, command form in initial position.

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

1. In pairs, matching written instructions to a picture.
2. In pairs, completing a supported cloze using pictures, beginning letters, etc.
3. In groups, identifying sequence words in a text, e.g. first, second, then.

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

1. Identifying key words and phrases in captions for illustrations from a familiar text.
2. Finding further examples of instructional texts from home, e.g. recipes.
3. Contributing to a simple ‘How to Make’ book using pictures and modelled sentences.

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

**A1**  
**WRITING**

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

**Sample strategies and activities**

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

1. Demonstrating how to illustrate a simple, familiar procedure, e.g. how to make pikelets.
2. Providing models of simple instructions to match illustrations.
3. Developing and displaying a word bank of relevant instruction verbs.

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

1. Labelling own illustrations using instructional words on display.
2. In groups, compiling a word bank of instruction verbs related to topic.
3. In groups, jointly constructing instructions after sequencing illustrations, diagrams or photographs from a teacher demonstration, e.g. cooking pancakes.
4. In pairs, editing jointly constructed text on a computer, focusing on sequence markers.

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

1. Writing instructions for a familiar task, using drawings, English and L1.
2. Innovating on a text jointly constructed by the class or group, e.g. How to make a \_\_\_\_\_. This could be a mixture of drawing and text.
3. Dictating sentences for the teacher or other students to scribe.

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

Stage & Band		Language focus	Related KLA themes and content		English K–6 links	
3 : A2	Elementary	<b>INSTRUCTING</b>	<b>English</b>	recipes, e.g. <i>Onion Tears</i> (Diana Kidd)	<b>S&amp;T</b>	video production e.g. <i>Visual Ventures</i>
			<b>Maths</b>	3D models, e.g. <i>Three-dimensional Space</i>	<b>C/Arts</b>	creating shapes, e.g. <i>Dance: Sculpture</i>
<b>Text types</b>		<b>ESL notes</b>	<b>HSIE</b>	food, e.g. <i>Study of a Cultural Group: Bali</i>	<b>PDHPE</b>	skills, techniques, rules, e.g. <i>Games and Sports: Playing</i>
<ul style="list-style-type: none"> <li>• Procedure</li> <li>• Procedural recount</li> </ul>		Eng K–6 modules: pages 310–311				
<b>English K–6 links</b>						
ESL students completing this Step are <b>WORKING TOWARDS</b> the prerequisite English language proficiency needed for achievement of Stage 3 outcomes.						
<b>Aspects of numeracy</b>						
Position, sequencing, distance, temperature, size, volume, measurement, classification, mass, time.						

A2		ESL STEP	Sample strategies and activities
<b>ORAL</b>		<ul style="list-style-type: none"> <li>• <b>Follows sequence of steps related to classroom procedures or learning activities.</b></li> <li>• <b>Gives short sequence of steps related to classroom procedures, games, learning tasks.</b></li> </ul>	<p><b>CONTROLLED SUPPORT – Teacher provides target language by:</b></p> <ol style="list-style-type: none"> <li>1. Modelling key content words and procedures for a specific task, e.g. a barrier game.</li> <li>2. Demonstrating a short sequence of instructions related to classroom procedures, games or learning tasks, e.g. cutting and pasting a mask.</li> <li>3. Encouraging students to use L1 to clarify tasks or concepts.</li> <li>4. Drawing attention to sequence words by giving a series of instructions, e.g. First you open your book, then you pick up your pencil, next you write your name.</li> </ol> <p><b>GUIDED SUPPORT – Students practise target language by:</b></p> <ol style="list-style-type: none"> <li>1. In pairs, taking part in an enquiry and elimination game to focus on adverbial phrases, e.g. S1: 'Where is the book?' S2: 'Is it on the table?'</li> <li>2. In groups, playing 'Do as I say' game using command verbs, e.g. 'Simon Says'.</li> <li>3. In groups, constructing a model following instructions on audio or video-tape.</li> </ol> <p><b>INDEPENDENT SUPPORT – Students use target language by:</b></p> <ol style="list-style-type: none"> <li>1. Presenting a procedural recount of a task, e.g. playing a game, getting ready for school.</li> <li>2. Taking part in a barrier game matching colours to pictures, e.g. 'Put the yellow square on the red triangle'.</li> </ol>
<b>Suggested language elements</b>		<b>ESL Scales</b>	
<b>LISTENING</b>			
1. Follows a short sequence of instructions related to classroom activities.		3.1.1	
2. Asks speaker to repeat and/or speak slowly, e.g. 'say again please'.		3.4.1	
3. Asks questions that demonstrate an understanding of the task.		3.3.6	
4. Provides non-verbal feedback to speaker to sustain interaction.		4.4.x	
5. Responds appropriately to instructions for different classroom activities.		4.2.2	
<b>TALKING</b>			
1. Gives simple directions on a familiar task.		3.1.x	
2. Makes simple comments about a procedure, e.g. too fast.		3.3.x	
3. Uses commands to direct peers in classroom games and activities.		3.3.x	
4. Repeats another speaker's words in subsequent conversation, e.g. Where did you plant the seed? Plant seed in pot.		3.4.6	
5. Rehearses or role-plays giving instructions or directions.		4.4.5	
6. Plans what to say and how to give instructions.		4.4.6	

**A2**  
**READING**

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

**Sample strategies and activities**

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

1. Highlighting the structure of a simple procedure after shared reading.
2. Demonstrating how to use illustrations, title and layout to support understanding.
3. Highlighting the use of adverbial phrases to show position, e.g. Draw a platypus swimming under the water. Place the wire over the battery terminal.

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

1. In groups, reordering a jumbled instructional sequence.
2. In pairs, completing a supported cloze on sequence words, e.g. then, next, after.
3. In groups, sorting and sequencing two different sets of instructions, e.g. playing a computer game and making a pinwheel.

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

1. Choosing from a number of pictures the most appropriate ones to include in a procedure and justifying the choice.
2. Highlighting the adverbial phrases in a procedure.

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

**A2**  
**WRITING**

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

**Sample strategies and activities**

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

1. Thinking aloud while demonstrating construction of a simple procedural text.
2. Developing and displaying word banks of action verbs and measurement words, e.g. ml, kilo, tablespoon.

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

1. In pairs, writing a simple, familiar procedure using a pro-forma.
2. Using a chart of adverbs of manner to add details to instructions, e.g. carefully, slowly, lightly, in a circular motion.
3. In groups, expanding noun groups to describe objects, e.g. a rounded tablespoon of sugar.

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

1. Innovating on a familiar procedure.
2. Choosing on a familiar activity they would like to teach a friend, then writing or drawing the instructions under headings and evaluating by having their friend complete the procedure.

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

Stage & Band		Language focus	Related KLA themes and content		English K–6 links
3	B	<b>INSTRUCTING</b>	<b>English</b> recipes, e.g. <i>Onion Tears</i> (Diana Kidd)	<b>S&amp;T</b> video production e.g. <i>Visual Ventures</i>	ESL students completing this Step are <b>APPROACHING</b> the prerequisite English language proficiency needed for achievement of Stage 3 outcomes.
Transitional			<b>Maths</b> 3D models, e.g. <i>Three-dimensional Space</i>	<b>C/Arts</b> creating shapes, e.g. <i>Dance: Sculpture</i>	
Text types		ESL notes	<b>HSIE</b> food, e.g. <i>Study of a Cultural Group: Bali</i>	<b>PDHPE</b> skills, techniques, rules, e.g. <i>Games and Sports: Playing</i>	<b>Aspects of numeracy</b> Position, sequencing, distance, temperature, size, volume, measurement, classification, mass, time.
<ul style="list-style-type: none"> <li>• Procedure</li> <li>• Procedural recount</li> </ul>		Eng K–6 modules: pages 310–311			

<b>B</b>	<b>ORAL</b>	ESL STEP	Sample strategies and activities
		<ul style="list-style-type: none"> <li>• <i>Follows a series of instructions related to classroom procedures or learning activities.</i></li> <li>• <i>Gives a series of oral instructions related to classroom procedures, games or learning activities.</i></li> </ul>	<p><b>CONTROLLED SUPPORT – Teacher provides target language by:</b></p> <ol style="list-style-type: none"> <li>1. Introducing and demonstrating technically appropriate action words, e.g. whisk, blend, press, stand, pin.</li> <li>2. Presenting various ways of giving a command, e.g. ‘The last person left must run to the centre’; ‘Would you run to the middle of the circle, please?’</li> <li>3. Introducing the use of conditional form to indicate potential problems or options in procedures, e.g. If there is a lightning, don’t use the telephone.</li> <li>4. Identifying modality words in instructions and discussing their effect, e.g. should, could, must, might, need to.</li> </ol> <p><b>GUIDED SUPPORT – Students practise target language by:</b></p> <ol style="list-style-type: none"> <li>1. In groups, completing an oral macrocloze following an experiment – e.g. text headings and command verb for each step provided and students provide missing words.</li> <li>2. In pairs, taking part in a barrier game focusing on giving directions, e.g. finding how to get to a particular shop.</li> <li>3. In groups, acting out a procedure where one student uses adverbs to direct a change in the way actions are performed, e.g. stir; slowly/quickly/briskly/carefully.</li> </ol> <p><b>INDEPENDENT SUPPORT – Students use target language by:</b></p> <ol style="list-style-type: none"> <li>1. Using a flow chart or a diagram to prepare and prompt an oral presentation.</li> <li>2. Role-playing giving instructions to different people, e.g. friend, younger brother, parent, teacher, shopkeeper; and discussing changes in language for each situation.</li> </ol>
		Suggested language elements	ESL Scales
		<b>LISTENING</b>	
		1. Listens for relevant information when instructions are given.	5.1.1
		2. Identifies implied sequences in oral instructions.	5.1.3
		3. Follows a complex set of oral instructions or directions related to a game or learning activity, e.g. follow a route with the use of a map.	5.1.3
		4. Identifies a number of sequence markers that indicate steps in an oral instruction, e.g. finally, prior to.	5.3.2
		5. Recalls the order in which steps occur.	6.1.x
		6. Recalls key steps in instructions.	6.4.x
		<b>TALKING</b>	
		1. Monitors an activity and provides feedback, e.g. The elastic is too short.	5.4.x
		2. Talks simply about cultural differences related to communication, e.g. eye contact, distance, use of gesture.	5.2.2
		3. Applies familiar procedural language to new contexts.	6.1.x
		4. Plans and organises instructions for a group activity.	6.1.x
		5. Uses appropriate register for giving instructions in different situations.	6.1.6

**B**  
**READING**

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

**Sample strategies and activities**

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

1. Developing and displaying word banks of conventional measurements, e.g. pinch of salt, ream of paper.
2. Introducing the classification of adverbs and adverbial phrases into time, manner, location.
3. Demonstrating and discussing the effect of placing the adverbial phrase in theme position, e.g. Before lighting the burner, check the gas is turned on.

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

1. In groups, sorting and sequencing two procedures on a similar topic, e.g. making a mask and making a card.
2. In pairs, identifying the audience for a number of different procedures and the language that conveys this, e.g. adult – how to program a video; young child – how to play Snap.

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

1. Reading rules for a new game and playing it.
2. Comparing visual or media procedures with written procedures by completing a same/different chart, e.g. a television cooking show and a recipe book.

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

**B**  
**WRITING**

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

**Sample strategies and activities**

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

1. Demonstrating the effects of rewriting a procedure and changing the word or phrase in theme position.
2. Introducing the use of relative clauses to add detail to a procedure, e.g. Add the fruit, which has been soaking for two hours, into the mixture.

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

1. In pairs, using visual texts from a range of sources to create illustrations that assist readers to achieve the goal of a procedure, e.g. photographs, drawings, clipart.
2. In groups, identifying relevant language in conditional procedures (ones where the reader must make choices), e.g. first aid procedures, instructions for computer programs.

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

1. Writing, illustrating and editing a procedure using a computer on a topic of their choice.
2. Writing procedures for two different audiences on the same topic, varying the language and visuals appropriately, e.g. making scones for adults, for kindergarten students.

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

Stage & Band		Language focus	Related KLA themes and content		English K–6 links	
3	C	<b>INSTRUCTING</b>	<b>English</b>	recipes, e.g. <i>Onion Tears</i> (Diana Kidd)	<b>S&amp;T</b>	video production e.g. <i>Visual Ventures</i>
Extended			<b>Maths</b>	3D models, e.g. <i>Three-dimensional Space</i>	<b>C/Arts</b>	creating shapes, e.g. <i>Dance: Sculpture</i>
Text types		ESL notes	<b>HSIE</b>	food, e.g. <i>Study of a Cultural Group: Bali</i>	<b>PDHPE</b>	skills, techniques, rules, e.g. <i>Games and Sports: Playing</i>
<ul style="list-style-type: none"> <li>• Procedure</li> <li>• Procedural recount</li> </ul>		Eng K–6 modules: pages 310–311	ESL students completing this Step are <b>ACQUIRING</b> the prerequisite English language proficiency needed for achievement of Stage 3 outcomes.			
<b>Aspects of numeracy</b> Position, sequencing, distance, temperature, size, volume, measurement, classification, mass, time.						

ESL STEP	Sample strategies and activities
<b>C</b> <b>ORAL</b> <ul style="list-style-type: none"> <li>• <i>Understands complex instructional sequences at normal speed.</i></li> <li>• <i>Gives detailed instructions related to complex games or learning activities.</i></li> </ul>	<b>CONTROLLED SUPPORT – Teacher provides target language by:</b> <ol style="list-style-type: none"> <li>1. Drawing attention to the ways in which spoken instructions often address the audience specifically, e.g. Then 6F will swap places with 5R.</li> <li>2. Focusing on ‘if... then’ structures in instructions, e.g. If you turn the handle too far then the timer will jam.</li> <li>3. Demonstrating the use of adverbial clauses of reason, e.g. use a chalk mark on the material so that the stitching will be straight.</li> </ol>
<b>Suggested language elements</b>	<b>GUIDED SUPPORT – Students practise target language by:</b> <ol style="list-style-type: none"> <li>1. In pairs, creating instructions that contain complex sentences, e.g. if... then structure (conditional) and so that ___ (causal).</li> <li>2. In groups, completing an oral macrocloze by supplying the missing reasons, e.g. Leave the cake to cool [so that you can remove it from the cake tin more easily].</li> <li>3. In groups, role-playing the same set of instructions with varying degrees of modality and discussing the effect, e.g. you could adjust the screen by ___; you should adjust the screen by ___; you must adjust the screen by ___.</li> </ol>
<b>ESL Scales</b>	<b>INDEPENDENT SUPPORT – Students use target language by:</b> <ol style="list-style-type: none"> <li>1. Presenting an oral procedure to peers, e.g. origami, using diagrams and visual texts to support instructions.</li> <li>2. After listening to an oral procedure, marking on a checklist the strategies used to modify the intensity of spoken instructions and discussing the effect on the audience, e.g. of word choice, tone of voice, use of eye contact.</li> </ol>
<b>LISTENING</b> <ol style="list-style-type: none"> <li>1. Follows the gist and some detail of spoken instructions on a new topic at normal speed. 7.1.1</li> <li>2. Assesses instructions for accuracy and completeness. 7.4.1</li> <li>3. Recalls key elements of complex instructions. 8.1.x</li> <li>4. Understands instructional TV programs, radio news. 8.1.1</li> </ol>	
<b>TALKING</b> <ol style="list-style-type: none"> <li>1. Anticipates difficult steps in a procedure and gives appropriate detail. 7.4.x</li> <li>2. Uses gestures to clarify meaning of complex instructions. 7.4.x</li> <li>3. Gives detailed and extended instructions on a task. 7.1.6</li> <li>4. Uses range of modality words to give instructions politely. 8.3.3</li> <li>5. Uses English for a range of problem-solving activities, e.g. planning a journey using maps, brochures, timetables. 8.1.6</li> </ol>	

**C**  
**READING**

**ESL STEP**  
*Identifies what is required from complex task instructions.*

**Sample strategies and activities**

- CONTROLLED SUPPORT – Teacher provides target language by:**
1. Highlighting the positioning of adverbs and adverbial phrases representing time, location, manner, accompaniment and cause in procedural texts.
  2. Developing and displaying a list of features in procedural texts that help the reader to follow the instructions.
- GUIDED SUPPORT – Students practise target language by:**
1. In pairs, identifying technical words in procedures from independent reading for personal spelling lists and group or class dictionaries.
  2. In groups, comparing procedures to evaluate layout elements and discussing how they assist the reader and suit different purposes, e.g. use of subheadings, indents, lists, different fonts and styles.
  3. In pairs, identifying possible consequences stated in a set of rules.
- INDEPENDENT SUPPORT – Students use target language by:**
1. Completing a cloze passage using alternative and causal connectives, e.g. otherwise, unless, in order to, so that.
  2. Matching parts of a flow chart or diagram to a related procedural text which includes a range of conditions, e.g. a computer game.

Suggested language elements	ESL Scales
1. Identifies social purpose of instructional texts.	6.6.1
2. Scans information from different sources to extract procedural information.	6.8.x
3. Assesses accuracy of own written work by reading different material.	6.8.6
4. Identifies demands and task implications of key command words, e.g. explain, argue, discuss.	7.5.13
5. Identifies relationships between paragraphs or sections of instructional texts.	7.7.1
6. Identifies the kind of reader assumed by the author of an instructional text, e.g. expert or novice.	7.6.8

**C**  
**WRITING**

**ESL STEP**  
*Plans and sequences procedures on complex subject matter.*

**Sample strategies and activities**

- CONTROLLED SUPPORT – Teacher provides target language by:**
1. Developing and displaying a list of abbreviations commonly found in procedural texts such as recipes (tbsp) and map directions (NW).
  2. Demonstrating how to refine instructions and procedures for brevity without losing the goal, e.g. using e-mail.
- GUIDED SUPPORT – Students practise target language by:**
1. In groups, developing a word cline on adverbs of frequency, e.g. always, usually, often, sometimes, rarely, never.
  2. In pairs, drawing a flow chart, including all possible choices, showing the path taken while playing a computer adventure game or reading a Choose Your Own Adventure book.
  3. In groups, based on a recount of an activity or game learned by the class, jointly constructing a procedural text, changing past tense verbs into commands.
  4. In pairs, using a word processing program to rewrite an unclear set of instructions.
- INDEPENDENT SUPPORT – Students use target language by:**
1. Writing a conditional procedure, e.g. how to play [a computer game].
  2. Rewriting a recount as a procedure, e.g. My Day as a Firefighter.

Suggested language elements	ESL Scales
1. Combines a number of ideas into a compound/complex sentence.	6.11.5
2. Write procedures about an unfamiliar topic the student has researched independently.	6.9.x
3. Draws appropriate diagrammatic information for a procedural text.	6.9.x
4. Uses a variety of content-related words and phrases in an instructional text.	7.11.5
5. Summarises and synthesises information from a number of sources to write a procedure text.	7.9.9



# EXPLAINING

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# EXPLAINING

## Language focus across the curriculum\*

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

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

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

## Overview of ESL steps

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

Stage & Band		Language focus		Related KLA themes and content		English K–6 links	
3 : A1		<b>EXPLAINING</b>		<b>Maths</b>	goal kicking angles, e.g. <i>Two-dimensional Space – Angles</i>	ESL students completing this Step are <b>BEGINNING TO DEVELOP</b> the prerequisite English language proficiency needed for achievement of Stage 3 outcomes.	
Beginning				<b>S&amp;T</b>	natural disasters, e.g. <i>What's the Weather?</i>		
Text types		ESL notes		<b>PDHPE</b>	body systems, e.g. <i>Growth and Development</i>	<b>Aspects of numeracy</b>	
• Explanation		Eng K–6 modules: pages 328–329				Sequencing, hypothesising, cycles, time, distance, position.	

A1	<b>ORAL</b>	<b>ESL STEP</b>		<b>Sample strategies and activities</b>	
		<ul style="list-style-type: none"> <li>Identifies related words from short simple explanations.</li> <li>Uses single words, formulaic phrases or incomplete sentences to ask and answer questions.</li> </ul>		<p><b>CONTROLLED SUPPORT – Teacher provides target language by:</b></p> <ol style="list-style-type: none"> <li>Introducing content vocabulary using realia, pictures, etc., then labelling diagrams, e.g. torch, battery, wire.</li> <li>Developing and displaying a word bank of simple time conjunctions, e.g. first, second, third, then.</li> <li>Demonstrating how to play a memory game, matching and naming pictures of content vocabulary.</li> </ol> <p><b>GUIDED SUPPORT – Students practise target language by:</b></p> <ol style="list-style-type: none"> <li>In pairs, sequencing a flow chart for a familiar explanation, e.g. How a torch works.</li> <li>In groups, sequencing diagrams using numbered columns, then choosing an appropriate connective from a word bank to construct a skeleton explanation, e.g. First switch. Next, the electrons, etc.</li> <li>In pairs, participating in a barrier game where each student has different information missing from a flow chart of a process.</li> </ol> <p><b>INDEPENDENT SUPPORT – Students use target language by:</b></p> <ol style="list-style-type: none"> <li>Using a sequencing worksheet to support their explanation of a process to a partner from a visiting class.</li> <li>Explaining how a familiar object works, e.g. a pencil sharpener.</li> </ol>	
		<b>Suggested language elements</b>		<b>ESL Scales</b>	
		<b>LISTENING</b>			
		1. Responds to questions about an explanation text with teacher support.	2.1.2		
		2. Understands basic sequential markers in sequential explanations, e.g. first, then, next.	2.3.1		
		3. Identifies single items of information from short explanation texts, e.g. objects, parts.	2.1.5		
		<b>TALKING</b>			
		1. Asks for clarification or interpretation from first language speakers, e.g. seeks explanation of classroom instructions or routines.	1.4.5		
		2. Demonstrates an understanding of explanations using non-verbal means to communicate.	1.4.8		
		3. Pronounces common words and phrases from class texts and activities comprehensibly.	2.3.10		
		4. Responds with one- or two- word answers.	2.3.4		
		5. Combines known formulas, learned structures and other vocabulary to construct new utterances related to explanation texts.	2.3.9		

**A1**  
**READING**

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

**Sample strategies and activities**

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

1. Leading the reading of repetitive phrases from a familiar class book.
2. Modelling how to match content words on cards with the text.
3. Introducing 'memory' game matching words to diagrams.
4. Providing a word bank of: sequential connectives, e.g. next, after, when.

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

1. In groups, playing matching games with word and diagram cards, e.g. Fish, Old Maid.
2. In pairs, completing a diagram of a familiar life cycle by cutting and pasting labels for content and sequence words.
3. Completing a supported cloze focusing on nouns and time conjunctions (diagram of process and key words provided).

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

1. Completing a 'read and draw' activity using content words from topic as focus.
2. Completing a flow chart on a familiar topic.

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

**A1**  
**WRITING**

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

**Sample strategies and activities**

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

1. Introducing a model of an explanation and labelling its stages.
2. Demonstrating how labelling of diagrams can represent an explanatory sequence.
3. Providing captions from an explanatory text for students to illustrate.
4. Encouraging students to use their first language to write familiar explanations.

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

1. In pairs, using word banks to support labelling of illustrations.
2. In groups, jointly constructing a simple explanation based on a class text.
3. In groups, developing a dictionary of technical words related to the topic.
4. In groups, creating new explanation sentences using banks of words colour-coded according to noun groups, verbs and adverbial phrases.

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

1. Illustrating a process with a flow chart, copying labels and captions from displays.
2. Using word banks to write about how a familiar object works, e.g. a pencil sharpener.

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

Stage & Band		Language focus		Related KLA themes and content		English K–6 links	
3 : A2		<b>EXPLAINING</b>		<b>Maths</b>	goal kicking angles, e.g. <i>Two-dimensional Space – Angles</i>	ESL students completing this Step are <b>WORKING TOWARDS</b> the prerequisite English language proficiency needed for achievement of Stage 3 outcomes.	
Elementary				<b>S&amp;T</b>	natural disasters, e.g. <i>What's the Weather?</i>		
Text types		ESL notes		<b>PDHPE</b>	body systems, e.g. <i>Growth and Development</i>	<b>Aspects of numeracy</b>	
Explanation		Eng K–6 modules: pages 328–329				Sequencing, hypothesising, cycles, time, distance, position.	

A2	<b>ORAL</b>	ESL STEP		Sample strategies and activities	
		<ul style="list-style-type: none"> <li>• <i>Follows spoken explanations on familiar topics.</i></li> <li>• <i>Provides simple explanations on familiar topics.</i></li> </ul>		<p><b>CONTROLLED SUPPORT – Teacher provides target language by:</b></p> <ol style="list-style-type: none"> <li>1. Presenting content vocabulary using diagrams and asking students to name elements indicated, e.g. circuit, battery, torch.</li> <li>2. Modelling how to use enquiry and elimination questions to identify which section of a process is written on a randomly selected card.</li> <li>3. Demonstrating how to complete an oral cloze focusing on technical words.</li> </ol> <p><b>GUIDED SUPPORT – Students practise target language by:</b></p> <ol style="list-style-type: none"> <li>1. In groups, participating in an enquiry and elimination activity.</li> <li>2. In pairs, sequencing a diagram and using it to construct an oral explanation.</li> <li>3. In pairs, building noun groups by adding classifying and describing adjectives to the core noun, e.g. the negative terminal of the battery.</li> <li>4. In pairs, combining simple oral sentences into compound or complex sentences using appropriate conjunctions, e.g. The light does not shine when the switch is turned off.</li> </ol> <p><b>INDEPENDENT SUPPORT – Students use target language by:</b></p> <ol style="list-style-type: none"> <li>1. Explaining a familiar process to a partner from a visiting class using relevant supportive material and responding to questions, e.g. completed worksheet.</li> <li>2. Identifying missing elements from a process and explaining what happens before and after, e.g. in a light circuit.</li> </ol>	
Suggested language elements			ESL Scales		
<b>LISTENING</b>					
1. Provides non-verbal feedback to speakers to sustain interaction.			3.4.x		
2. Follows teacher explanation using familiar language, e.g. revision of familiar topic.			3.1.5		
3. Provides a relevant response to a question.			4.1.1		
<b>TALKING</b>					
1. Describes a series of events or actions using simple English and non-verbal language.			3.1.11		
2. Responds to a question about an explanation and may provide follow-up information if the questioner seeks clarification.			3.1.14		
3. Asks simple questions that relate to information required.			3.3.6		
4. Adapts learned question formulas (asks question without 'do'), e.g. handle turn next?			3.3.7		
5. Gives short sequence of steps related to simple sequential explanation.			4.1.12		
6. Sequences information logically for the listener.			4.1.14		
7. Uses simple sequential vocabulary, e.g. first, then.			4.3.10		

**A2**  
**READING**

**ESL STEP**  
*Reads and retells explanations on familiar topics.*

**Sample strategies and activities**

- CONTROLLED SUPPORT – Teacher provides target language by:**
1. Presenting a simple explanation and highlighting its structure.
  2. Demonstrating how to identify time conjunctions in a text.
  3. Highlighting basic punctuation during shared reading, e.g. full stops, capital letters.
- GUIDED SUPPORT – Students practise target language by:**
1. In pairs, matching partially completed diagrams to familiar written text.
  2. In pairs, completing a flow chart using words provided, e.g. circuit, battery, light.
  3. In groups, joining sentence fragments using sequential connectives.
  4. In groups, sequencing sentences from a familiar explanation.
  5. Highlighting word chains in an explanatory text, e.g. battery, negative terminal.
- INDEPENDENT SUPPORT – Students use target language by:**
1. Reading an explanatory text related to the class topic, and completing a three level guide.
  2. Completing an unsupported cloze on action verbs in an explanation.
  3. Reading a simple explanatory text on a familiar topic and sequencing sentence strips from the text.

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

**A2**  
**WRITING**

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

**Sample strategies and activities**

- CONTROLLED SUPPORT – Teacher provides target language by:**
1. Developing and displaying word banks of technical vocabulary related to a class topic.
  2. Modelling how to use diagrams to sequence an explanation text.
  3. Demonstrating the construction of simple explanations of familiar processes or life cycles.
- GUIDED SUPPORT – Students practise target language by:**
1. In pairs, extending a noun group by adding descriptive and classifying adjectives from a word bank.
  2. In groups, completing sentence beginnings and endings using a range of connectives, e.g. (When the switch is turned on) the light shines; Electricity flows along the circuit (after it is made in the battery).
- INDEPENDENT SUPPORT – Students use target language by:**
1. Labelling a diagram to represent a familiar explanatory sequence.
  2. Writing a simple explanation referring to a labelled diagram.

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

Stage & Band		Language focus		Related KLA themes and content		English K–6 links	
3 : B		<b>EXPLAINING</b>		<b>Maths</b>	goal kicking angles, e.g. <i>Two-dimensional Space – Angles</i>	ESL students completing this Step are <b>APPROACHING</b> the prerequisite English language proficiency needed for achievement of Stage 3 outcomes.	
Transitional				<b>S&amp;T</b>	natural disasters, e.g. <i>What's the Weather?</i>		
Text types		ESL notes		<b>PDHPE</b>	body systems, e.g. <i>Growth and Development</i>	<b>Aspects of numeracy</b>	
Explanation		Eng K–6 modules: pages 328–329				Sequencing, hypothesising, cycles, time, distance, position.	

<b>B</b>	<b>ORAL</b>	<b>ESL STEP</b>		<b>Sample strategies and activities</b>	
		<ul style="list-style-type: none"> <li>Identifies relationships between key information and supporting detail in spoken explanations.</li> <li>Elaborates on explanations on familiar topics.</li> </ul>		<p><b>CONTROLLED SUPPORT – Teacher provides target language by:</b></p> <ol style="list-style-type: none"> <li>Demonstrating how to predict the cause of a phenomenon before listening to a related explanatory text, and how to compare the predictions with the text.</li> <li>Modelling an oral explanation and labelling stages of the text.</li> <li>Demonstrating how to change active voice sentences to passive, e.g. The machine crushes the glass, becomes; The glass is crushed...</li> <li>Developing and displaying word bank of causal connectives and additional time conjunctions, e.g. because therefore, so since, following this, while.</li> </ol> <p><b>GUIDED SUPPORT – Students practise target language by:</b></p> <ol style="list-style-type: none"> <li>In groups, rehearsing an oral explanation with emphasis on voice, gesture and expression.</li> <li>In groups, developing field knowledge before listening to an explanation, by 'floorstorming' vocabulary from collections of illustrations.</li> <li>In pairs completing guided questions focusing on text structure as the teacher is reading a familiar explanation, e.g. what is being explained? What happens first, etc.</li> <li>In pairs, preparing an oral explanation using a flow chart or object as a prompt.</li> <li>In pairs, matching illustrations showing cause and effect and stating the relationship.</li> <li>In groups, completing an oral cloze by suggesting words for pauses in a taped oral explanation (focusing on technical nouns, descriptive and classifying adjectives and appropriate connectives).</li> </ol> <p><b>INDEPENDENT SUPPORT – Students use target language by:</b></p> <ol style="list-style-type: none"> <li>Listening to a taped explanatory TV program and reporting back to group.</li> <li>Presenting an oral explanation to the class on a topic they have researched.</li> <li>Responding to creative questions, e.g. 'Why do you think cork floats?'</li> </ol>	
		<b>Suggested language elements</b>		<b>ESL Scales</b>	
		<b>LISTENING</b>			
		1. Listens for relevant information in an explanation sequence.	5.1.1		
		2. Shows recognition of the same idea expressed in different words, e.g. rain, precipitation.	5.1.2		
		3. Understands an unfamiliar speaker explain a familiar process.	6.1.1		
		4. Records and organises spoken information to set guidelines, e.g. uses diagrams, graphs, tables.	6.1.2		
		<b>TALKING</b>			
		1. Uses circumlocution – talking around a topic – to compensate for vocabulary deficiencies.	5.4.3		
		2. Self-corrects, e.g. 'water pour out – umm, pours out.'	5.4.4		
		3. Formulates questions spontaneously that provide a range of information for an explanation.	6.4.1		
		4. Elaborates on an explanation using technical terms and appropriate conjunctions.	6.3.2		
		5. Plans and organises sequential explanations using notes as an aid to memory.	6.4.5		

**B**  
**READING**

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

**Sample strategies and activities**

- CONTROLLED SUPPORT – Teacher provides target language by:**
1. Providing a video on an explanatory topic, after introducing key vocabulary, e.g. how volcanoes erupt.
  2. Demonstrating how to use a thesaurus to develop word banks.
  3. Modelling how to identify stages in an explanation text.
  4. Demonstrating how to identify and classify connectives as time, causal or additive.

- GUIDED SUPPORT – Students practise target language by:**
1. In pairs, completing a cause/effect chain after reading an explanation.
  2. Completing a supported cloze focusing on passive voice (words supplied).
  3. In pairs, matching appropriate topic sentences to separate bodies of explanatory text.
  4. In groups, completing a jigsaw reading of a causal explanation.

- INDEPENDENT SUPPORT – Students use target language by:**
1. Answering comprehension questions beginning with ‘What caused...? What made...?’
  2. Matching split sentences from a text into a cause and effect sequence.

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

**B**  
**WRITING**

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

**Sample strategies and activities**

- CONTROLLED SUPPORT – Teacher provides target language by:**
1. Demonstrating the use of a flow chart to summarise information for a written explanation.
  2. Modelling nominalisation – changing verbs into abstract nouns.

- GUIDED SUPPORT – Students practise target language by:**
1. In pairs, changing action verbs into abstract nouns, e.g. The volcano erupts, becomes; the eruption of the volcano.
  2. In groups, expanding sentences by including dependent or relative clauses, e.g. the volcano, which is on the island of Hawaii.
  3. In groups, rewriting an explanation in another context, e.g. How water reaches our homes – village, town, city.

- INDEPENDENT SUPPORT – Students use target language by:**
1. Taking part in writing and illustrating a sequential explanation for a younger class, e.g. How does a telephone work?
  2. Using computer software to write and edit a causal explanation using compound and complex sentences.

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

Stage & Band		Language focus		Related KLA themes and content		English K–6 links	
3 : C		<b>EXPLAINING</b>		<b>Maths</b>	goal kicking angles, e.g. <i>Two-dimensional Space – Angles</i>	ESL students completing this Step are <b>ACQUIRING</b> the prerequisite English language proficiency needed for achievement of Stage 3 outcomes.	
Extended				<b>S&amp;T</b>	natural disasters, e.g. <i>What's the Weather?</i>		
Text types		ESL notes		<b>PDHPE</b>	body systems, e.g. <i>Growth and Development</i>	<b>Aspects of numeracy</b>	
Explanation		Eng K–6 modules: pages 328–329				Sequencing, hypothesising, cycles, time, distance, position.	

C	<b>ORAL</b>	ESL STEP		Sample strategies and activities	
		<ul style="list-style-type: none"> <li>Extracts main and supporting information from extended and complex explanations.</li> <li>Presents sustained and cohesive explanations.</li> </ul>		<b>CONTROLLED SUPPORT – Teacher provides target language by:</b> <ol style="list-style-type: none"> <li>Modelling more complex time connectives, e.g. following this, while this is happening, the last thing that happens.</li> <li>Demonstrating how to sequence cue cards to use in presenting an oral explanation.</li> <li>Modelling how to complete cause and effect statements, e.g. If I put an ice cube in my bag then...</li> </ol>	
		Suggested language elements		ESL Scales	
		<b>LISTENING</b> <ol style="list-style-type: none"> <li>Follows spoken text without diagrams.</li> <li>Recognises ordering of information in explanation texts.</li> <li>Infers implied causal relationships.</li> <li>Defines the nature and purpose of information being sought before listening or viewing.</li> </ol>	7.1.x 7.1.2 8.1.x 8.1.4	<b>GUIDED SUPPORT – Students practise target language by:</b> <ol style="list-style-type: none"> <li>In groups, rehearsing a 'Hot Seat' activity, preparing their 'experts' to answer 'how?' and 'why?' questions on a familiar topic, e.g. the water cycle.</li> <li>In pairs, changing a short explanation from active voice into passive.</li> <li>In groups, preparing to mime an oral explanation with different students miming different parts of a process.</li> <li>In groups, suggesting adverbs and adverbial phrases which have been omitted from a taped oral explanation, discussing suitable inclusions and reasons for choices.</li> </ol>	
		<b>TALKING</b> <ol style="list-style-type: none"> <li>Contributes to discussions about new explanation topics.</li> <li>Plans and presents a prepared talk about an independently researched explanation.</li> <li>Gives an extended explanation and evaluation of a concept or process, handling questions appropriately.</li> <li>Contributes to class discussion in hypothesising about explanations.</li> <li>Sustains correct use of tenses throughout a spoken explanation.</li> <li>Negotiates an explanation for a complex process.</li> </ol>	7.1.5 7.1.7 8.1.13 8.1.2 8.3.10 8.1.7	<b>INDEPENDENT SUPPORT – Students use target language by:</b> <ol style="list-style-type: none"> <li>Presenting an oral explanation from an unfamiliar diagram related to a familiar process.</li> <li>Re-telling a scientific explanation that has been read to the class.</li> </ol>	

# READING

## ESL STEP

*Identifies causal and sequential factors contained in different explanation texts.*

## Sample strategies and activities

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

1. Demonstrating how to match cause and effect cards on a topic.
2. Introducing ways of investigating the origin of words for topic, e.g. water: aqua, aquarium.
3. Modelling how to identify abstract nouns in an explanation and change them to verbs, and discussing the effect of the change, e.g. The revolution of the earth, becomes; The earth revolves.

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

1. In pairs, adding adverbial clauses to an independent clause for more detail, e.g. When the volcano erupts, the lava flows down the mountain.
2. In groups, viewing a documentary film about a scientific phenomenon and listing questions and findings from research from other sources.

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

1. Researching and preparing notes for an explanation related to class topic.
2. Creating and labelling a diagram to record information gained from independent reading of a related explanation.

## Suggested language elements

## ESL Scales

- |   |        |
|---|--------|
| 1. Identifies cause and effect relationships in an explanation.   | 6.1.x  |
| 2. Finds and records information from a variety of sources to use in developing an explanation text.  | 6.5.12 |
| 3. Orders factual information from texts sequentially and causally.   | 6.5.8  |
| 4. Identifies agent, action and consequences in sentences using passive voice.  | 6.7.6  |
| 5. Pauses to think and review what has been read, e.g. asks questions of the text or teacher; assesses knowledge gained after reading a text. | 7.8.3  |
| 6. Locates explanations within varied reference material.   | 7.8.5  |

# WRITING

## ESL STEP

*Writes extended explanations showing a sequential or causal relationships on a range of topics*

## Sample strategies and activities

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

1. Presenting a research guide to help gather and select information from a variety of sources. Headings could include, Phenomenon, Event 1, Event 2.
2. Demonstrating how to change sentences from active to passive voice.

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

1. In pairs, changing action verbs into abstract nouns and placing them in theme position, e.g. the movement of the earth causes...
2. In groups, jointly constructing an account of an event with complex causes or sequences.
3. In groups, contributing to a glossary of technical terms relating to a current class topic.
4. In pairs, using a word processor to improve the layout of an explanation through the use of tables, graphs and diagrams.

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

1. Writing complex explanations with accompanying diagrams.
2. Contributing substantially to the production of a multimedia explanation on a topic of interest.

## Suggested language elements

## ESL Scales

- |  |         |
|--|---------|
| 1. Uses and sustains a register appropriate to subject content, purpose and audience.  | 6.10.2  |
| 2. Plans with a particular audience in mind.   | 6.12.4  |
| 4. Uses some compact noun phrases in writing, e.g. the evaporation of water.   | 6.11.9  |
| 5. Uses specialised language to define and describe abstract concepts, e.g. the water cycle is the movement of water from the earth to the atmosphere. | 7.11.10 |
| 6. Makes reference to other sources in text, e.g. use quotations.  | 6.9.7   |
| 7. Reviews explanations to refine expression through vocabulary choice, e.g. uses a thesaurus to find synonyms for words overused in text.             | 7.12.6  |



# PERSUADING

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# PERSUADING

## Language focus across the curriculum\*

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

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

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

## Overview of ESL steps

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

Stage & Band		Language focus	Related KLA themes and content		English K–6 links	
3	A1	<b>PERSUADING</b>	<b>English</b>	stereotypes, e.g. <i>Piggybook</i> (Anthony Browne)	<b>S&amp;T</b>	pollution, e.g. <i>Environment Matters</i>
Beginning			<b>Maths</b>	probability, e.g. <i>Chance</i>	<b>C/Arts</b>	multiple views of one art work, e.g. <i>Visual Arts: Making Music</i>
Text types		ESL notes	<b>HSIE</b>	Australian human rights, e.g. <i>Australian Democracy</i>	<b>PDHPE</b>	responsibilities and rights, e.g. <i>Interpersonal Relationships</i>
<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Exposition</li> </ul>		Eng K–6 modules: pages 338-339 pages 348-349	ESL students completing this Step are <b>BEGINNING TO DEVELOP</b> the prerequisite English language proficiency needed for achievement of Stage 3 outcomes.			
<b>Aspects of numeracy</b> Comparison, sequencing, classification, hypothesising, perspective.						

A1	ESL STEP	Sample strategies and activities
<b>ORAL</b>	<ul style="list-style-type: none"> <li>• <i>Identifies related words from short, simple points of view.</i></li> <li>• <i>Uses single words, formulaic phrases or incomplete sentences to express points of view.</i></li> </ul>	<b>CONTROLLED SUPPORT – Teacher provides target language by:</b> <ol style="list-style-type: none"> <li>1. Introducing and modelling the sentence structures ‘I like’, ‘I don’t like’, ‘Do you like...?’.</li> <li>2. Developing and displaying a word bank of nouns and feeling adjectives related to the topic, e.g. scary, happy.</li> <li>3. Modelling how to justify the classification criteria for sorting objects or pictures, e.g. man-made and natural.</li> <li>4. Modelling the use of causal clauses starting with ‘because’.</li> <li>5. Demonstrating how to question each other about likes and dislikes, using rehearsed structures, e.g. Do you like ____?</li> <li>6. Presenting repetitive jazz chants about likes and dislikes or opinions.</li> </ol> <b>GUIDED SUPPORT – Students practise target language by:</b> <ol style="list-style-type: none"> <li>1. In pairs, preparing an opinion on a topic in English or in L1.</li> <li>2. In groups, categorising pictures, e.g. into hot climate or cold climate.</li> <li>3. In groups, developing simple extended reasons for likes and dislikes.</li> <li>4. In groups, participating in role-plays where different points of views can be taken and practising intonation, facial expression and gestures.</li> </ol> <b>INDEPENDENT SUPPORT – Students use target language by:</b> <ol style="list-style-type: none"> <li>1. Miming feelings and actions in a role-play on judgements of an issue.</li> <li>2. Contributing to class discussion of arguments for and against an issue.</li> <li>3. Presenting a simple opinion with a supporting argument on a topic of interest, e.g. wearing a school uniform.</li> <li>4. Presenting an alternative point of view to one already expressed.</li> </ol>
<b>Suggested language elements</b>		
	<b>LISTENING</b> <ol style="list-style-type: none"> <li>1. Recognises that a point of view is being expressed. 2.1.x</li> <li>2. Follows reasons for everyday routines, e.g. wearing a hat in playground. 2.1.1</li> <li>3. Indicates understanding of elements of different speakers’ viewpoints through non-verbal signals. 2.1.2</li> <li>4. Clarifies understanding of arguments through repetition of utterance, rising intonation or gesture. 2.4.2</li> <li>5. Links speaker’s tone of voice to purpose. 2.1.7</li> <li>6. Provides non-verbal feedback to sustain interaction. 2.4.5</li> </ol> <b>TALKING</b> <ol style="list-style-type: none"> <li>1. Uses voice to emphasise point of view. 2.1.x</li> <li>2. Pronounces common words and phrases from class texts and activities comprehensibly. 2.3.10</li> <li>3. Expresses own point of view by substituting new words in learned patterns, e.g. rubbish bad. 2.3.3</li> </ol>	<b>ESL Scales</b>

**A1**  
**READING**

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

**Sample strategies and activities**

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

1. Leading shared reading of a variety of advertisements or posters.
2. Recording oral contributions in a book of class opinions on simple topics and leading shared reading of completed text, e.g. What sports do you like? John and Maria like soccer; Tuva and Jenny don't like soccer. They like rugby.
3. Demonstrating how to identify opinion words in a text.

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

2. In groups, identifying words that indicate a writer's opinion on an issue.
3. In groups, ranking preferences or judgements of group members, e.g. pictures of equipment needed for an Antarctic expedition.
4. In pairs, sorting and sequencing jumbled persuasive texts on similar topics, e.g. an advertisement, a letter to editor, a speech on rainforests.

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

1. Completing an unsupported cloze on nouns and causal connectives.
3. Identifying position statements and arguments in a persuasive text.

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

**A1**  
**WRITING**

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

**Sample strategies and activities**

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

1. Thinking aloud while modelling construction of an advertisement or poster.
2. Developing a word bank of expressions of opinion, e.g. adjectives, verbs.
3. Modelling how to use different thinking verbs to express opinions, e.g. feel, believe, hope.

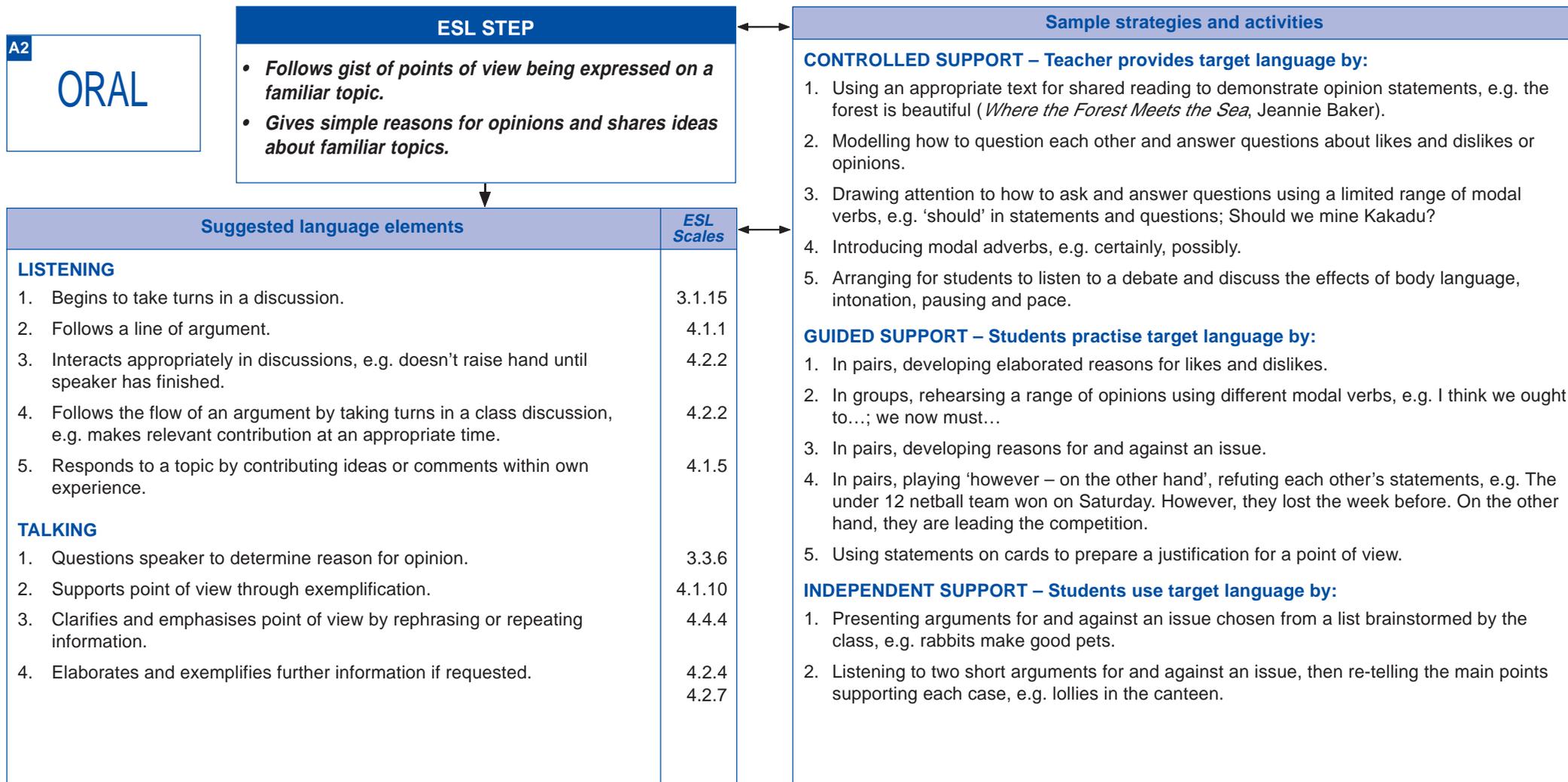
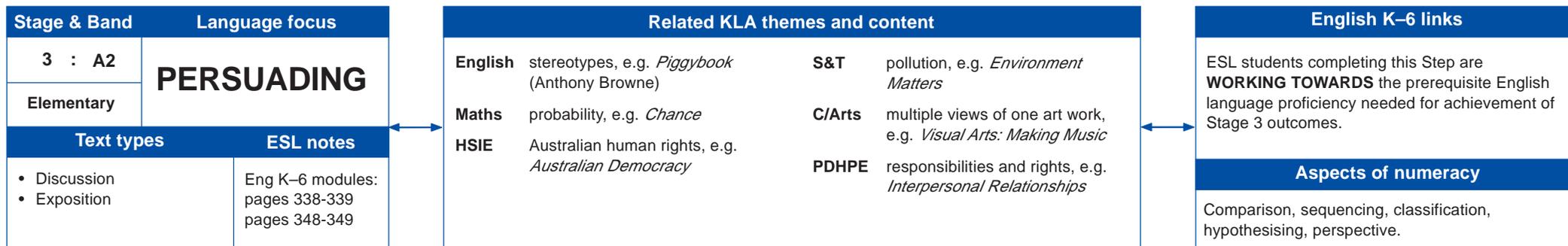
**GUIDED SUPPORT – Students practise target language by:**

1. In groups, developing a dictionary of opinion words related to a current topic.
2. Using sequential connectives from a word bank when writing a number of opinions, e.g. firstly, secondly, in addition.
3. Referring to appropriate word banks to complete sentences expressing an opinion on a given topic, e.g. I feel \_\_\_\_ (climbing Uluru).

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

1. Innovating on an advertisement or poster on a familiar topic.
2. Writing an opinion about a familiar topic using modelled sentences and word banks.

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



**A2**  
**READING**

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

**Sample strategies and activities**

- CONTROLLED SUPPORT – Teacher provides target language by:**
1. Demonstrating how to identify arguments for and against an issue.
  2. Demonstrating how to use the title of a discussion to predict an argument that may be presented.
  3. Modelling how to identify opinion words, thinking verbs and modality words in a text.
  4. Modelling how to deconstruct the structure of an exposition or discussion text.

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

- GUIDED SUPPORT – Students practise target language by:**
1. In pairs, labelling the components of an exposition or discussion text.
  2. In groups, sequencing a jumbled exposition or discussion and labelling the stages.
  3. In pairs, creating posters that use modality, e.g. You must use the bin.
  4. In groups, agreeing on a cline of modal adverbs, e.g. certainly, probably, possibly.

- INDEPENDENT SUPPORT – Students use target language by:**
1. Reading an exposition or discussion and describing effect on own opinion.
  2. Identifying further arguments not explicitly stated in a persuasive text.

**A2**  
**WRITING**

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

**Sample strategies and activities**

- CONTROLLED SUPPORT – Teacher provides target language by:**
1. Demonstrating the construction of an advertisement with accompanying visuals.
  2. Developing and displaying a word bank of modal adverbs.
  3. Modelling how to change verbs to nouns, e.g. to destroy – destruction.

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

- GUIDED SUPPORT – Students practise target language by:**
1. In groups, jointly constructing an exposition or discussion using several arguments.
  2. In pairs, writing statements increasing in certainty, e.g. we could \_\_\_\_ we ought to \_\_\_\_ we should \_\_\_\_ we have to \_\_\_\_ we must...
  3. In pairs, sorting arguments on a familiar issue under 'for and against' headings.

- INDEPENDENT SUPPORT – Students use target language by:**
1. Writing an opinion using modality, contrastive connectives and temporal connectives to organise their arguments.
  2. Using a computer application to design an advertisement using emotive words, modality and feeling adjectives.

Stage & Band		Language focus		Related KLA themes and content				English K–6 links	
3 : B		<b>PERSUADING</b>		<b>English</b>	stereotypes, e.g. <i>Piggybook</i> (Anthony Browne)		<b>S&amp;T</b>	pollution, e.g. <i>Environment Matters</i>	
Transitional				<b>Maths</b>	probability, e.g. <i>Chance</i>		<b>C/Arts</b>	multiple views of one art work, e.g. <i>Visual Arts: Making Music</i>	
Text types		ESL notes		<b>HSIE</b>	Australian human rights, e.g. <i>Australian Democracy</i>		<b>PDHPE</b>	responsibilities and rights, e.g. <i>Interpersonal Relationships</i>	
<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Exposition</li> </ul>		Eng K–6 modules: pages 338-339 pages 348-349		ESL students completing this Step are <b>APPROACHING</b> the prerequisite English language proficiency needed for achievement of Stage 3 outcomes.					
<b>Aspects of numeracy</b>									
Comparison, sequencing, classification, hypothesising, perspective.									

<b>B</b>	<b>ORAL</b>	<b>ESL STEP</b>		<b>Sample strategies and activities</b>						
		<ul style="list-style-type: none"> <li>• <i>Follows a line of argument in persuasive texts.</i></li> <li>• <i>Presents coherent arguments on familiar topics.</i></li> </ul>		<p><b>CONTROLLED SUPPORT – Teacher provides target language by:</b></p> <ol style="list-style-type: none"> <li>1. Revising stages of exposition or discussion texts and demonstrating how to listen for main arguments.</li> <li>2. Modelling how to strengthen an argument by changing a personal opinion statement to an impersonal thesis, e.g. 'I like ice cream' becomes 'Ice cream is good to eat because...'</li> <li>3. Leading discussion about the effect of word use, colour, layout in an advertisement.</li> <li>4. Modelling the process of preparing for a simple debate within the scope of student experience, e.g. on a community or school issue.</li> </ol> <p><b>GUIDED SUPPORT – Students practise target language by:</b></p> <ol style="list-style-type: none"> <li>1. In groups, brainstorming statements for and against an issue, then classifying these as fact or opinion, e.g. a range of sites for a future shopping development.</li> <li>2. Listening to formal debates and using a guided note-making activity to identify points of view presented and arguments used to support the point of view.</li> <li>3. In pairs, preparing to respond orally after listening to points for and against an issue, e.g. by summarising the issues, making recommendations that relate to the issue.</li> <li>4. In groups, predicting the arguments of different people involved in an issue, e.g. local council, land developer, local residents.</li> <li>5. In groups, designing questions for an oral survey to research a local issue.</li> <li>6. In groups, preparing a role-play using different ways of disagreeing constructively, using word bank phrases such as 'Good point, but have you thought about...?'</li> </ol> <p><b>INDEPENDENT SUPPORT – Students use target language by:</b></p> <ol style="list-style-type: none"> <li>1. Participating in role-playing a position on a topic of own choice to be video-taped for further discussion within the group.</li> <li>2. Taking part in debating issues from literary text, e.g. <i>Finders Keepers</i> (Emily Rodda).</li> </ol>						
<b>Suggested language elements</b>				<b>ESL Scales</b>						
<b>LISTENING</b>										
1. Distinguishes fact and opinion.				5.1.4						
2. Identifies conflicting arguments.				6.1.x						
3. Identifies and responds to arguments at normal speed.				6.1.2						
4. Evaluates factual and opinion statements.				6.4.3						
5. Identifies speaker purpose and bias by recognising use of factual and opinion statements.				6.4.3						
6. Compares and contrasts objectivity of different speakers.				6.4.3						
<b>TALKING</b>										
1. Expands on others' ideas.				5.1.10						
2. Clarifies arguments by repeating, rephrasing or exemplifying.				5.4.x						
3. Uses simple conditionals to develop arguments.				5.3.5						
4. Elaborates reasons to justify a point of view.				5.1.9						
5. Asks questions to distinguish fact and opinion in an argument.				6.1.x						
6. Uses modals to support argument.				6.3.1						

**B**  
**READING**

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

**Sample strategies and activities**

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

1. Modelling how to identify and highlight opinion words in a persuasive text.
2. Canvassing class in regard to level of agreement (high, medium or low) on a topic, before reading a persuasive text, then repeating after reading and discussing changes, while referring to the text.

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

1. In pairs, completing a three-level guide focusing on literal and inferential statements.
2. In pairs, highlighting synonyms in a text, e.g. convict, prisoner, criminals, felons.
3. In groups, completing a research pro-forma relating to a number of sources and using this to prepare an oral argument.

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

1. Highlighting opinions (as opposed to facts) given in a text.
2. Using own note-taking pro-forma to support independent research on a topic.

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

**B**  
**WRITING**

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

**Sample strategies and activities**

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

1. Demonstrating how to develop a concept map about an issue.
2. Modelling how to develop arguments in point form into sentences and how to link arguments with various connectives.
3. Demonstrating how to write a topic sentence to go with a number of supporting ideas for an argument.

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

1. In groups, changing the order of arguments in a text and discussing the effect.
2. In pairs, writing sentences using nouns in apposition, e.g. Mr Howard, the Prime Minister, believes...
3. In pairs, rewriting sentences to use nominalised verbs, e.g. They shouldn't log rainforests because... Logging rainforests is bad because...

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

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

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

Stage & Band		Language focus		Related KLA themes and content				English K–6 links	
3 : C		<b>PERSUADING</b>		<b>English</b>	stereotypes, e.g. <i>Piggybook</i> (Anthony Browne)		<b>S&amp;T</b>	pollution, e.g. <i>Environment Matters</i>	
Extended				<b>Maths</b>	probability, e.g. <i>Chance</i>		<b>C/Arts</b>	multiple views of one art work, e.g. <i>Visual Arts: Making Music</i>	
Text types		ESL notes		<b>HSIE</b>	Australian human rights, e.g. <i>Australian Democracy</i>		<b>PDHPE</b>	responsibilities and rights, e.g. <i>Interpersonal Relationships</i>	
<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Exposition</li> </ul>		Eng K–6 modules: pages 338-339 pages 348-349		ESL students completing this Step are <b>ACQUIRING</b> the prerequisite English language proficiency needed for achievement of Stage 3 outcomes.					
<b>Aspects of numeracy</b>									
Comparison, sequencing, classification, hypothesising, perspective.									

C	<b>ORAL</b>	<b>ESL STEP</b>		<b>Sample strategies and activities</b>	
		<ul style="list-style-type: none"> <li>• <i>Evaluates the validity of spoken arguments.</i></li> <li>• <i>Discusses issues using sustained reasoning.</i></li> </ul>		<p><b>CONTROLLED SUPPORT – Teacher provides target language by:</b></p> <ol style="list-style-type: none"> <li>1. Developing and displaying charts to support oral discussions, e.g. structure of a typical discussion, roles of speakers in formal debate.</li> <li>2. Drawing attention to a range of viewpoints on an issue students have researched in preparation for a role-play, e.g. mining in Kakadu.</li> <li>3. Demonstrating active listening strategies that can be employed when listening to a talk, e.g. mind mapping, note-taking, questioning.</li> </ol> <p><b>GUIDED SUPPORT – Students practise target language by:</b></p> <ol style="list-style-type: none"> <li>1. In groups, considering the effect of constructions that distance the speaker from an opinion, e.g. It seems that... The reality is...</li> <li>2. In groups, ‘floor-storming’ about an issue then analysing the information to determine what else needs to be researched.</li> <li>3. In groups, constructing and rehearsing an oral exposition on a topic in which each argument is presented by a different speaker.</li> <li>4. In groups, participating in a parliamentary style debate on a familiar issue.</li> </ol> <p><b>INDEPENDENT SUPPORT – Students use target language by:</b></p> <ol style="list-style-type: none"> <li>1. Participating in a ‘Hot Seat’ activity which requires them to justify a position.</li> <li>2. Using gesture, posture, facial expression, tone of voice and pace of speech to engage the interest of an audience.</li> </ol>	
		<b>Suggested language elements</b>		<b>ESL Scales</b>	
		<b>LISTENING</b>			
		1. Relates persuasive techniques to specific audience in different contexts, e.g. face-to-face, radio, television.		8.1.x	
		2. Evaluates speaker purpose and bias by analysis of persuasive language choices.		8.1.x	
		3. Attempts to reconcile conflicting viewpoints in an argument.		8.1.x	
		4. Recognises inductive and deductive reasoning in line of argument.		8.1.x	
		<b>TALKING</b>			
		1. Asks appropriate and relevant questions to challenge speaker’s point of view.		7.1.x	
		2. Uses cohesive markers to link ideas, e.g. this means then...		7.3.x	
		3. Develops arguments through exemplification and generalisation.		8.1.x	
		4. Extends an argument by hypothesising.		8.1.x	
		5. Uses questions to change the direction of a discussion or to introduce a new perspective.		8.4.x	
		6. Uses a range of emotive and persuasive terms.		8.3.4	

**C**  
**READING**

**ESL STEP**  
*Recognises and evaluates underlying perspectives in persuasive texts.*

**Sample strategies and activities**

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

1. Demonstrating how to use a matrix to compare and contrast two expositions written about the same issue but from different points of view.
2. Drawing attention to the effect of using emotive words, modality and opinion words in a persuasive text.

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

1. In groups, reading different forms of writing about the same topic and listing the differences, e.g. advertisement, internet article, letter to the editor, poem, song, speech.
2. In pairs, highlight word chains used throughout a text and discussing the effect, e.g. rabbit, pest, nuisance, plague
3. In groups, identifying bias, stereotyping and racism in a text.

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

1. Identifying the groups who would be affected by an issue prior to reading a discussion.
2. Identifying the relationship between the writer and the reader, and the language choices which create this positioning, e.g. novice-expert, friend, informed guide, critic.

Suggested language elements	ESL Scales
1. Infers the purpose, audience and context of particular persuasive texts, e.g. by discussing advertisements aimed at targeted groups.	6.6.2
2. Summarises and evaluates opinions presented in different persuasive texts.	7.5.12
3. Identifies bias in a persuasive text.	7.5.2
4. Pauses to think and review what has been read.	7.8.3
5. Discusses different interpretations of a persuasive text.	7.6.6.
6. Identifies key assumptions underlying a persuasive text.	7.5.7
7. Identifies use of persuasive language designed to manipulate the reader, e.g. selective vocabulary, emotive language, persuasive techniques.	7.7.5

**C**  
**WRITING**

**ESL STEP**  
*Writes sustained and convincing persuasive texts about familiar and researched topics.*

**Sample strategies and activities**

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

1. Demonstrating how to structure notes to plan an expository text.
2. Modelling how to include references for sources of information and demonstration of support for views expressed, e.g. The Minister for Education stated \_\_\_\_\_.

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

1. In groups, designing a criteria sheet by which to judge a persuasive text.
2. In pairs, discussing the effect of strong and weak modality in writing.
3. In groups, planning an expository text by grouping arguments with a common focus and developing a heading for each group of points.

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

1. Designing a brochure to ‘market’ the school.
2. Writing a persuasive text for two different audiences on the same topic.

Suggested language elements	ESL Scales
1. Supports persuasive writing with detailed examples.	6.9.4
2. Writes persuasively, reflecting own personal style.	7.9.6
3. Uses extensive range of objective opinion phrases, e.g. it can be argued that.	7.11.2
4. Uses and sustains a register appropriate to the subject, content, purpose and audience.	6.10.2
5. Changes writing plan when editing to communicate more effectively.	7.12.1
6. Draws on information from a number of sources to support arguments.	7.12.x
7. Develops an argument with some recognition of opposing viewpoints.	7.9.10



# NEGOTIATING

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# NEGOTIATING

## Language focus across the curriculum\*

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

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

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

## Overview of ESL steps

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

Stage & Band		Language focus		Related KLA themes and content		English K–6 links	
3 : A1		<b>NEGOTIATING</b>		<ul style="list-style-type: none"> <li>Negotiating underpins all KLA themes and content.</li> <li>All home and school routines using the language of politeness appropriate to audience and purpose, e.g. please, thank you, greetings, requests.</li> </ul>	<ul style="list-style-type: none"> <li>Participating in group work effectively by taking on roles in a group, e.g. questioner, clarifier, presenter.</li> <li>Using discourse strategies effectively, e.g. turn taking, agreeing/disagreeing appropriately.</li> </ul>	ESL students completing this Step are <b>BEGINNING TO DEVELOP</b> the prerequisite English language proficiency needed for achievement of Stage 3 outcomes.	
Beginning						<b>Aspects of numeracy</b> Context dependent	
Text types		ESL notes					
All text types		Eng K–6 modules all ESL notes					

<b>A1</b> <b>ORAL</b> (listening)	ESL STEP		Sample strategies and activities	
	<i>Attempts to infer meanings conveyed verbally and non-verbally.</i>		<b>CONTROLLED SUPPORT – Teacher provides target language by:</b> <ol style="list-style-type: none"> <li>Using consistent language for daily routines.</li> <li>Supporting simple instructions and directions with gestures, e.g. Come to the front of the room; Sit down; Line up ‘in twos’...</li> <li>Modelling greetings and farewells in a consistent way, e.g. Good morning 6S.</li> <li>Demonstrating class discourse conventions, e.g. Hands up to speak; Telling News; How to ask a question.</li> <li>Using puppets to demonstrate appropriate language in particular situations, e.g. Sorry, Thank you, No thank you, Can I play?</li> </ol> <b>GUIDED SUPPORT – Students practise target language by:</b> <ol style="list-style-type: none"> <li>Taking part in follow-the-leader games to copy the actions (and later words) of others.</li> <li>Responding to tone of voice in school situations.</li> <li>Playing games that require an action response to a command, e.g. Ships and life boats; Hit the deck.</li> </ol> <b>INDEPENDENT SUPPORT – Students use target language by:</b> <ol style="list-style-type: none"> <li>Participating in daily routines.</li> <li>Responding with appropriate actions to familiar action songs, raps, chants.</li> <li>Responding to non-verbally to questions posed by teacher, e.g. Who can point to the battery terminal? Who has the picture of molten lava?</li> </ol>	
		Suggested language elements		ESL Scales
		<b>LISTENING</b>		
		1. Participates in group learning activities.		1.1.3
		2. Relies on assistance from first language speaker to interpret or elaborate.		1.4.5
		3. Checks understanding of activity by asking for clarification from other first language speakers.		1.4.7
		4. Follows instructions relying on key words and context.		2.1.1
		5. Responds appropriately with non-verbal language to comments, e.g. smiles when greeted.		2.1.2
		6. Attends to tone and context to support understanding.		2.1.7
		7. Signals comprehension even when not understanding spoken language.		2.4.5

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

**ESL STEP**  
*Negotiates simple exchanges verbally and non-verbally.*

**Sample strategies and activities**

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

1. Modelling greetings and farewells and encouraging students to respond appropriately, e.g. Good Morning Mrs Smith.
2. Presenting chants of days of week.
3. Providing opportunities for choral counting, e.g. Federal Electorates.
4. Presenting chants and echo songs, e.g. Going on a Lion Hunt.

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

1. Responding to simple questions that require single word response, e.g. What is your name? What day is it?
2. Participating in chants, poems, repetitive refrains that require changes in voice.
3. Using puppets and mimicking voices to role-play the teacher asking and answering questions.
4. Take part in an enquiry and elimination barrier game relating to class theme or book.

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

1. Asking peers question during news, e.g. Where did you find the story?
2. Using appropriate language and tone of voice in the classroom.
3. Participating in daily routines.

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

Stage & Band		Language focus		Related KLA themes and content		English K–6 links	
3 : A2		<b>NEGOTIATING</b>		<ul style="list-style-type: none"> <li>Negotiating underpins all KLA themes and content.</li> <li>All home and school routines using the language of politeness appropriate to audience and purpose, e.g. please, thank you, greetings, requests.</li> </ul>	<ul style="list-style-type: none"> <li>Participating in group work effectively by taking on roles in a group, e.g. questioner, clarifier, presenter.</li> <li>Using discourse strategies effectively, e.g. turn taking, agreeing/disagreeing appropriately.</li> </ul>	ESL students completing this Step are <b>WORKING TOWARDS</b> the prerequisite English language proficiency needed for achievement of Stage 3 outcomes.	
Elementary						<b>Aspects of numeracy</b> Context dependent	
Text types		ESL notes					
All text types		Eng K–6 modules all ESL notes					

<b>A2</b> <b>ORAL</b> (listening)	ESL STEP		Sample strategies and activities	
	<i>Understands the gist of familiar social and learning exchanges.</i>		<b>CONTROLLED SUPPORT – Teacher provides target language by:</b> <ol style="list-style-type: none"> <li>Presenting short sequences of instructions used for class-related activities, e.g. book borrowing, using computer games.</li> <li>Using photos from a shared activity to support a demonstration of a recount, e.g. of a class excursion.</li> <li>Using picture cards to support focus on verb endings for past tense.</li> <li>Ensuring that students listen to a range of spoken texts to experience different intended purposes and audiences, e.g. poems, procedures, advertisements, narratives...</li> </ol> <b>GUIDED SUPPORT – Students practise target language by:</b> <ol style="list-style-type: none"> <li>In pairs, using pictures to order information in a short spoken text.</li> <li>Responding non-verbally to true/false statements related to a class topic, e.g. yes/no buttons or cards.</li> <li>Listening to books read aloud or on tape and noting how stress, intonation and volume are used for effect.</li> </ol> <b>INDEPENDENT SUPPORT – Students use target language by:</b> <ol style="list-style-type: none"> <li>Ordering pictures to reflect content of a short spoken text (literary, social, factual).</li> <li>Observing and copying skills needed in social learning situations such as pair or group work, e.g. turn taking, affirming, suggesting.</li> <li>Observe, mime and role-play turn taking, affirming, suggesting etc. in social learning situations such as pair or group work.</li> </ol>	
Suggested language elements			ESL Scales	
<b>LISTENING</b> <ol style="list-style-type: none"> <li>Uses clarification strategies to check understanding.</li> <li>Provides non-verbal feedback to speaker to sustain interaction.</li> <li>Asks speaker to repeat and/or speak slowly, or asks what a word means, e.g. What you mean? What mean festival?</li> <li>Asks for the translation of specific words from other first language speakers (to check context, match concepts).</li> <li>Understands teacher question on familiar topics or themes by responding with phrases or sentences.</li> <li>Understands the difference between suggestions and directives.</li> </ol>			3.4.x 3.4.x 3.4.1 3.4.4 4.1.1 4.1.2	

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

**ESL STEP**  
*Participates in familiar social and learning exchanges.*

**Sample strategies and activities**

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

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

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

1. In groups, deciding on response to questions guiding re-telling of shared experiences, e.g. from an excursion or science experiment.
2. In pairs, responding to questions about actions in pictures, e.g. What's happening? The batsman's hitting the ball. The keeper's diving. The bowler's pointing...
3. In pairs, preparing to role-play a situation calling for polite requests, e.g. ordering lunch.

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

1. Using pictures to support the re-telling or role-playing of a short oral text, e.g. conducting an interview, choosing teams.
2. Describing situations in photographs or pictures using simple vocabulary, e.g. This where we pan for gold; That circuit open, so light not on.
3. Communicative activities: in small groups, play enquiry and elimination game using pictures of actions.
4. Role-playing: simple transaction, e.g. ordering lunch, borrowing a book.

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

Stage & Band		Language focus	Related KLA themes and content		English K–6 links
3	B	<b>NEGOTIATING</b>	<ul style="list-style-type: none"> <li>Negotiating underpins all KLA themes and content.</li> <li>All home and school routines using the language of politeness appropriate to audience and purpose, e.g. please, thank you, greetings, requests.</li> </ul>	<ul style="list-style-type: none"> <li>Participating in group work effectively by taking on roles in a group, e.g. questioner, clarifier, presenter.</li> <li>Using discourse strategies effectively, e.g. turn taking, agreeing/disagreeing appropriately.</li> </ul>	ESL students completing this Step are <b>APPROACHING</b> the prerequisite English language proficiency needed for achievement of Stage 3 outcomes.
Transitional					
Text types		ESL notes			
All text types		Eng K–6 modules all ESL notes			
<b>Aspects of numeracy</b>					
Context dependent					

ESL STEP		Sample strategies and activities
<p><b>B</b> <b>ORAL</b> (listening)</p> <p><i>Follows the drift of unpredictable social and learning transactions.</i></p>		<p><b>CONTROLLED SUPPORT – Teacher provides target language by:</b></p> <ol style="list-style-type: none"> <li>Modelling ‘active’ listening strategies, e.g. asking for information to be repeated, asking for clarification, asking for rephrasing, ‘mapping’ using coordinates.</li> <li>Using a modified ‘Simon Says’ game to demonstrate the difference between a suggestion and directive, e.g. when the teacher uses a directive students move to one side of the room; for a suggestion, they move to the other side.</li> <li>Presenting different contexts in which suggestions and directives are appropriate.</li> </ol> <p><b>GUIDED SUPPORT – Students practise target language by:</b></p> <ol style="list-style-type: none"> <li>In pairs, using cards to cue active listening strategies in a role-play, e.g. clarifying understanding, requesting information be repeated using phrases such as ‘Pardon’; ‘Do you mean...?’</li> <li>In groups, listening to preferences for group research topic to support personal ranking of choices.</li> </ol> <p><b>INDEPENDENT SUPPORT – Students use target language by:</b></p> <ol style="list-style-type: none"> <li>Clarifying and recording ideas generated in group problem-solving activities.</li> <li>Noting key points in a debate, for clarification or challenge.</li> </ol>
Suggested language elements		ESL Scales
<b>LISTENING</b>		
1. Shows a recognition of same idea expressed in different words.	5.1.2	
2. Demonstrates awareness of when fact and viewpoint are being expressed.	5.1.4	
3. Interacts fluently.	6.1.x	
4. Identifies the basic information needs and interests of an audience.	6.2.1	
5. Assesses own information needs and purposes before listening or viewing.	6.4.2	
6. Checks completeness and accuracy of information gained from spoken communication.	6.4.3	

**B** ORAL  
(talking)

**ESL STEP**  
*Manages participation in social and learning transactions.*

**Sample strategies and activities**

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

1. Presenting a range of the language structures used to make suggestions, politely reject suggestions, and justify ideas, modelling usage through a role-play.
2. Using a 'Fish Bowl' activity to focus attention on the language that a small group uses to interact and negotiate differing points of view.

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

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

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

1. Contributing ideas to discussions about a moral dilemma and clarifying own and others' positions.
2. Reporting on how a group interacted and negotiated differing opinions.

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



**C** ORAL  
(talking)

**ESL STEP**  
*Uses a repertoire of communication strategies to negotiate complex interactions.*

**Sample strategies and activities**

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

1. Modelling the structure of a debate and presenting examples of relevant language.
2. Demonstrating how to use the context of a picture of a conflict situation and non-verbal cues (facial expressions etc.) to predict possible dialogues.

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

1. In groups, planning and organising a fund raising activity for a grade fair, negotiating details within the group.
2. In pairs, designing a set of interview questions for two guest speakers holding opposing points of view on an issue.
3. In groups, preparing to role-play panel members with differing views on an issue they are discussing.

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

1. Presenting a planned talk on devices used to convey meaning in an advertisement using appropriate examples.

Suggested language elements	ESL Scales
<b>TALKING</b>	
1. Contributes to discussions about new topics.	7.1.5
2. Checks own interpretation by paraphrasing or summarising, e.g. Do you mean that...	7.4.3
3. Uses conventional phrases for taking turns, e.g. Would you mind if...	7.4.4
4. Works with others in planning and organising activities, e.g. negotiates goals, methods, roles and time for completion.	7.1.8
5. Uses questions to change the direction of a discussion or to introduce a new perspective.	8.1.14
6. Understands and uses conventions in English relating to such things as assertiveness, politeness and reasonableness.	8.2.3
7. Uses English for a range of complex problem-solving activities.	8.1.6
8. Negotiates a solution to a complex issue.	8.1.7



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## Appendix I

# Language focus across the curriculum

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

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

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

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

## Appendix II

# Overview of ESL steps by language mode

### ORAL (listening)

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

**Appendix II**  
**Overview of ESL steps by language mode**  
**ORAL (talking)**

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

## Appendix II

# Overview of ESL steps by language mode

## READING

	BAND A1	BAND A2	BAND B	BAND C
<b>Describing</b>	joins in shared reading of familiar literary and factual descriptions and reports and completes simple related activities	reads and retells ideas and events from literary and factual descriptions and reports on familiar topics	identifies and organises main ideas and specific details from literary and factual descriptions and reports	organises main and supporting ideas in texts using a range of reading strategies and sources
<b>Recounting</b>	joins in shared reading of familiar literary and factual recounts and narratives and completes simple related activities	reads familiar literary and factual recounts and narrative texts	retells and summarises literary and factual recounts and narratives referring to main ideas and supporting details	identifies issues and implications arising from extended literary and factual recounts and complex narratives
<b>Responding</b>	joins in shared reading responses to literary texts and completes simple related activities	reads simple responses to familiar literary texts	follows main ideas from reviews of literary texts	identifies writer's point of view from critical reviews of literary texts
<b>Instructing</b>	joins in shared reading of familiar procedure texts and completes simple related tasks	reads simple procedures on a familiar topic	identifies and organises main steps of instructions	identifies what is required from complex task instructions
<b>Explaining</b>	joins in shared reading of familiar explanations and completes simple related activities	reads and retells explanations on familiar topics	identifies and organises main ideas and supporting details in explanations	identifies causal and sequential factors contained in different explanation texts
<b>Persuading</b>	joins in reading of familiar persuasive texts and completes simple related activities	reads simple persuasive texts that present a point of view on familiar topics	identifies and assesses arguments in persuasive texts	recognises and evaluates underlying perspectives in persuasive texts
<b>Negotiating</b>				

**Appendix II**  
**Overview of ESL steps by language mode**  
**WRITING**

	BAND A1	BAND A2	BAND B	BAND C
<b>Describing</b>	writes and illustrates literary and factual descriptions and reports based on modelled and/or jointly constructed texts	writes simple literary and factual descriptions and reports on a familiar topic using language learned in class	writes literary and factual descriptions and reports incorporating information from other sources	writes literary and factual descriptions and reports showing control over register
<b>Recounting</b>	writes and illustrates literary and factual recounts and narratives based on modelled and/or jointly constructed texts	writes simple literary and factual recounts and narratives using language learned in class	plans and writes cohesive literary and factual recounts and narratives on familiar topics	creates extended literary and factual recounts and narratives that develop character and theme
<b>Responding</b>	writes and illustrates responses to literary texts based on modelled and/or jointly constructed texts	writes short responses to familiar literary texts	plans and writes reviews incorporating key structural elements	writes reviews of literary texts showing critical response
<b>Instructing</b>	writes and illustrates procedures based on modelled and/or jointly constructed texts	writes simple procedure on a familiar topic	plans and sequences information in procedural texts	plans and sequences procedures on complex subject matter
<b>Explaining</b>	writes and illustrates simple explanations based on modelled and/or jointly constructed texts	writes simple explanations on familiar topics	plans and writes explanations on familiar topics	writes extended explanations showing sequential or causal relationships on a range of topics
<b>Persuading</b>	writes and illustrates point of view based on modelled and/or jointly constructed texts	writes simple persuasive texts that present a single point of view on a familiar topic	writes a cohesive persuasive text which supports conclusions on a familiar topic	writes sustained and convincing persuasive texts about familiar and researched topics
<b>Negotiating</b>				



**Appendix III**  
**Overview of ESL steps by bands**  
**BAND A2**

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



**Appendix III**  
**Overview of ESL steps by bands**  
**BAND C**

LANGUAGE FOCUS	ORAL		READING	WRITING
	Listening	Talking		
<b>Describing</b>	extracts key points of information and supporting details from extended spoken descriptive texts	presents sustained and cohesive talks on familiar topics, handling questions appropriately	organises main and supporting ideas in texts using a range of reading strategies and sources	writes literary and factual descriptions and reports showing control over register
<b>Recounting</b>	synthesises key messages from extended recounts and complex narratives	presents engaging recounts and narratives appropriate for audience	identifies issues and implications arising from extended literary and factual recounts and complex narratives	creates extended literary and factual recounts and narratives that develop character and theme
<b>Responding</b>	follows extended commentaries on responses to literary texts	gives sustained and cohesive responses to literary texts	identifies writer's point of view from critical reviews of literary texts	writes reviews of literary texts showing critical response
<b>Instructing</b>	understands complex instructional sequences at normal speed	gives detailed instructions related to complex games or learning activities	identifies what is required from complex task instructions	plans and sequences procedures on complex subject matter
<b>Explaining</b>	extracts main and supporting information from extended and complex explanations	presents sustained and cohesive explanations	identifies causal and sequential factors contained in different explanation texts	writes extended explanations showing sequential or causal relationships on a range of topics
<b>Persuading</b>	evaluates the validity of spoken arguments	discusses issues using sustained reasoning	recognises and evaluates underlying perspectives in persuasive texts	writes sustained and convincing persuasive texts about familiar and researched topics
<b>Negotiating</b>	infers speakers' intentions to negotiate complex interactions	uses a repertoire of communication strategies to negotiate complex interactions		

## Appendix IV 'ESL Scales' level statements

### ORAL INTERACTION

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

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

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

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

## Appendix IV 'ESL Scales' level statements READING AND RESPONDING

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

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

## Appendix IV 'ESL Scales' level statements WRITING

<p><b>Students at beginning level three</b> communicate ideas, events and experiences through simple texts based on familiar spoken and written language, relating the purpose of a text to its familiar form and some of its conventional features. They write several coherently linked sentences, using basic structures and well-known vocabulary, and using a number of basic strategies to produce and check their written work.</p>	<b>B3</b>	<b>BAND A2</b>	<b>3</b>	<p><b>Students at level three</b> communicate on a number of familiar topics through writing simple creative and informational texts in response to classroom demands, demonstrating awareness of common formats in texts for classroom purposes. They write a variety of simple cohesive texts, demonstrating a developing use of simple language and structures and drawing on their knowledge of the writing process to plan, write and redraft texts.</p>	
			<b>2</b>	<p><b>Students at level two</b> communicate ideas, events and experiences in writing with limited repertoires of spoken and written English, showing their awareness of ways that information is presented in written English. They write simple coherent texts, using basic sentence structures that incorporate features of learned oral and written English and use a variety of basic writing strategies to create a coherent text.</p>	
			<b>1</b>	<p><b>Students at level one</b> write simple messages for classroom purposes using copied texts and well-rehearsed language. For this they draw on their prior knowledge of writing and demonstrate understanding that the purpose of writing is to communicate messages. They write and copy simple short texts, showing some knowledge of basic conventions of written English, and use a range of basic writing strategies to compensate for their limited knowledge of English and of writing in English.</p>	
<p><b>Students at beginning level two</b> communicate ideas, events and experiences through drawings, copied writing or attempts at own writing, displaying some awareness that written texts are presented according to certain conventions. They write simple texts using some copied or formulaic language and some basic writing conventions and use some basic strategies to convey information in writing.</p>	<b>B2</b>	<b>BAND A1</b>			
<p><b>Students at beginning level one</b> communicate messages through symbols, drawings and attempts at writing, showing awareness that speech can be written down and that the meanings of written messages remain constant. They write, showing awareness some basic writing conventions, and they experiment with drawing and writing to produce or reproduce, symbols and letters</p>	<b>B1</b>				
			<b>BAND B</b>	<b>5</b>	<p><b>Students at level five</b> communicate on a range of familiar topics and incorporate language and ideas drawn from different sources in response to the varying demands of the classroom. They adjust the form of writing to contexts, purposes and audiences. They write a number of coherent texts demonstrating some flexibility and control over a range of key organisational and language features, and focus on planning and editing their writing to improve its range and expression.</p>
			<b>BAND B</b>	<b>4</b>	<p><b>Students at level four</b> communicate for a range of purposes on a variety of familiar topics through a basic repertoire of text types, demonstrating an awareness of how effective writing is tailored to the topic and the needs of the reader. They write a variety of texts, demonstrating some overall cohesion and coherence, and make use of discussion and reflection to enhance the writing process.</p>
			<b>BAND C</b>	<b>6</b>	<p><b>Students at level six</b> communicate on a range of topics, marshalling their ideas through a variety of well-known text types and taking some account in their writing that readers react to writing text according to their experiences, interests and values. They write a variety of coherent texts characterised by a cohesive and flexible use of language and plan and revise their writing to enhance its fluency, accuracy and readability.</p>
				<b>7</b>	<p><b>Students at level seven</b> communicate effectively to fulfil the literacy and learning requirements of most written tasks across the school curriculum, adapting different aspects of their writing to take account of context, purpose and reader. They write a number of complex texts characterised by a personal style which shows a consistent control over textual features, and plan, revise and refine their writing to enhance its overall impact.</p>

