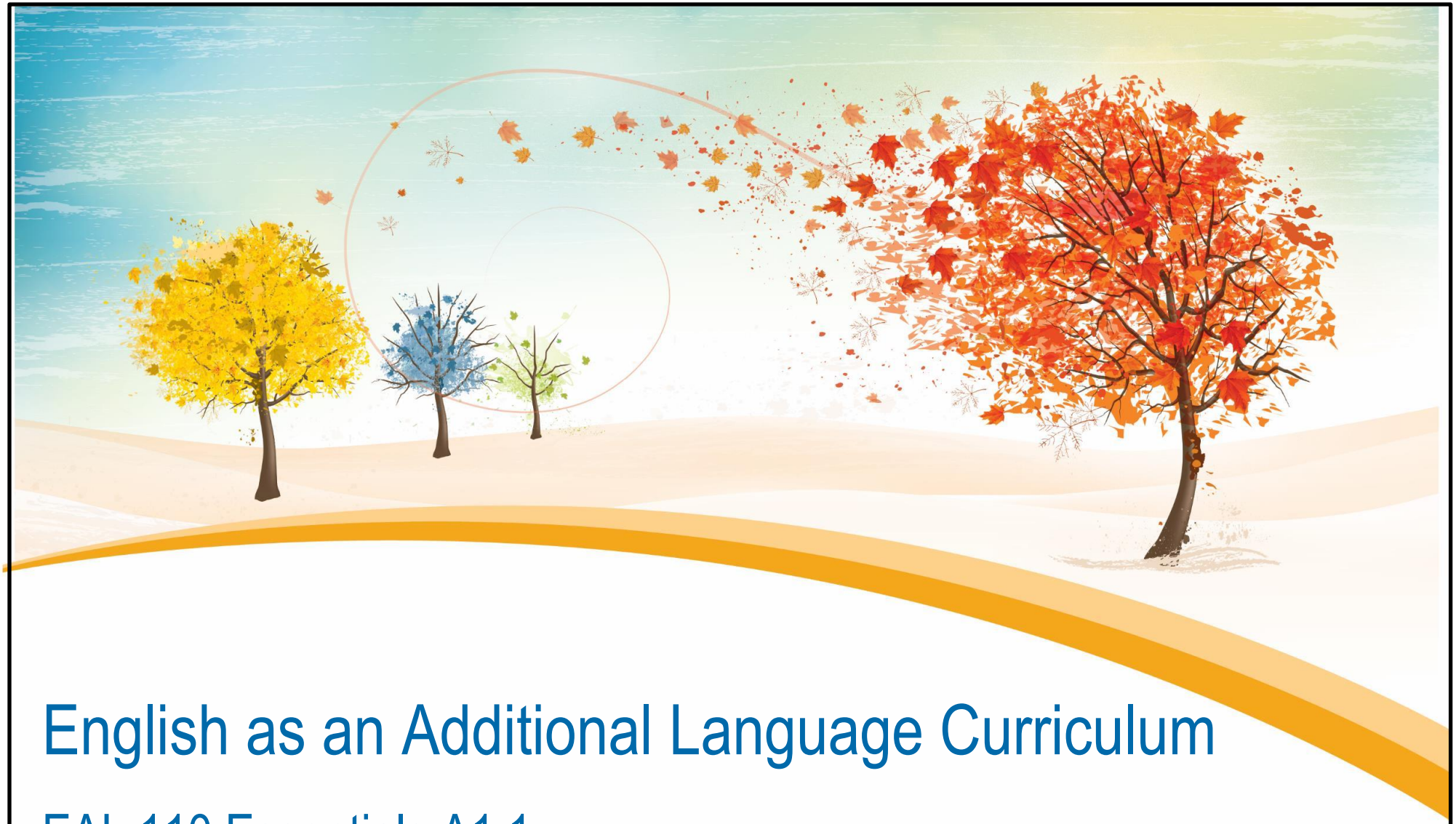

English as an Additional Language Curriculum

EAL 110 Essentials A1.1
EAL 110 Essentials A1.2
EAL 120 Connections A2
EAL 120 Expressions B1

New Nouveau Brunswick

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1. Introduction

1.1 Mission and Vision of Educational System

The New Brunswick Department of Education and Early Childhood Development is dedicated to providing the best public education system possible, wherein all students have a chance to achieve their academic best. The mission statement for New Brunswick schools is:

> *Each student will develop the attributes needed to be a lifelong learner, to achieve personal fulfillment and to contribute to a productive, just and democratic society.*

1.2 New Brunswick Global Competencies

New Brunswick Global Competencies provide a consistent vision for the development of a coherent and relevant curriculum. The statements offer students clear goals and a powerful rationale for school work. They help ensure that provincial education systems' missions are met by design and intention. The New Brunswick Global Competencies statements are supported by curriculum outcomes.

New Brunswick Global Competencies (see below) are statements describing the knowledge, skills and attitudes expected of all students who graduate high school. Achievement of the New Brunswick Global Competencies prepares students to continue to learn throughout their lives. These Competencies describe expectations not in terms of individual school subjects but in terms of knowledge, skills and attitudes developed throughout the curriculum. They confirm that students need to make connections and develop abilities across subject boundaries if they are to be ready to meet the shifting and ongoing demands of life, work and study today and in the future.

Collaboration	The interplay of the cognitive, interpersonal, and intrapersonal competencies necessary to participate effectively and ethically in teams.
Communication	Receiving and expressing meaning in different contexts and with different audiences and purposes.
Critical Thinking and Problem Solving	Addressing complex issues and problems by acquiring, processing, analyzing, and interpreting information to make informed judgments and decisions.

Innovation, Creativity, and Entrepreneurship	Enhancing ideas, turning ideas into actions, demonstrating leadership, thinking independently, and employing entrepreneurial mindsets.
Learning to Learn, Self-Awareness, and Self-Determination	Becoming self-aware and demonstrating agency, belief in one's ability to learn, and thinking about thinking.
Sustainability and Global Citizenship	Reflecting on and appreciating diverse perspectives. Understanding and addressing diverse issues. Capability of being an engaged citizen.

1.3 Vision and Values

The New Brunswick Department of Education and Early Childhood Development is committed to providing inclusive environments where learners develop the social and academic language needed to enable them to be socially confident, academically ready, independent users of English who are recognized for their unique identities and strengths.

The following values inform the EAL learning environment:

1. The foundation of the EAL learning environment is a climate of trust and respect wherein educator(s) and learner(s) work together to create a sense of belonging for all.
2. Home languages and cultures are recognized as both expressions of identity, and valued resources for plurilingual/pluricultural learners.
3. Families and communities are viewed as integral partners in supporting language development.
4. Language development is facilitated through intentional instruction and transparent assessment that promotes learner autonomy and agency.
5. Language learning is an interactional process, wherein knowledge is co-constructed, and ideas, perspectives and experiences from a variety of sources are valued.
6. Language acquisition is viewed from a strengths-based perspective where high expectations for all learners are upheld and supported.

7. Language learning must be embedded in authentic tasks that engage learners in a meaningful and personalized manner.

8. Language learning is a personal journey that requires learner investment over time.

Effective support for culturally and linguistically diverse learners in all New Brunswick classrooms is rooted in:

honouring home cultures, languages and identities.	providing ample opportunities for practice, aiming for only 20% educator talk time.	knowing and using the strengths, needs and interests of each learner.	regular formative assessment, using personalized goals.

The resource, Teaching English as an Additional Language in New Brunswick: A Guide for Educators and School Teams (TEAL-NB Guide), outlines the details of the overarching values that inform the EAL learning environment.

2. Pedagogical Components

2.1 Pedagogical Guidelines

Diverse Cultural and Linguistic Perspectives

It is important for teachers to recognize and honour the variety of cultures and experiences from which students are approaching their education and the world. It is also important for teachers to recognize their own biases and be careful not to assume levels of physical, social or academic competencies based on gender, culture, or socio-economic status.

Each student's culture will be unique, influenced by their community and family values, beliefs, and ways of viewing the world. Traditional aboriginal culture views the world in a more holistic way than the dominant culture. Disciplines are taught as connected to one another in a practical context, and learning takes place through active participation, oral communication and experiences. Immigrant students may also be a source of alternate world views and cultural understandings. Cultural variation may arise from the differences between urban, rural and isolated communities. It may also arise from the different value that families may place on academics or athletics, books or media, theoretical or practical skills, or on community and/or faith. Providing a variety of teaching and assessment strategies to build on this diversity will provide an opportunity to enrich learning experiences for all students.

Children and youth arrive in New Brunswick schools through varied pathways. New Brunswick's urban and rural communities welcome many permanent residents, who land in Canada as immigrants or refugees. Due to its many post-secondary institutions, New Brunswick also welcomes visiting scholars, research fellows and graduate students and their families. Over the past two decades, the international recruitment of undergraduate students has been a strategy to increase enrolment in our universities. During the same timeframe, Atlantic Education International Inc. (AEI), now the New Brunswick International Student Program (NBISP), was incorporated to support interested stakeholders, including the New Brunswick Department of Education and Early Childhood Development and school districts, in welcoming tuition-paying students into our schools. In some cases, families send their children to Canada as fee-paying students to live with a host family or with guardians who are family friends, while waiting for their own paperwork to clear as provincial nominees (i.e., immigrants who will invest in businesses in this province). Many schools are familiar with hosting exchange students who arrive to communities through service club sponsorships or children who arrive via international adoption. Most recently, New Brunswick has seen a substantial increase in families arriving with a parent who is classified as a foreign temporary worker. Sometimes children migrate from one Canadian province to another, as their families seek employment. Some children are simply born abroad and/or have lived abroad with their family for a substantial amount of

time and are repatriating to this province. Newcomers arrive at varying points in their educational careers, at varying times of year, and with varying degrees of educational background. Therefore, they require varying degrees of support to achieve success in our school system.

Language learners are those whose first or primary language(s) is (are) not English and who require support in developing the English language proficiency needed to adequately access the grade level curriculum taught in English. They may have been born in or outside Canada. They may have gaps in prior learning, and possibly gaps in first language literacy. They may have some experience using English for social purposes, but still require support to enhance their academic English proficiency in order to access the curriculum. Students who are working on English language acquisition but possess literacy and learning strategies in one or more other languages, are working on English as an Additional Language (EAL) and require language support. Students with limited, interrupted, or no prior schooling are most likely working on first and additional language literacy and numeracy, while learning English. These students are working on English Literacy Development (ELD), and require literacy, language, and other transitional support to acquire the tools to succeed in the Canadian school context.

Understanding a child's circumstances and the reasons for coming to their classroom can be a teacher's first step in supporting their learning. It is important to keep in mind that it is normal for initially enthusiastic students to experience a cultural adjustment, commonly known as "culture shock," that may affect their learning. Parents and the wider community, along with the school community, are integral to supporting learners with their social integration and language development.

Universal Design for Learning

The curriculum has been created to support the design of learning environments and lesson plans that meet the needs of all learners. Specific examples to support Universal Design for Learning for this curriculum can be found in the appendices. The **Planning for All Learners Framework** will guide and inspire daily planning.

Common European Framework of Reference (CEFR) for Languages

Broadly speaking, the *Common European Framework of Reference for Languages: Learning, Teaching, Assessment* (Council of Europe, 2001), and the *CEFR Companion Volume with New Descriptors* (Council of Europe, 2018), hereafter referred to as the Companion, is exactly as it suggests: a shared reference point for the European community to describe curriculum, instruction, and assessment of language learning. The CEFR was the outcome of over 10 years of

consultation and contribution from many experts and has since been endorsed by the Council of Ministers of Education, Canada (CMEC) for initiatives related to second and additional languages in Canada.

In short, the CEFR "describes in a comprehensive way what language learners have to learn to do in order to use a language for communication and what knowledge and skills they have to develop so as to be able to act effectively" (Council of Europe, 2001, p.1). The CEFR adopts an "action-oriented, task-based approach," which views "language users and learners as social agents who must accomplish tasks relevant to their life experiences" (CMEC, 2010, p. 10). This approach focuses on purposeful, authentic, and interactive classroom tasks that engage learners in a variety of contexts of language use (Council of Europe, 2018).

Language users engage in tasks while speaking, listening, reading and writing, not only in isolation, but also in interdependent or multimodal communicative situations. The multi-skill nature of the CEFR connects well to a balanced literacy approach as skills are seen as interdependent. The CEFR describes six levels (A1-C2), each of which detail language proficiency, ranging from "basic user" to "independent user" to "proficient user" (Council of Europe, 2001, p.23). The *Companion* (2018) also includes pre-A1 descriptors, which have been incorporated into the A1.1 level in these curricula and related materials. A proficiency framework like the CEFR is different from a chart detailing the stages of language acquisition, as this type of framework "defines the levels of proficiency which allow learners' progress to be measured at each stage of learning on a life-long basis" (Council of Europe, 2001, p.1). For example, a learner of English could indicate A1 in speaking, as the only skill he or she has developed at the beginning stage of acquisition. In this way, partial competency in language is valued. Students learning literacy while learning language (ELD; see page 11) may begin their literacy journey at A1.1, especially, but not exclusively, in the skill areas of reading and writing. Important to note is the positive, strength-based language used to describe what a learner can do in the language at each level. This presents a shift in focus from a deficit-premised label to an inclusive and optimistic portrait of a learner (Arnett, 2013).

The CEFR also acknowledges the "cultural context in which language is set" (Council of Europe, 2001, p. 1) and recognizes that as a person learns another language and culture, they do "not simply acquire two distinct, unrelated ways of acting and communicating. The language learner becomes *plurilingual* and develops *interculturality*. The linguistic and cultural competences in respect of each language are modified by knowledge of the other and contribute to intercultural awareness, skills and know-how" (Council of Europe, 2001, p.43; emphasis in original). Moreover, the *Companion* (2018) also highlights the importance of mediation, which builds upon plurilingual and pluricultural concepts, and includes online interaction, as well as, socio-emotional/cultural dimensions of interaction. Home languages and cultures can be used as resources to support and engage learners, as they see themselves reflected in the curriculum and/or as they transfer their skills from one language context to the next.

2.2 Assessment Guidelines

Assessment

The EAL Curriculum is grounded in *formative assessment practices* that align with a central tool of the CEFR: a *language portfolio* (Council of Europe, 2004, p.3). With this in mind, educators using this curriculum should consider the following points when designing assessment:

- Begin by *matching instruction and assessment activities with the initial proficiency levels* of learners (A1.1, A1.2, A2, B1) based on data collected at time of arrival (placement assessments and/or baseline classroom assessments)
- Set the target **"**can do**"** and define the criteria for success. Use this to match learning resources to learner readiness.
- Embed "can do" statements in *authentic or meaningful tasks* so that learners can collect evidence of language development in their portfolio. This will facilitate learner autonomy with respect to language goals, a key principle of the CEFR and the EAL curriculum.
- Use the CEFR as the continuum of language proficiency. This will allow the language learner to *show progress over time* for both social language (BICS) and academic language use (CALP) (Cummins, 1979; Baker & Wright, 2017).

Assessment should be viewed as a means to *support learner progress* (formative) and *report achievement* (summative). Research indicates that learners benefit most when assessment is regular and ongoing and is used in the promotion of learning (Stiggins, 2008). The educational strengths and needs of language learners can be identified most effectively through *multiple forms of assessment (*Ministry of Education, 2008, p. 62). It is important to utilize a range of purposeful and intentional assessment at different points in the learning process. Some examples of day-to-day *formative assessment techniques* include:

- anticipation guides,
- cloze activities,
- sequence or matching exercises,
- interactive or reflective journals,
- interviews or surveys,
- conferencing,
- observation,
- prompts and questions,
- cooperative or individual tasks or projects,
- preview and review games,
- and exit slips.

In addition to teacher feedback on a variety of tasks, educators should model and integrate *self- and peer-assessment* activities. Involving students in *reflective practices,* such as monitoring and goal-setting, promotes the use of formative assessment as a learning opportunity that promotes growth.

Reliable *summative assessment* is achieved through gathering of a wide variety of evidence over time (See Davies, Herbst, Augusta, 2017). For example, students can be taught how to *collect evidence in a language portfolio* that may then be used for summative conferencing. Evidence collected in the portfolio could include a focused oral interview, audio/visual recordings of speaking samples, various writing samples (e.g., pre-post writing samples of a particular genre), or results of reading or listening comprehension activities.

The table below provides brief definitions of formative and summative assessment practices.

Assessment *for* learning (formative)	**Assessment *as* learning (formative)**	**Assessment *of* learning (summative)**
This type of assessment informs instruction. Through assessment for learning, the teacher supports the learner with ongoing and descriptive feedback in terms the learner understands and that is immediately applicable to the task.	This type of assessment implicates the learner directly in the process. Learners are responsible for reflecting on the learning processes and products in order to improve in future attempts and/or to set new goals, thus moving toward learner autonomy. Teacher feedback supports students' learning as they set personal goals for progression.	This type of assessment happens at the end of the instructional process and is used to provide evidence of learning in order to recognize progress and report achievement. Assessment of learning actively involves students through self-assessment and is linked directly to stated curriculum expectations. It has a summative purpose and uses collection of evidence for evaluation.

Cross Curricular Literacy

Literacy occurs across learning contexts and within all subject areas. Opportunities to speak and listen, read and view, and write and represent are present every day - in and out of school, including in, but also beyond, the EAL classroom. The EAL curriculum is literacy-focused with the intention of providing learners with the essential English language skills to support their overall social and academic development. All subject-area teachers support learners' language development with content-area vocabulary development, academic language structures, and structured classroom conversations. Supporting documents detailing ways to engage and provide scaffolds for language learners, in general (across subject areas), can be found on Portal ONE.

3. Subject Specific Guidelines

3.1 **Rationale**

Within a climate of trust and respect, teachers promote language learner agency through intentional instruction and ongoing assessment opportunities from a strength-based perspective. Learners engage in meaningful communicative tasks and are provided the scaffolds to set goals and assess their progress over time, based on transparent targets (i.e., "Can do" statements) and indicators of success (i.e., criteria) that are co-constructed with learners, whenever possible.

The overarching objective across all courses is to support learners' English proficiency development in order to communicate effectively in varied contexts and with members of a diverse Canadian society. By focusing on speaking, listening, reading, and writing, as aligned to the CEFR, learners also demonstrate effective strategies for academic and personal success through multiple modes of engagement. The EAL Course continuum is described in the table below:

EAL 120 Expressions B1.1 & B1.2	**B1 (2 credits)**	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected texts on topics which are familiar, or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans. Can employ social and school-related norms within the multicultural Canadian context, through multiple modes of representation, expression and action. Can demonstrate effective strategies for academic and personal success.
EAL 120 Connections A2.1 & A2.2	**A2 (2 credits)**	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g., very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need. Can use social and school-related norms within the multicultural Canadian context through multiple modes of representation, expression and action. Can develop effective strategies for academic and personal success.
EAL 110 Essentials A1.2	**A1.2 (1 credit)**	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce themselves and others and can ask and answer questions about personal details such as where they live, people they know and things they have. Can interact in a simple way provided the other person talks slowly and clearly and

		is prepared to help. Can demonstrate basic social and school-related norms within the multicultural Canadian context through multiple modes of representation, expression and action. Can practice and use supported and independent strategies for academic and personal success.
EAL 110 Essentials A1.1	**A1.1 (1 credit)**	Can understand and use simple, everyday statements, instructions and questions, in highly scaffolded contexts. Can produce simple words and phrases in writing and can complete sentences by copying a very familiar modeled word. Can demonstrate recognition of basic social and school-related norms within the multicultural Canadian context through multiple modes of representation, expression and action. Can practice supported strategies for academic and personal success. *A1.1 takes into consideration the descriptors for pre-A1 from the Companion (Council of Europe, 2018).*

3.2 Course Descriptions

EAL 110 Essentials A1.1

This course will build essential English skills in the areas of speaking, listening, reading, and writing, with a particular focus on building foundational literacy and communicative skills. In addition to focusing on foundational literacy and basic oral communication skills, this course provides the opportunity for students to learn new cultural norms in a supportive environment.

EAL 110 Essentials A1.2

This course will build essential English skills in the areas of speaking, listening, reading, and writing through meaningful and authentic task-based learning. The focus is placed on communicative tasks required for common social interactions and immediate needs. In addition to focusing on oral communication skills, high frequency language, and essential vocabulary, reading and writing are supported explicitly through foundational literacy skills. This course provides students with essential strategies for successful English-language learning and cultural competency.

EAL 120 Connections A2.1 and EAL 120 Connections A2.2 (A2 level)

These courses will further strengthen English skills, with the focus placed on communicative tasks that support the development of reading, writing, and interacting (speaking/listening) in English. Learners are provided with opportunities to

develop writing skills, academic vocabulary, reading strategies, reading comprehension, socio-cultural competencies, and strategies for academic success.

EAL 120 Expressions B1.1 and EAL 120 Expressions B1.2 (B1 level)

These courses will further enhance English skills, with the focus placed on developing a wide range of literacy and language skills through interacting (speaking/listening), reading, and writing for a variety of purposes and audiences. Learners are provided with opportunities to expand on writing skills, academic vocabulary, reading strategies, socio-cultural competencies, and strategies for academic success.

3.3 Curriculum Organizers and Outcomes

Outcomes

The New Brunswick Curriculum is stated in terms of general curriculum outcomes, specific curriculum outcomes and achievement indicators.

Language development is non-linear; thus, students may be in different phases for different competencies. Language development is an individual journey; what we look for is growth over time, not a steady line.

General Curriculum Outcomes (**GCO**) are overarching statements about what students are expected to learn in each strand/sub-strand. The general curriculum outcome for each strand/sub-strand is the same throughout the grades.

Specific Curriculum Outcomes (**SCO**) are statements that identify specific concepts and related skills underpinned by the understanding and knowledge attained by students as required for a given grade.

Organizers

		A1.1	A1.2	A2	B1
Core Strand: Speaking & Listening	**GCO**	**1 Students will speak and listen effectively in a variety of contexts and for a variety of purposes.**			
	SCOs	1.1 use and demonstrate **understanding** of very simple everyday statements, instructions, and questions, in highly scaffolded contexts (e.g., visuals, gestures, slow and clear speech, repetition); and, 1.2 use and demonstrate **recognition** of words, very simple statements and questions about immediate concrete surroundings, in highly scaffolded contexts (e.g., visuals, gestures, slow and clear speech, repetition).	1.1 use and demonstrate **understanding** of simple, everyday expressions, directions, instructions and questions; and, 1.2 use and demonstrate **recognition** of simple statements and questions about immediate concrete surrounding.	1.1 communicate in simple and routine tasks and handle very short social exchanges; and, 1.2 produce and demonstrate understanding of short statements and questions about familiar topics.	1.1 participate in social conversations on topics that are familiar, or personal interest, or pertinent to everyday life; and, 1.2 participate in personal and educational conversations in which some main ideas are supported by details.
Core Strand: Reading & Viewing	**GCO**	**2 Students will develop strategies to understand, and respond to, a range of texts and other media.**			
	SCOs	2.1 demonstrate English literacy readiness skills pertaining to reading; and, 2.2 demonstrate understanding of very familiar words, phrases with the help of teacher-selected basic reading comprehension strategies.	2.1 demonstrate English literacy skills pertaining to reading; and, 2.2 demonstrate understanding of familiar words, phrases, and short simple sentences with the help of teacher-selected basic reading comprehension strategies.	2.1 demonstrate an awareness and use of some reading comprehension strategies; and, 2.2 demonstrate understanding of short simple texts on familiar topics.	2.1 select and use numerous reading comprehension strategies; and, 2.2 demonstrate understanding of a variety of texts on topics of interest.

Core Strand: Writing & Representing

Complementary Strand: Intercultural Competence

GCO	**3 Students will create clear, connected text, or other forms of representation, on a variety of topics, for a variety of purposes.**			
SCOs	3.1 demonstrate English literacy readiness skills pertaining to writing; 3.2 produce simple words and phrases on very familiar topics using a model, and, 3.3 complete sentences by copying a very familiar modeled word.	3.1 demonstrate English literacy skills pertaining to writing; 3.2 produce phrases and short simple sentences on very familiar topics, using a model; and, 3.3 write simple words and sentences.	3.1 produce short texts showing emerging grammatical complexity and accuracy; 3.2 write a few simple sentences that relate to one another on familiar personal topics including the immediate environment; and, 3.3 produce a piece with a main idea using new and studied words and expressions that relate to the topic.	3.1 create connected text with increasing grammatical complexity and accuracy; 3.2 produce connected text with a clear main idea, supported with some secondary ideas that relate to past events as well as expanding topics of personal interest; and, 3.3 create well-connected, clear, purposeful text, using a variety of sentence structures.
GCO	**4 Students will demonstrate intercultural skills and knowledge as members of diverse Canadian society.**			
SCOs	4.1 demonstrate recognition of basic social and school-related norms within the multicultural Canadian context through multiple modes of representation, expression and action.	4.1 demonstrate basic social and school-related norms within the multicultural Canadian context through multiple modes of representation, expression and action.	4.1 use social and school-related norms within the multicultural Canadian context through multiple modes of representation, expression and action.	4.1 employ social and school-related norms within the multicultural Canadian context through multiple modes of representation, expression and action.

Complementary Strand: Strategies for Success

GCO	**5 Students will demonstrate understanding and use of strategies for success.**			
SCOs	5.1 practice supported strategies for academic and personal success through multiple modes of engagement.	5.1 use independent strategies for academic and personal success through multiple modes of engagement.	5.1 develop effective strategies for academic and personal success through multiple modes of engagement.	5.1 demonstrate independent use of effective strategies for academic and personal success through multiple modes of engagement.

3 Curriculum Outcomes

4.1 Curriculum Outcomes: EAL 110 Essentials A1.1

GCO 1 Students will speak and listen effectively in a variety of contexts and for a variety of purposes.

SCO 1.1 **Students will use and demonstrate understanding of very simple everyday statements, instructions, and questions, in highly scaffolded contexts (e.g., visuals, gestures, slow and clear speech, repetition.**

Concepts and Content	I Can Statements	Global Competencies
Concepts: Grammar Continuum Speaking and Listening Continuum Content: Hello, Hi, Goodbye Sorry/Thank You Can you help me? / Please help. / Help, please. What is this? Yes/No. Excuse me. What's your name? / Where do you live? Stop. Close the door/Open your book.	Listening: • I can demonstrate understanding of short, very simple questions and statements, provided they are delivered slowly and clearly, and accompanied by visuals or gestures. • I can demonstrate understanding of very simple instructions, supported by visuals and/or gestures. Spoken Interaction: • I can ask for help. • I can point to something and ask what it is. Spoken Production: • I can use basic greetings and simple words (e.g., hello, yes, sorry). • I can reproduce correctly a very limited range of sounds (i.e., phonics).	Communication Self-Awareness and Self-Management

Resources

Video	Websites	Documents
Use https://www.viewpure.com to watch videos without advertisements. Everyday Greetings	EAL Phonics Resource Site, Teaching Everyday Greetings, First Words, Phonemes – differences among languages	Functional Literacy, Language Experience, Picture Word Inductive Model, Literacy skill development, Spoken Interaction Rubric, Listening Rubric, A1.1 Unit on Cultural Adjustment

SCO 1.2	**Students will use and demonstrate recognition of words, very simple statements and questions about immediate concrete surroundings, in highly scaffolded contexts (e.g., visuals, gestures, slow and clear speech, repetition).**

Concepts and Content	**I Can Statements**	**Global Competencies**
Concepts: Grammar Continuum Speaking and Listening Continuum Content: My name is… I am from… How are you? I am… How old are you? I am… I feel _____ today. What time is it? It is _____. This is _____ (a pencil, a book, etc.). Prices Telephone numbers Age Counting: objects, people, money. Days of the week, months of the year.	Listening • I can demonstrate recognition of numbers, prices, dates, days of the week, provided they are delivered slowly and clearly and accompanied by visuals or gestures. • I can demonstrate recognition of everyday familiar words, provided they are delivered slowly and clearly and accompanied by visuals or gestures. Spoken Interaction: • I can ask and answer very simple questions about very familiar topics, provided the speech is clear and slow. • I can talk to someone using very simple words, supported by gestures. • I can use basic numbers in simple, everyday exchanges. Spoken Production: • I can say how I am feeling using simple words, accompanied by gestures. • I can give basic personal information about me and my family, using simple words.	Communication Self-Awareness and Self-Management

Resources

Video	**Website**	**Document**
Introducing my family	First Words, Paul Nation's survival vocabulary list, Dolch sight words, The EAL Site (Dolch sight words)	Functional Literacy, Language Experience, Picture Word Inductive Model, Spoken Interaction Rubric, Listening Rubric

GCO 2 Students will develop strategies to understand, and respond to, a range of texts and other media.

SCO 2.1 Students will demonstrate English literacy readiness skills pertaining to reading.

Concepts and Content	I Can Statements	Global Competencies
Concepts: Reading Rubric Reading and Viewing Continuum Content: Paul Nation's survival vocabulary list Dolch sight words Simple punctuation rules (periods, commas) Phonics	I can name all letters of the Roman alphabet, individually. I can demonstrate recognition of letter sounds (phonemes) and link them to print (graphemes). I can demonstrate recognition of familiar words, supported by visuals. I can identify and sound out the first letter in a word. I can identify and sound out the last letter in a word. I can match or circle the same letters and familiar names and a few sight words in different sizes, colours or fonts. I can recognize all letters of the alphabet in lower case form, with some confusion of similar letters (e.g., b and d, m and n). I can recognize that spaces are used to differentiate words in a sentence. I can stop when I see a period.	Communication Self-Awareness and Self-Management

Resources

Video	Website	Document
Use https://www.viewpure.com to watch videos without advertisements. English alphabet, How to do a Letter-Sound Drill, English Alphabet Sounds	Free Graded Readers for ELLs, ESL Story Bank, ESL Literacy Readers, Emergent Readers, The EAL Site (Dolch sight words), Phonemes – differences among languages, EAL phonics resource site	Flash cards, Picture and Word card matching games, Bingo with specific vocabulary or letters, A1.1 Unit on Cultural Adjustment, Reading skill development

SCO 2.2	**Students will demonstrate understanding of very familiar words and phrases with the help of teacher-selected basic reading comprehension strategies.**	
Concepts and Content	**I Can Statements**	**Global Competencies**
Concepts: Reading Comprehension Strategies Rubric Modified Guided Reading Reading and Viewing Continuum Content: Lists Greetings cards Posters Signs Invitations Visual dictionaries Text messages Emails Social media	I can follow very simple instructions, if supported by visuals. I can identify words and information on posters, brochures and signs (e.g., place, time or price). I can demonstrate recognition of times and places in simple notes, invitations and text messages, provided there are no abbreviations.	Communication Self-Awareness and Self-Management
Resources		
Video	**Website**	**Document** Memory and flash cards, picture and word card matching, Literacy skill development, Reading Rubric, Reading Comprehension Strategies Rubric

GCO 3 Students will create clear and connected text, or other forms of representation, on a variety of topics and for a variety of purposes.

SCO 3.1 Students will demonstrate English literacy readiness skills pertaining to writing.

Concepts and Content	I Can Statements	Global Competencies
Concepts: Grammar Continuum Writing and Representing Continuum Capital letters and end punctuation Alphabet – lower and upper case Content: I am _____ Where is _____ What is _____	I can identify and copy upper case letters of the Roman alphabet. I can identify and copy lower case letters of the Roman alphabet. I can identify and copy final punctuation. I can spell very familiar words, using invented spelling, by writing what I hear (i.e., phonetic spelling).	Communication Self-Awareness and Self-Management

Resources

Video	Website	Document
The English Alphabet	How to Teach the Alphabet (scroll down)	Dry erase word activities, ASD-E's Literacy Development Kit, Writing rubric, Literacy skill development

SCO 3.2 Students will produce simple words and phrases on very familiar topics, using a model.

Concepts and Content	I Can Statements	Global Competencies
Concepts: Grammar Continuum Writing and Representing Continuum Sequential order Numbers and Letters Paul Nation's survival vocabulary list Dolch sight words Content:	Written production: • I can identify and copy numbers and symbols related to time of day and money. • I can copy and label using very familiar simple words, phrases or expressions. Written interaction:	Communication Self-Awareness and Self-Management

Posters Labelled images and Diagrams Currency Clocks Notes Address Social media or simulated template	• I can post simple online greetings, using basic formulaic expressions and/or emoticons and/or emojis. • I can post online a short, simple statement about myself, using an online translation tool, if necessary.	

Resources

Video	Website	Document
The English Alphabet	Emojis and other tech (audio and script)	Graphic organizers, Modelled/independent form/poster, ASD-E's Literacy Development Kit, Writing rubric, Literacy skill development, A1.1 Unit on Cultural Adjustment, Writing skill development

SCO 3.3	**Students will produce simple words and phrases on very familiar topics, using a model.**	
Concepts and Content	**I Can Statements**	**Global Competencies**
Concepts: Writing and Representing Continuum Left to right writing conventions Word spacing Information gaps (spaces, blanks) Upper case for proper nouns (names) Numbers and Letters Content: Forms Basic questionnaires	I can write from the left to the right side of the page (lined and unlined paper). I can place spaces between words (e.g., when copying sentences). I can give basic information on a form or a note (e.g., name, age, date).	Communication Self-Awareness and Self-Management

Resources

Video	Website	Document
Personal information	Giving Personal Information - activities	Writing rubric

GCO 4 Students will demonstrate intercultural skills and knowledge as members of diverse Canadian society.

SCO 4.1 **Students will demonstrate recognition of basic social and school-related norms within the multicultural Canadian context through multiple modes of representation, expression and action.**

Concepts and Content	I Can Statements	Global Competencies
Concepts: Intercultural Competence continuum Rights (e.g., to speak in class, to go to the washroom, to ask for help, to use first language to help classmates understand) Responsibilities (e.g., to be in class on time, to listen to others) Content: Hi / Hello / How are you? Bye/ Goodbye Eye contact Canadian culture norms of space, smiling	I can demonstrate respect for materials, equipment, and spaces shared with others. I can show understanding of rights and responsibilities in the classroom and school. I can establish basic social contact by using the simplest forms of polite greetings and farewells.	Communication Global Citizenship Collaboration Self-Awareness and Self-Management

Resources

Video	Website	Document
Use https://www.viewpure.com to watch videos without advertisements. Basic Social Contact Greetings and Farewells (scroll down past the ads), Polite Expressions		Checklist: Creating Culturally Responsive Instruction, Checklist for considering learners' socio-affective adjustment, Intercultural competence skill development, A1.1 Unit on Cultural Adjustment

GCO 5 Students will demonstrate understanding and use of strategies for success.

SCO 5.1 **Students will practice supported strategies for academic and personal success through multiple modes of engagement.**

Concepts and Content	I Can Statements	Global Competencies
Concepts: Strategies for Success continuum Risk-taking in language learning (supporting mistakes) Using dictionaries (with illustrations or translations) Developing positive learning attitudes Content: Portfolio Dictionaries Word Bank Repeat, please. Help. I don't understand. I don't know. What is this? Simple goals	I can use resources to help me learn English (e.g., word walls, teacher, online translation tools, picture or multilingual dictionaries). I can work with peers (e.g., in pairs, small groups, whole class). I can set a learning goal, with support. I can act on very simple feedback, related to my goal. I can ask for repetition or help. I can organize my learning materials (e.g., binder, portfolio), with support. I can represent myself in a positive way (e.g., visuals, collages, statements). I can choose artefacts to show evidence of my learning (e.g. cloze exercise, recording, poster), when I have support.	Communication Global Citizenship Collaboration Self-Awareness and Self-Management Critical Thinking and Problem Solving Innovation, Creativity and Entrepreneurship

Resources

Video	Website	Document
		Language Portfolio

4.2 Curriculum Outcomes: EAL 110 Essentials A1.2

GCO 1 Students will speak and listen effectively in a variety of contexts and for a variety of purposes.

SCO 1.1	Students will use and demonstrate understanding of simple everyday expressions, directions, instructions, and questions.

Concepts and Content	**I Can Statements**	**Global Competencies**
Concepts: Grammar Continuum Speaking and Listening Continuum Closed and open-ended questions Content: Where is the _____? (directions) How are you? (questions) That's great/Oh no/Hope you feel better Nice to meet you (greetings) The marker is red. The book is on his desk. My name is _____. She is my _____. My **name** is **Ling**. I am from **China**. (stress) Left, Right, Stop, Up, Down (directions) Open your book, Pick up your pencil (instructions)	Listening: • I can demonstrate understanding of simple directions. • I can demonstrate understanding of simple instructions and tasks. • I can demonstrate understanding of simple questions and expressions. Spoken Interaction: • I can ask for directions. • I can ask how people are and react to news. Spoken Production: • I can use respectful greetings and phrases. • I can use simple words to describe familiar objects and activities (e.g., size, colour, location). • I can introduce myself and other people. • I can use appropriate stress on words in a sentence to create meaning (e.g., I never said **she** stole my money).	Communication Global Citizenship Collaboration Self-Awareness and Self-Management

Resources

Video	**Website**	**Document**
		Greetings in English – Match Up, Get Your Partner to Say (A1.2 and up), Spoken Interaction Rubric, Multi-level Unit on Cultural Adjustment

SCO 1.2	**Students will use and demonstrate recognition of simple statements and questions about immediate concrete surroundings.**

Concepts and Content	**I Can Statements**	**Global Competencies**
Concepts: Grammar Continuum Speaking and Listening Continuum Closed and open-ended questions Content: Familiar topics: family, school, activities, clothes, colours, address, food, sports My name is… I am in Grade… I live in… My friend's name is… She lives… This is my mom. Her name is…. My teacher's name is… I have ____ sisters and brothers. How many do you have? My favourite colour is _____ What do you like to do? What do you do after school? It is ___ (time of day). I like/don't like… It is $4.00. I want two apples, please.	Listening: • I can demonstrate understanding of the names and simple descriptions of everyday objects (e.g., the colour, size, location). • I can demonstrate understanding of numbers, prices and times given in clear and simple announcements. Spoken Interaction: • I can ask and answer simple questions about very familiar topics (e.g., my family, my school, my activities, my clothes, my address), if people help me. • I can use simple numbers in everyday situations (e.g., quantities, time and money). Spoken Production: • I can state what I like and don't like (e.g., food, sports, music, school, clothing). • I can give basic information about my school or class (e.g., number of students, teacher's name).	Communication Global Citizenship Collaboration Self-Awareness and Self-Management

Resources		
Video	**Website**	**Document** Functional Literacy, Language Experience, Picture Word Inductive Model, Authentic Language Experience, Pronouns, Spoken Production Rubric, Listening Rubric

GCO 2 Students will develop strategies to understand, and respond to, a range of texts and other media.

SCO 2.1 Students will demonstrate English literacy skills (i.e., phonemic awareness) pertaining to reading.

Concepts and Content	I Can Statements	Global Competencies
Concepts: Reading Rubric Reading and Viewing Continuum Content: Dolch sight words Simple punctuation rules (periods, commas) Phonemes Consonants and vowels Simple text features Basic decoding strategies Charts Calendars	I can read familiar words, numbers, and phrases in simple texts (e.g., times and classes in daily schedule; school notices and menus). I can sound out c-v-c words (e.g., car, dog, pen). I can recognize simple c-v-c rhyming words (e.g., hat-mat, hit-sit). I can use basic decoding strategies to sound out new words (e.g., diphthongs, consonant blends, and phonetic chunks). I can segment familiar words while reading (e.g., syllables). I can stop at periods at the ends of sentences. I can distinguish between periods and commas. I can make personal connections to help me understand what I am reading, with guidance and support. I can use text features like the title, cover page and illustrations to predict. I can reread for understanding, with the help of a teacher.	Communication Self-Awareness and Self-Management

Resources

Video	Website	Document
	The EAL Site (Dolch sight words), EAL phonics resource site, Phonemes – differences among languages	Literacy development, Multi-level Unit on Cultural Adjustment, Reading skill development

SCO 2.2	**Students will use and demonstrate understanding of familiar words, phrases and short, simple sentences with the help of teacher-selected basic reading comprehension strategies.**	
Concepts and Content	**I Can Statements**	**Global Competencies**
Concepts: Reading Comprehension Strategies Rubric Reading and Viewing Continuum Modified Guided Reading Content: Forms Emails Text messages Invitations Posters Directions Graphic organizers Short, repetitive books Envelopes, calendars, graphs, charts, timetables	I can follow short, simple written directions (e.g., how to go from X to Y). I can understand an information form well enough to know where to add my basic information (e.g., my name, date of birth, address). I can find information in short, simple greetings and messages (e.g., emails, text messages, invitations, posters). I can demonstrate understanding of the layout and format of very familiar texts to find specific information (e.g., name or address on an envelope, calendar, graphs, charts, timetables).	Communication Self-Awareness and Self-Management
Resources		
Video	**Website**	**Document** Language Experience Approach, Multi-level Unit on Cultural Adjustment

GCO 3 Students will create clear, connected text, or other forms of representation, on a variety of topics, for a variety of purposes.

SCO 3.1 **Students will demonstrate English literacy skills pertaining to writing.**

Concepts and Content	I Can Statements	Global Competencies
Concepts: Grammar Continuum Writing and Representing Continuum Upper- and lower- case letters End punctuation Phonics Content: Calendars Clocks Currency Schedules Onsets-rimes Two-letter blends My name is _____ I am from _____ I like _____	I can correctly use upper case and final punctuation, in most cases (i.e., to begin and end a sentence). I can write the Roman alphabet, using upper- and lower-case letters by memory. I can spell memorized words correctly, in most cases. I can write numbers and symbols related to time of day or money. I can use a few grammatical structures and sentence patterns in a learned repertoire.	Communication Self-Awareness and Self-Management

Resources

Video	Website	Document
		Literacy skill development, ASD-E's Literacy Development Kit, Writing Rubric, Multi-level Unit on Cultural Adjustment

SCO 3.2	**Students will produce phrases and short simple sentences on very familiar topics, using a model.**	
Concepts and Content	**I Can Statements**	**Global Competencies**
Concepts: Grammar Continuum Writing and Representing Continuum Sequential order Content: Forms Posters Social Media or simulated template Messages, Emails, Invitations, Postcards, Text messages I am _____ and I am from _____. I like to _____ because it's ____. The weather is ____ today. The sweater is _____. Will you be there? I'm at the mall.	Written Production: • I can write about who I am and what I like to do, using short phrases and simple sentences. Written Interaction: • I can write a simple text message, email, invitation or postcard (e.g., Who? What? When? Where?).	Communication Self-Awareness and Self-Management

Resources		
Video	**Website** Academic Word Lists	**Document** Literacy skill development, ASD-E's Literacy Development Kit, Writing Rubric, Postcard template, Graphic organizers, Multi-level Unit on Cultural Adjustment, Writing skill development

SCO 3.3	**Students will write simple words and sentences.**	
Concepts and Content	**I Can Statements**	**Global Competencies**
Concepts: Writing and Representing Continuum Sequential order Simple sentence structure Content: Sign Invitation Card Form	I can write short simple words, or phrases, in a sequential order, by following a model (e.g., subject + verb + complement). I can write familiar words to describe very common objects (e.g., colour, size, shape). I can fill in a form or questionnaire with my personal details (e.g., name, address, telephone number, gender).	Communication Self-Awareness and Self-Management
Resources		
Video	**Website**	**Document** Picture Word Inductive Model, Writing Rubric, Writing skill development, Multi-level Unit on Cultural Adjustment

GCO 4 Students will demonstrate intercultural skills and knowledge as members of diverse Canadian society.

SCO 4.1	Students will demonstrate basic social and school-related norms within the multicultural Canadian context through multiple modes of representation, expression and action.

Concepts and Content	I Can Statements	Global Competencies
Concepts: Intercultural Competence Continuum Rights (e.g., to speak in class, to ask for help, to use first language judiciously for understanding, to join clubs and teams at the school and in the community, to be treated with respect) Responsibilities (e.g., to arrive on time, to listen to others, to clean up after one's self, to treat others with respect) Content: Polite greetings and address Surveys	I can identify rights and responsibilities in the classroom, school and community. I can use every day polite forms of greeting and address. I can communicate simple, predictable information from one language to another, provided I have sympathetic listeners.	Communication Self-Awareness and Self-Management Global Citizenship Collaboration Innovation, Creativity and Entrepreneurship

Resources

Video	Website	Document
		Checklist: Creating Culturally Responsive Instruction, Checklist for considering learners' socio-affective adjustment, Blank map of Canada, Classroom charter, Student Rubric: What Represents My Country to Me, Intercultural competence development, Multi-level Unit on Cultural Adjustment

GCO 5 Students will demonstrate understanding and use of strategies for success.

SCO 5.1 **Students will use independent strategies for academic and personal success through multiple modes of engagement.**

Concepts and Content	I Can Statements	Global Competencies
Concepts: Strategies for Success continuum Cooperative learning/work Time management Organization strategies Content: Portfolio Dictionaries Word Bank Do you understand what I said? Do you know what I mean? Should I repeat? Graphic organizers	I can use resources to help me learn English (e.g., use a dictionary, check with a peer). I can work respectfully with peers (e.g., listen to each other, take turns, do my part). I can set a goal and define steps to achieve it, with support. I can reflect on simple feedback. I can memorize new words (by repeating them silently or aloud, using flash cards, etc.). I can group together sets of things with similar characteristics (e.g., parts of speech, sounds, categories). I can organize my learning materials (e.g., binder, portfolio), with support. I ask questions to make sure that my teacher or peers understand me during a conversation. I can fill in a model (e.g., graphic organizer, survey) to show my strengths, needs and interests. I can choose artefacts to show evidence of my learning (e.g., writing sample, recording).	Communication Self-Awareness and Self-Management Collaboration Critical Thinking and Problem Solving Innovation, Creativity and Entrepreneurship Global Citizenship

Resources

Video	Website	Document
		Language Portfolio

4.3 Curriculum Outcomes: EAL 120 Connections A2

A2.1 and A2.2

New Nouveau Brunswick

GCO 1 Students will speak and listen effectively in a variety of contexts and for a variety of purposes.

SCO 1.1 Students will communicate in simple and routine tasks and handle very short social exchanges.

Concepts and Content	I Can Statements	Global Competencies
Concepts: Grammar Continuum Speaking and Listening Continuum Making plans Past tense Recount Future tense Simple directions Simple instructions Content: I would like to buy _____. How much is it? Do you want to hang out later this week? How about we meet at ___ (time) at ____ (place)? What did you do last night? I _____ Last week, I _____ This weekend, I will _. This summer, I am going __ Voice mails, school announcements	Listening: • I can demonstrate understanding of the main points in simple announcements and messages (e.g., school announcements). • I can follow how to get somewhere (if the route is explained to me slowly and clearly). • I can follow simple, concrete instructions (e.g., using equipment, rules of a game, etc.), especially if there is a demonstration. Spoken Interaction: • I can make plans with other people (e.g., making, accepting, and refusing invitations). • I can ask and answer simple questions about events in the past. • I can have short social exchanges with friends. Spoken Production: • I can tell a story or recount an event (e.g., memories). • I can describe my plans for the future (e.g., on the weekend). • I can pronounce familiar words clearly enough to be generally understood, but conversational partners will need to ask for repetition from time to time.	Communication Self-Awareness and Self-Management Global Citizenship

Resources

Video	Website	Document
		Meet Your Classmates Bingo (A2), Question Forms that go with Meet Your Classmates Bingo, What I Had for Dinner Last Night, The Power of Words Activity, Spoken Interaction Rubric

SCO 1.2	**Students will produce and demonstrate understanding of short statements and questions about familiar topics.**

Concepts and Content	**I Can Statements**	**Global Competencies**
Concepts: Grammar Continuum Speaking and Listening Continuum Agreeing and Disagreeing Simple instructions Scenarios: shopping, banking, getting somewhere, eating in a restaurant Content: I see your point, but I think… I agree with your point because… _____ is my favourite thing to do because _____ In my free time, I usually _____ On the weekend, I sometimes _____ I was born in 1991. / It is 2:15 pm.	Listening: • I can demonstrate understanding of short, simple stories when they are shared clearly and slowly, via different modes. Spoken Interaction: • I can ask for and give opinions, and agree and disagree, in a simple way. • I can communicate in daily situations to meet daily needs (e.g., shopping, banking, transportation, eating out, etc.). • I can use most numbers without hesitation (e.g., time, years and prices). Spoken Production: • I can give a brief presentation on a topic of interest (e.g., as part of a jigsaw activity, on an audio-visual recording, etc.). • I can state what I like and what I don't like and why (e.g., seasons, activities, things). • I can say what I usually do at home or in my free time. • I can give simple instructions (e.g., explain how to do something, or how to get somewhere).	Communication Self-Awareness and Self-Management Global Citizenship

Resources		
Video	**Website**	**Document** Writing skill development, Agree/Disagree statements, Authentic Language Experience, Find Someone Who (A1.2+), Get Your Partner to Say (A2), Oral Assessment Checklist, Spoken Production Rubric, Listening Rubric

GCO 2 Students will develop strategies to understand, and respond to, a range of texts and other media.

SCO 2.1 **Students will demonstrate an awareness and use of some reading comprehension strategies.**

Concepts and Content	I Can Statements	Global Competencies
Concepts: Reading Rubric Reading and Viewing Continuum Decoding strategies Text forms (fiction, non-fiction) Content: Recipes Newspapers Magazines Advertisements and flyers Emails Text features Simple texts. / It is 2:15 pm.	I can skim and scan to identify the purpose of the text. I can reread for understanding. I can ask myself questions to check for understanding. I can retell a story (using graphic organizer-sequence, chronological order). I can identify key words in a text. I can use a variety of decoding strategies to sound out new words (e.g., diphthongs, digraphs, using prefixes/suffixes/root words). I can make personal connections to help me understand what I'm reading. I can make supported predictions before reading. I can use text features (e.g., table of contents, charts index, glossary, etc.) to gain additional information. I can identify features of various text forms (e.g., fiction vs. non-fiction). I can read aloud, with some hesitation.	Communication Self-Awareness and Self-Management

Resources

Video	Website	Document
Canadian Heritage Minutes		Graphic organizer (for retell/chronological order), Four corner vocabulary activity, Readers' Bingo, Multi-level Unit on Cultural Adjustment,

SCO 2.2	**Students will demonstrate understanding of short simple texts on familiar topics.**	
Concepts and Content	**I Can Statements**	**Global Competencies**
Concepts: Reading Comprehension Strategies Rubric Reading and Viewing Continuum Understanding main idea Finding main idea Content: Text forms (illustrated story, comic, newspaper, magazine) Simple stories Instructions Ads, Brochures, Schedules Emails, postcards, short letters, texts	I can read aloud, sometimes changing tone and intonation to convey meaning. I can identify the basic plot, main characters, basic setting (e.g., time, place) of a simple story. I can demonstrate understanding of short, simple texts on familiar subjects, especially when they are illustrated (e.g., illustrated story, comic, newspaper/magazine stories, etc.). I can demonstrate understanding of instructions expressed in simple language (e.g., “Label the following diagram,” from Science text). I can find the most important information in authentic documents such as advertisements, brochures, and schedules. I can demonstrate understanding of short, simple messages from friends (e.g., emails, web chats, text messages, postcards, short letters).	Communication Self-Awareness and Self-Management

Resources		
Video	**Website** Free Graded Readers designed for ELLs,	**Document** Reading skill development, Modified Guided Reading, Collaborative Strategic Reading, Language Experience Approach, Beginning of Year Questionnaire

GCO 3 Students will create clear, connected text, or other forms of representation, on a variety of topics, for a variety of purposes.

SCO 3.1 **Students will produce short texts showing emerging grammatical complexity and accuracy.**

Concepts and Content	I Can Statements	Global Competencies
Concepts: Grammar Continuum Writing and Representing Continuum Capital letters and end punctuation Commas Quotation marks Common compound sentences with coordinating conjunctions (e.g., and, or, but) Content: Descriptive text Personal topics and immediate needs Social media posts Letters and emails Thank you messages She is going _____ Yesterday, he went _____ We like to _____	I can correctly use upper case and final punctuation. I can use simple punctuation correctly, in some cases (e.g., comma, quotation marks). I can spell common words correctly. I can use simple structures well enough to make myself understood, though I still make mistakes with verb tenses and agreement.	Communication Self-Awareness and Self-Management

Resources

Video	Website	Document
		Using Quotation Marks A2, No Excuse Words A2.2, Writing Rubric

SCO 3.2	Students will write a few simple sentences that relate to one another on familiar personal topics including the immediate environment	
Concepts and Content	**I Can Statements**	**Global Competencies**
Concepts: Grammar Continuum Writing and Representing Continuum Sequencing in writing Content: School, work, or social environment School or community activities and events Descriptive writing Notes, emails, text messages	Written Production: • I can use words and expressions according to specific situations. • I can write short texts about personal or familiar topics, or to express immediate needs. • I can write a description, with some detail (e.g., of an individual or a character, my everyday environment, people I know). Written Interaction: • I can write simple notes, emails and text messages to convey information and/or reply to an invitation or change plans.	Communication Self-Awareness and Self-Management

Resources

Video	**Website**	**Document**
	Academic Word Lists	PWIM, Start of Year Questions A2, Graphic organizers, Writing Rubric, Multi-level Unit on Cultural Adjustment, Writing skill development

SCO 3.3	**Students will produce a piece with a main idea using new and studied words and expressions that relate to the topic.**	
Concepts and Content	**I Can Statements**	**Global Competencies**
Concepts: Writing and Representing Continuum Sequencing in writing Simple and compound sentences Content: Letters Writing about experiences, events Simple stories Simple retells	I can use simple sentences and common compound sentences with coordinating conjunctions (e.g., and, or, but). I can write a text that contains a series of logically organized simple sentences (e.g., about an experience, or an event).	Communication Self-Awareness and Self-Management

Resources

Video	**Website**	**Document**
	Academic Word Lists	Writer's Self-Assessment Checklist, Writing Rubric, Sentences in a paragraph (scavenger hunt), 6 Traits of Writing for ELLs

GCO 4	**Students will demonstrate intercultural skills and knowledge as members of diverse Canadian society.**
SCO 4.1	**Students will use social and school-related norms within the multicultural Canadian context through multiple modes of representation, expression and action.**

Concepts and Content	**I Can Statements**	**Global Competencies**
Concepts: Intercultural Competence Continuum Rights and responsibilities Culture Research/media literacy Content: Common expressions for socializing (making and accepting apologies, using appropriate greetings)	I can briefly describe the concept of rights and give some examples as a member of various communities. I can briefly describe the concept of responsibility as a member of various communities and give some examples. I can use simple common expressions and follow basic routines for socialising (e.g., making and accepting apologies, using appropriate greetings). I can briefly describe aspects of culture. I can react to cultural texts (e.g., art, media, literature, artefacts), connecting to my experiences and those of others. I can communicate the overall sense of what was said in everyday situations, from one language to another, provided I have a sympathetic listener.	Communication Self-Awareness and Self-Management Collaboration Global Citizenship Innovation, Creativity and Entrepreneurship Critical Thinking and Problem Solving

Resources

Video	**Website**	**Document**
	Youth Guide to the Canadian Charter of Rights and Freedoms	Intercultural Competence development, What my country means to me rubric, Checklist: Creating Culturally Responsive Instruction, Classroom charter, Checklist for Considering Socio-Affective Adjustment, Q & A Bingo (for adapting), The Power of Words, NB Norms Holiday Document, Multi-level Unit on Cultural Adjustment

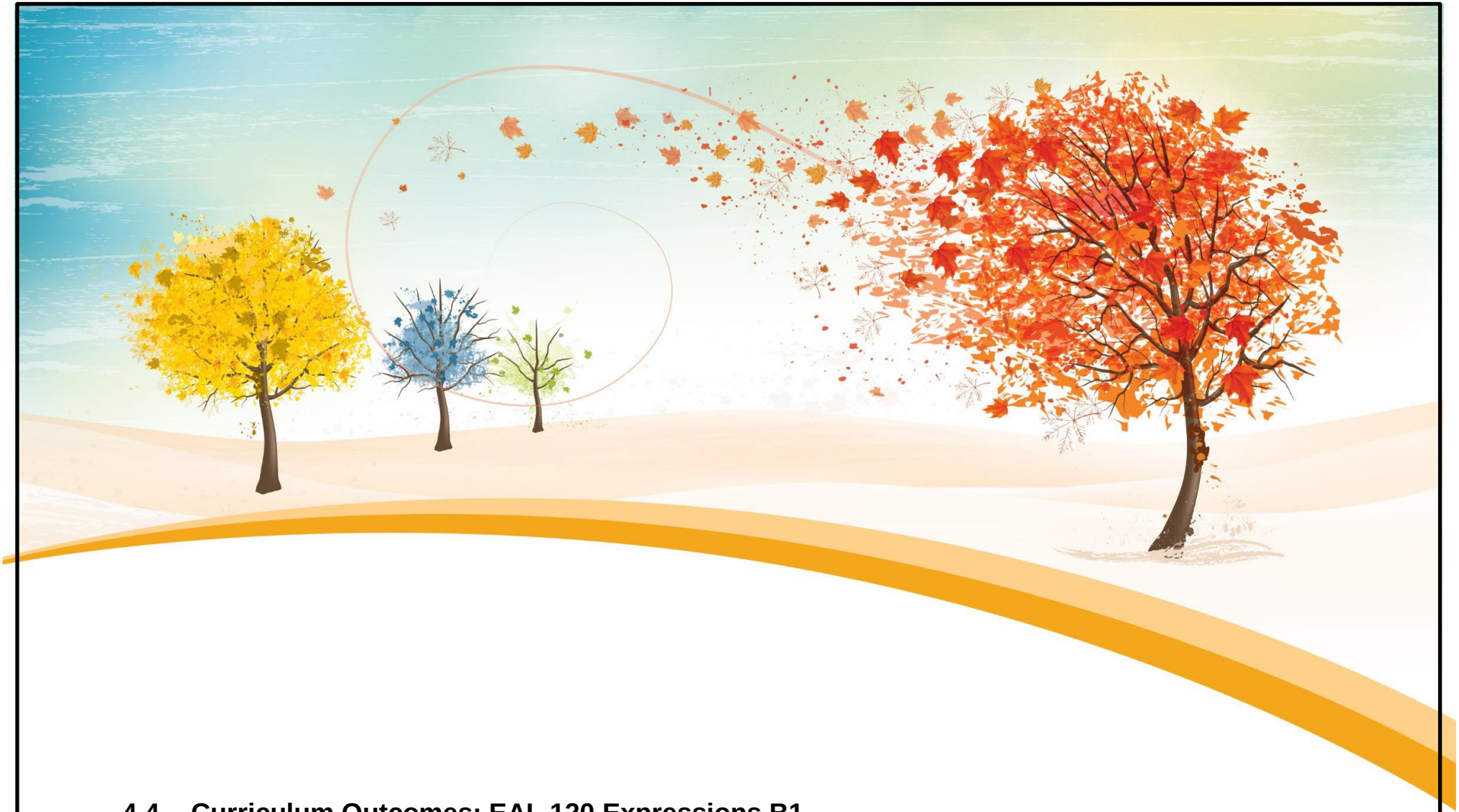
GCO 5 Students will demonstrate understanding and use of strategies for success.

SCO 5.1 **Students will develop effective strategies for academic and personal success through multiple modes of engagement.**

Concepts and Content	I Can Statements	Global Competencies
Concepts: Strategies for Success continuum Research/media literacy Developing positive learning attitudes Conversational expressions Goal setting and monitoring Content: Portfolio Reference sources Representation examples (collage, Power Point, etc.)	I can organize my learning materials (e.g., binder, locker, book bags, and portfolio), with support. I can ask people to repeat or explain what they were saying if something is not clear in a conversation. I can ask questions to make sure that the person understands me during a conversation. I can select from teacher-suggested materials and resources to help me with my learning goals (e.g., websites, books, videos, dictionaries). I can represent my strengths, needs and interests (i.e., in a graphic organizer, paragraph, collage, Power Point or other representation). I can give and receive simple feedback, through self and peer assessment, with support. I can set learning goals and monitor my progress, with support.	Communication Self-Awareness and Self-Management Collaboration Global Citizenship Innovation, Creativity and Entrepreneurship Critical Thinking and Problem Solving

Resources

Video	Website	Document
		Language Portfolio, Clarifying Expressions, Graphic organizer for identifying strengths and weaknesses



4.4 Curriculum Outcomes: EAL 120 Expressions B1

B1.1 and B1.2

GCO 1 Students will speak and listen effectively in a variety of contexts and for a variety of purposes.

SCO 1.1 Students will participate in social conversations on topics that are familiar, of personal interest, or pertinent to everyday life.

Concepts and Content	I Can Statements	Global Competencies
Concepts: Grammar Continuum Speaking and Listening Continuum Multimedia Transitional phrases Agreeing/Disagreeing Polite forms of interruption Instructions Content: What is your opinion on _____? Excuse me; could you repeat that, please? I agree with your first point; however, I look at _____ differently… I believe _____ because _____ I left feeling angry because _____ I hope that, after graduation, I will _____ My goals for this year are _____ First, you _____, then you will _____, etc.	Listening: • I can demonstrate understanding of the main points of everyday conversation. • I can follow most multimedia on topics of personal interest (e.g., announcements, podcasts, YouTube Medias, movies). • I can understand straightforward, factual information about common, everyday or school-related topics. Spoken Interaction: • I can politely say what I think and if I agree or disagree. • I can politely interrupt when I do not agree or when I have not understood. Spoken Production: • I can describe my dreams, hopes and goals. • I can give practical how-to instructions (e.g., making a pizza, using a bank machine). • I can express feelings about a past experience and explain why I felt that way. • I can express and justify my opinion on common topics of interest. • I can pronounce most words clearly, using intonation and stress to support meaning of both words and sentences.	Communication Self-Awareness and Self-Management Collaboration Global Citizenship Innovation, Creativity and Entrepreneurship Critical Thinking and Problem Solving

Resources		
Video	**Website**	**Document**
		Language Portfolio, Sentence frames for A2.2 – B1, Sentence frames for A1.2 – A2.1, Authentic Language Experience, Spoken Interaction Rubric, Identity Unit, Sharing Culture to Build Empathy Unit

SCO 1.2	Students will participate in personal and educational conversations in which some main ideas are supported by details.

Concepts and Content	I Can Statements	Global Competencies
Concepts: Grammar Continuum Speaking and Listening Continuum Expressing supported opinions Developing an argument Comparing and contrasting Summarizing Content: Text forms (books, movies, songs, music videos, radio, TV, news) Organization of a presentation	Listening: • I can follow a lecture or classroom presentation (if the subject matter is familiar and the presentation is clearly structured). Spoken Interaction: • I can compare and contrast alternatives (e.g., what to do, where to go, which to choose). • I can discuss a book, movie, song, group or music video. • I can have sustained conversation in which I give and ask for opinions, information, or advice. • I can express my opinions on abstract topics (e.g., love, racism, peace), describe my reactions to them and ask other people what they think. Spoken Production: • I can develop an argument and communicate main points. • I can give a prepared presentation and answer clear questions. • I can summarize and present information on familiar subjects from various sources (e.g., radio, TV, phone calls, movies, news). • I can describe an incident or an event, making the points clear.	Communication Self-Awareness and Self-Management Collaboration Global Citizenship Innovation, Creativity and Entrepreneurship Critical Thinking and Problem Solving

Resources

Video	Website	Document
TED Talks	Randall's ESL Cyber Listening Lab, Canadian Heritage Minutes	Oral Assessment Checklist, Spoken Production Rubric, Listening Rubric, Authentic Language Experience, Identity Unit, Sharing Culture to Build Empathy Unit

GCO 2 Students will develop strategies to understand, and respond to, a range of texts and other media.

SCO 2.1 | **Students will select and use numerous reading comprehension strategies.**

Concepts and Content	I Can Statements	Global Competencies
Concepts: Reading Rubric Reading and Viewing Continuum Comparing and contrasting Facts and opinions Making connections Making predictions Content: Fiction texts Non-fiction texts (magazines, brochures, etc.) Key words, diagrams, illustrations Plot diagram	I can scan through straightforward, factual texts (e.g., magazines, brochures, manuals, textbooks, letters) and identify what they are about and whether they contain useful information for me. I can use key words, diagrams, graphs and illustrations to support comprehension (e.g., Mathematics or Science textbook pages). I can make connections to what I am reading (e.g. to text, to self, to world). I can make supported predictions related to fiction and non-fiction texts before and during reading. I can distinguish facts from opinions, possibly using a graphic organizer. I can consistently read aloud with fluency and intonation. I can summarize fiction and non-fiction texts.	Communication Self-Awareness and Self-Management Collaboration Global Citizenship Innovation, Creativity and Entrepreneurship Critical Thinking and Problem Solving

Resources

Video	Website	Document
		Sequencing a paragraph activity, Reading skills development

SCO 2.2	**Students will demonstrate understanding of a variety of texts on topics of interest.**	
Concepts and Content	**I Can Statements**	**Global Competencies**
Concepts: Reading Comprehension Strategies Rubric Reading and Viewing Continuum Main ideas/secondary details Plot elements Skimming and scanning Content: Technical directions Persuasive texts Conclusions	I can identify the elements of a plot, the traits of characters, and setting of a story. I can distinguish the main idea from the secondary ideas in a short text dealing with familiar topics, possibly using a graphic organizer. I can demonstrate understanding of technical directions (e.g., laboratory work, science class). I can identify the main conclusions of a persuasive text. I can find practical information in the various sections of long information texts from a website or magazine. I can demonstrate understanding of simplified versions of novels and stories with a clear structure.	Communication Self-Awareness and Self-Management Collaboration Critical Thinking and Problem Solving
Resources		
Video	**Website** Free Graded Readers for ELLs,	**Document** Graphic organizers to enhance learning, Book or film report

GCO 3 Students will create clear, connected text, or other forms of representation, on a variety of topics, for a variety of purposes.

SCO 3.1 | **Students will create connected text with increasing grammatical complexity and accuracy.**

Concepts and Content	I Can Statements	Global Competencies
Concepts: Grammar Continuum Writing and Representing Continuum Punctuation within sentences Sequencing in writing Content: Descriptive text Recounts Creative writing Expressive writing Factual writing on topics of interest Combined sentences with simple subordinating conjunctions (e.g., if, when, like, because)	I can use correct punctuation within sentences (e.g., commas, semi-colons, colons, dashes, quotation marks), but not in all cases. I can correctly spell common and studied words. I can write with reasonable accuracy in familiar contexts; I still make errors with some grammatical forms, but it is clear what I am trying to express.	Communication Self-Awareness and Self-Management Innovation, Creativity and Entrepreneurship

Resources

Video	Website	Document
		Writing Skill Development, Writing Rubric, Start of Year Questions B1, Sequencing sentences in a paragraph (use as a model)

SCO 3.2	Students will produce connected text with a clear main idea, supported with some secondary ideas that relate to past events as well as expanding topics of personal interest.

Concepts and Content	I Can Statements	Global Competencies
Concepts: Grammar Continuum Writing and Representing Continuum Describing in past, present and future tense Personal point of view Reports Content: Letters Personal stories Recounts Persuasive writing Summarizing Interacting on a blog Long text message interactions recounting events or feelings	Written Production: • I can use appropriate vocabulary to explain and describe common subjects. • I can write simple texts about what happened to me in the past, and/or what I want to do in the future. • I can write brief and simple texts on subjects of interest (e.g., a personal point of view). • I can write a report on a film or book about the main idea, with some supporting details. • I can summarize texts whose content is familiar (e.g., newspaper article, biography). Written Interaction: • I can write a message to request or give information of a factual nature. • I can exchange thoughts, feelings and information on a variety of familiar subjects through multiple modes of communication (e.g., text messages, letters, blogs, chats, emails).	Communication Self-Awareness and Self-Management Collaboration Global Citizenship Innovation, Creativity and Entrepreneurship Critical Thinking and Problem Solving

Resources

Video	Website	Document
	Academic Word Lists	Graphic organizers to enhance learning, Book or film report, Writing rubric, Sharing Culture to Build Empathy Unit, Writing skill development

SCO 3.3	**Students will create well-connected, clear, purposeful text, using a variety of sentence structures.**	
Concepts and Content	**I Can Statements**	**Global Competencies**
Concepts: Grammar Continuum Writing and Representing Continuum Transitional phrases Simple and combined sentences Content: Letters and emails (formal and informal) Recounts	I can use common transitions to write a logical text that a reader can follow without too much difficulty (e.g., however, therefore, since, for). I can use simple sentences and combined sentences with simple subordinating conjunctions (e.g., if, when, like, because). I can follow a writing template to write a personal information text that fits an audience (e.g., cover letters, resumes). I can follow a writing template to write a creative personal text (e.g., “I Am From” poem). I can tell a story following the sequence of events.	Communication Self-Awareness and Self-Management Collaboration Global Citizenship Innovation, Creativity and Entrepreneurship

Resources		
Video	**Website** Academic Word Lists	**Document** Writing Skill Development, Writing rubric, Persuasive Speech Assessment Checklist, Writer’s Self-Assessment Checklist, Graphic organizers to enhance learning, Speech Writing Unit 1, Speech Writing Unit 2, Speech Writing Unit 3, 6 Traits of Writing for ELLs

GCO 4 Students will demonstrate intercultural skills as respectful members of Canadian society within a connected global community.

SCO 4.1 Students will employ social and school-related norms within the multicultural Canadian context through multiple modes of representation, expression and action.

Concepts and Content	I Can Statements	Global Competencies
Concepts: Intercultural Competence Continuum Rights and responsibilities in various contexts Culture and diversity Common expressions Comparing and contrasting Working with peers Content: Polite expressions (social) Newspaper articles Statistics/research Videos (news, documentaries, informational videos)	I can define rights and responsibilities, giving various examples (e.g., school, community, country). I can discuss the concepts of culture and diversity within the Canadian context (e.g., school, community, country) through multiple modes of representation, expression and action. I can use a variety of common expressions and follow social norms in my interactions. I can explain differences and similarities between the customs, values and beliefs across cultures. I can communicate from one language to another the main sense of what is said, on familiar or factual subjects. I can invite other people in a group to speak.	Communication Self-Awareness and Self-Management Collaboration Global Citizenship Innovation, Creativity and Entrepreneurship Critical Thinking and Problem Solving

Resources

Video	Website	Document
	Youth Guide to the Canadian Charter of Rights and Freedoms	Language Portfolio, Authentic Language Experience, Compare and Contrast, Q & A Bingo (for adapting), Classroom charter, Identity Unit, Sharing Culture to Build Empathy Unit

GCO 5 Students will demonstrate understanding and use of strategies for success.

SCO 5.1 **Students will demonstrate independent use of effective strategies for academic and personal success through multiple modes of engagement.**

Concepts and Content	I Can Statements	Global Competencies
Concepts: Strategies for Success continuum Expressing opinions Giving and receiving constructive feedback Note-taking Summarizing Comparing and contrasting Content: Portfolio Agendas, schedules Reference materials Plagiarism Interest and skills inventories Goal-setting and monitoring	I can organize my learning materials (e.g., agendas, school schedules, bus schedules, and portfolio). I can participate when working with others (e.g., express my opinion, make suggestions). I can take notes while listening. I can find information, using reference materials and resources to help me with my learning (e.g., dictionaries, textbooks, grammar guides). I can give and receive feedback on tasks, through self and peer assessment. I can explain what plagiarism is and explain ways to avoid it. I can complete a strengths, needs and interests inventory and summarize the results. I can set learning goals, self-monitor progress and make adjustments, as needed.	Communication Self-Awareness and Self-Management Collaboration Global Citizenship Innovation, Creativity and Entrepreneurship Critical Thinking and Problem Solving

Resources

Video	Website	Document
	Personality Dimensions: Careers	Language Portfolio, Graphic organizers to enhance learning

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5 Appendices

5.2 Universal Design for Learning

UDL helps meet the challenge of diversity by suggesting flexible instructional materials, techniques, and strategies that empower educators to meet these varied needs. UDL research demonstrates that the challenge of diversity can and must be met by making curriculum flexible and responsive to learner differences. UDL provides guidelines to minimize barriers and maximize learning for all.

Is there a form of **assistive technology** that could be used to enhance/facilitate this lesson?	General Examples	Example in your subject area
Are there **materials which can appropriately challenge** readers to enhance this learning?	Audiobooks, EBSCO, Worldbook Online	
Are there students in this group who cannot **access this learning (PLP background)** and whose needs I must revisit before teaching?	PLP information/considerations	
Are there other **choices** that can be provided in this learning opportunity?	Differentiation models (RAFTs…)	
Is there another/a **variety of media** available? Only paper-based? Can it be listening? Can I add a visual component?		

Can **movement** be involved?	Quantum techniques	
Grouping and regrouping?	Cooperative learning; team games and tournaments	
Teacher versus non- teacher centered? **Instructional design strategies** –…	web based lesson… project-based, student research based	
Contracts?		
Opportunities for students to **propose variations** to the assignments/projects?	Tic Tac Toe	
Use of **art /music / technology**?	Songs, Videos, URL, YouTube	
Can I use **drama**? Art….	Use of improvisation; Skits; reader's theater; Can we make something? Demonstrate understanding visually? Paint a painting?	
Is there a plan to support the student/s who might already know this subject matter? **Enrichment**	Triad Model	

Does the **language level** need to be adjusted for the student to access this learning?	Link to adjust language level of text; CEFR information… SIOP techniques for EL learners; use of alternate texts…	
Is there an **independent or collaborative activity-project** that would be better meet the needs of one or more students?		
Are there any **experts** that I could bring into the classroom electronically or as a guest speaker?	Speakers list, Skype contacts, media links, television documentary, archived historical documents	
Have I linked the goal to as current event or a cultural event in the student's lives? Can I make the learning more **relevant**?	Can this be applied in real life? TED talk, news item; societal trend, popular song? Can we start the unit and adjust or create it based on the students, interests or direction?	
Is there a **hands-on experience** that we could do to launch this lesson or this learning?		

5.3 Universal Design for Learning – Checklist for Instructional Planning and Assessment

Engagement – How will I engage them?	**Representation – How will I support them?**	**Action and Expression – How will they show me?**
__ Provide expectations __ Collaborate on rules with learners __ Provide a culturally relevant model and/or choice __ Review (and/or co-construct) how they'll be assessed __ Explore the goals __ Connect goals to prior knowledge __ Choose materials that are culturally relevant __ Allow for cooperative work __ Assign a buddy __ Provide choice __ Provide a print-rich environment __ Provide a variety of small and large group work (and vary the types of groupings) __ Provide ample wait time and think	__ Activate or supply background knowledge (films, pictures, illustration, reading in home language ahead of time) __ Smartboard/Internet support __ Model __ Clarify vocabulary and symbols __ Enlarge text __ Assistive technology (text-to-speech, speech-to-text, screen reader, word prediction) __ Promote understanding across languages __ Apply problems to real life/daily situations __ Use short, issue-based nonfiction readings __ Provide visual supports (posters, videos, pictures, drawings, photographs, graphic novels) __ Provide auditory supports (read alouds and/or audiobooks and/or songs and music) __ Use charts, graphic organizers, anchor charts	__ Regular checks on progress and goals __ Allow them choice in how they demonstrate __ Provide gradual release (offer scaffolds and gradually remove them, per progress) __ Provide sentence starters and answer frames __ Use guided questions for comprehending complex texts __ Optimize access to resources and supports __ Use of technology __ Provide options for physical action (centers, toss ball while answering questions, thumbs up/down) __ Self-assessment __ Peer Assessment __ Self-reflection __ Conference with teacher

(processing) time __ Provide timely feedback and suggest next steps __Teach learners to set goals and monitor them __ Maintain high expectations __ Maintain a regular class routine	__ Use sentence frames, sentence starters __ Offer bilingual dictionaries __ Make connections between content and student lives/experiences __ Use manipulatives and/or real-life objects __ Use interactive Games, skits and/or demonstrations __ Use models, costumes, props, gestures __Provide differentiated stations to facilitate learning	

ADAPTED FROM *CULTURALLY RESPONSIVE DESIGN FOR ENGLISH LEARNERS: THE UDL APPROACH* BY PATTI KELLY RALABATE AND LOUI LORD NELSON (2017)

5.4 Links to EAL curricula companion resources developed in New Brunswick

Skill Continuua

- Grammar Continuum
- Speaking and Listening Continuum
- Reading and Viewing Continuum
- Writing and Representing Continuum
- Intercultural Competence Continuum
- Strategies for Success Continuum

Rubrics

Rubrics are available in Microsoft Word so that teachers may modify for context of use. For example, teachers may wish to provide only the target level + 1 to students, rather than all the levels.

- Rubrics (all skills)
- Spoken Production Rubric
- Spoken Interaction Rubric
- Listening Rubric
- Writing Rubric
- Reading Rubric
- Reading Comprehension Strategies Rubric

Level Snapshots

- Level snapshots (A1.1, A1.2, A2, B1)

Teaching Support

- Strategies to Support Diverse Learners
- Instructional Techniques to Promote Language Learning
- Tier 1 Self-Assessment for Teachers / Instructional Practices for English Language Learners
- Tips for Supporting Multilingual Language Learners in Off- and Online Learning Environments

Sample units:

- Cultural Adjustment (multi-level) Unit
- Cultural Adjustment A1.1 Unit
- Identity Unit (A2-B1)
- Sharing Culture to Build Empathy Unit (B1)

Please note that there are many other sample lessons and activities on EAL Portal ONE.

Language portfolio

- New Brunswick developed language portfolio for EAL

Sample syllabi

- EAL 110 Essentials A1.2 and A1.2
- EAL 120 Connections A2
- EAL 120 Expressions B1

Planning

- UDL Lesson Plan Template
- Suggested (skeleton) semester for EAL Class Planning
- Suggested themes for EAL class

Using Technology

- Using Technology to Support Language Learning

5.5 **Level Descriptors – Simple Wording**

CEFR Level	**Description of CEFR level**
A1.1	Can point to something and ask what it is. Can ask for help, and use basic, simple words (e.g., hi, hello, goodbye). Can give very simple information about self (e.g., name, phone number). Can recognize familiar words, supported by visuals.
A1.2	Can ask for and understand very simple directions and instructions. Can use greetings and phrases. Can use simple words to describe familiar objects and activities. Can ask and answer simple questions about very familiar topics (e.g., family, school, activities). Can give basic information about school or class. Can read familiar words, numbers and phrases (e.g., daily schedule). Can fill out very simple forms and follow other short, simple directions. Can very slowly read short, simple texts with familiar names, words and basic phrases. Can write using very familiar, simple words (e.g., describe an object, write about what I like to do). Can use end punctuation correctly, most of the time.
A2	Can make plans with other people, ask and answer simple questions about events in the past, have short social exchanges with friends and describe plans for the future (e.g., Tomorrow, I will…). Can understand the general meaning of a conversation about a subject I know well. Can ask for and give opinions, and agree and disagree, in a simple way. Can communicate in daily situations to meet daily needs (shopping, eating, homework, etc.). Can follow simple, concrete instructions (e.g., rules of a game), especially if there is a demonstration. Can understand short simple texts on familiar subjects (short newspaper articles on familiar topics; short stories with illustrations; simple messages from friends via text, email, etc.). Can write simple texts about an experience or an event, on familiar or personal topics. Can use periods correctly and commas correctly, most of the time. Can describe every day environment and people I know in writing. Can write a text containing a series of logically organized simple sentences.
B1	Can have a conversation in which I give and ask for opinions, information or advice. Can express and justify my opinion on different topics concerning everyday life. Can give practical how-to instructions (e.g., making a pizza). Can develop an argument and communicate main points. Can discuss a book, movie, song, group or music video. Can understand short stories, technical directions, and simplified versions of novels with a simple structure. Can express and support personal reactions to various text genres. Can distinguish the main idea from secondary details in a short text dealing with a topic that's familiar to me. Can use correct punctuation within sentences (e.g., semi-colon, comma). Can write simple texts about what happened to me in the past, and/or what I want to do in the future. Can express a personal point of view on a topic that interests me. Can summarize texts whose content is familiar. Can use simple and combined sentences effectively, most of the time. Can tell a story following a sequence of events.

5.6 **A Note on the Core and Complementary Strands in the EAL Curricula**

The five strands of learning in the EAL curricula, across all levels, are: Speaking and Listening, Reading and Viewing, Writing and Representing, Intercultural Competence and Strategies for Success.

The three Core Strands, in alignment with the English language arts curriculum, are Speaking and Listening, Reading and Viewing, and Writing and Representing. The two Complementary Strands for the EAL curriculum are Intercultural Competence and Strategies for Success. The two complementary strands are most effectively addressed and assessed when explicitly connected to and integrated into the other Core Strands.

In language classes, the four primary skill areas are speaking, listening, reading and writing, and the majority of the activities and assessments in the classroom will reflect their importance. In New Brunswick's EAL classes, the concepts of balanced literacy and balanced assessment are foundational thereby ensuring the equal emphasis of the four language skills. In other words, the four language skills are the primary framework for organizing instruction in New Brunswick's EAL classes, while the two complementary strands of Intercultural Competence and Strategies for Success are viewed as beneficial enhancements to the tasks that learners must practice and demonstrate.

For example, the Strategies for Success A1.2 objective of, "I can reflect on simple feedback," could be aligned with the Writing and Representing A1.2 objective of, "I can correctly use upper case and final punctuation, in most cases," and the Speaking and Listening A1.2 objective of, "I can introduce myself and other people." In an A1.2 class, assessment of all these can-do objectives could follow a series of lessons in which the educator would instruct and model a short personal introduction and then structure an activity that requires the students to practice this with a partner. Using a (co)created a checklist showing what a successful personal introduction would include (i.e., eye contact, a handshake, appropriate volume, name, relevant information like where they live and their grade in school), partners would provide feedback to one another when practicing their personal introductions. For example, after Partner A introduces themselves, Partner B, using the checklist and sentence frames, would provide verbal feedback to Partner A (I liked that you told me _____, Your introduction included _____, One change to make for next time is _____), and then the partners could switch roles. Finally, both partners would individually reflect in written form on the feedback received, by filling in the sentence frames (I thought I did a good job at _____, My introduction included _____, Next time I will remember to_____). Also, connected to the Writing and Representing can-do, the educator would remind the students to write using upper case and final punctuation when completing the sentences in their journals. The educator would be able to formatively assess each student's partner work, ability to give feedback, and ability to give a short introduction. They could also summatively assess the final written work in terms of the ability to reflect on feedback and to use upper case and final punctuation correctly.

In another example, the Intercultural Competence A2 objective of “I can briefly describe aspects of culture,” could be aligned with the Writing and Representing A2 objective of, “I can write a description, with some detail,” the A2 Reading and Viewing can-do, “I can make personal connections to help me understand what I’m reading,” and the A2 Speaking and Listening can-do, “I can give a brief presentation on a topic of interest.” In brief, educators could combine these can-do objectives by co-constructing class anchor charts on culture (e.g., what it means, surface culture vs. deep culture) and similarities and differences among cultures, as perceived by students in the class. Mentor texts that could be used for these class discussions include: The Invisible Boy (Ludwig), This is How We Do It (Lamothe), The Upside-Down Boy (Herrera and Gomez), At the Same Moment, Around the World (Perrin), and I Am of Two Places (poetry) (ed. by Carden and Cappellini). Using these mentor texts, educators can lead students to find key words in the texts to add to anchor charts, discuss personal connections, and discuss points made in the texts on which students disagree. Sentence frames for agreeing and disagreeing can support these class and peer discussions, and follow-up written work. Eventually, this scaffolding, vocabulary development, and knowledge building in class can lead to either short country/culture presentations by each student (to the whole class, small group or via technology) and/or short written pieces reflecting on culture. Educators could choose to formatively and/or summatively assess any of the objectives indicated above, depending on the criteria for assessment.

5.7 **A Note on the A1.1 Level**

All CEFR levels (A1, A2, B1, B2, C1, C2) can also be understood in terms of half levels: A1.1 and A1.2, A2.1 and A2.2, B1.1 and B1.2, C1.1 and C1.2. The half level essentially indicates that half of the level in terms of skill acquisition has been achieved. The New Brunswick EAL curriculum writers placed an emphasis on the A1 level, creating two separate curriculum documents. If a student is working on A1.1 can-do objectives, also termed pre-A1 objectives, this means they are working within the early stages of the A1 level competencies. A student working on A1.2 objectives is working toward demonstration of all A1 level competencies.

When examining the progression of can-do statements across the EAL curricula on the skills continua, educators may notice that the objectives are often quite similar between the A1.1 and A1.2 levels. The qualifier “very” or the words “demonstrate recognition of” as opposed to “demonstrate understanding of” often serve as the distinction between A1.1 and A1.2. Educators may wonder how to assess the A1.1 Listening can-do, “I can demonstrate recognition of numbers, prices, dates, days of the week, provided they are delivered slowly and clearly, and accompanied by visuals and gestures” versus the A1.2 Listening can-do, “I can demonstrate understanding of numbers, prices and times given in clear and simple announcements.” Recognition denotes simply that: the ability to recognize, which could be assessed by a student being able to say the word “three” when the see the number “3” written. Understanding denotes the ability to use the concept in context. For example, being able to use the number “3” properly in a simple context (e.g., She is 3 years old).

5.8 **A Note on English literacy development (ELD)**

Students may be working on English literacy development (ELD) at the same time as learning English as an additional language (EAL). A student working on English literacy development may have limited, interrupted, or no prior schooling. They are learning literacy in all languages while learning content. They need literacy, language and content scaffolding across content areas.

As an educator in EAL class, it is recommended to use the A1.1 can-do objectives as the goals of learning; provide a safe, affirming and supportive environment wherein students can connect with each other; acknowledge and celebrate small progress; and recognize and harness the unique strengths students bring to their learning. It is also essential to make learning immediately relevant to students' lives.

Students working on literacy development – and, in fact, all students – will benefit from ample white space on PowerPoint slides, or handouts designed in Word. Non-serif fonts like Century Gothic are appreciated, as is the colour on the screen or handout (white/blue, or yellow/grey are recommended). Using all CAPS can positively influence readability for beginning readers.

DeCapua and Marshall's (2011) text, *Breaking New Ground: Teaching Students with Limited or Interrupted Formal Education in Secondary Schools* contains many great resources for educators working with ELD students, including a 4-point teacher planning checklist. *Boosting Achievement* (Salva and Matis) and *Students with Interrupted Formal Education: Bridging Where They Are and What They Need* (Custodio and O'Loughlin) are two recommended books for professional reading.

6 Resources

6.2 Making language and content comprehensible for English language learners

Students learn language best when they can make connections to what they already know. **To help, teachers can use the following techniques:**	• Choose simple, straightforward words that are in everyday use. Say: “Learn the new words” instead of “Review the new vocabulary.” • Recycle new words. Reintroduce them in different contexts. • Simplify sentence structure. Say: “You must finish the work and give it to me on Friday” instead of “The homework must be completed and handed in by Friday.” • Pause before making an important point, and make sure everyone can see you. Use gestures and tone of voice for emphasis. Repeat and rephrase, and ask students to do so, too. • Provide notes that highlight key ideas and new words. Post a chart for ongoing reference. • Number and label the steps in an activity. Reinforce oral instructions with written outlines. • Use non-verbal cues (gestures, facial expressions, mime). • Use models, manipulatives, pictures, charts, flashcards, vocabulary lists, posters. Provide hands-on activities. • Provide ample wait time during oral interaction. • Check often for comprehension (“Tell me what you have to do next”). • Provide bilingual support (peer-based, multilingual dictionaries, etc.), especially for instruction and key words. • **At the A1 level**: Refrain from using idioms, cultural references, jokes, figurative language, slang. • **At the A2/B1 levels**: Monitor your use of idioms, cultural references, jokes, figurative language, slang. “Run that by me again” or “That answer is in the ballpark” need to be explicitly explained. • **At the A2/B1 levels**: use graphic organizers, T-charts, Venn diagrams, flow charts, story maps, timelines, and decision trees to show how ideas are related.

General classroom and instructional strategies:	• Correctly pronounce the student's name. • Find out what each student's interests are and use this to create related assignments to engage them. • Encourage participation in extracurricular activities as increased opportunities for language acquisition. • Provide bilingual and picture dictionaries and picture cards. • Model all activities and provide multiple opportunities for practice. • Allow for varied modes of 'showing what you know.' • Use realia (real life objects). • Chunk information by breaking tasks down into smaller, more manageable pieces. • Find out what each student's interests are and use this to create related assignments to engage them. • Encourage participation in extracurricular activities as increased opportunities for language acquisition. • **At the A2-B1 levels:** • Provide feedback on one kind of error at a time. Note specific, habitual errors and provide direct instruction later. • Encourage ELLs to keep an editing checklist containing examples of errors and corrections, for their reference. • Provide multiple opportunities for practice. • Provide students with opportunities to acquire language in a context that is interesting and relevant. • Teach language structures by highlighting specific structures (e.g., the imperative, the simple present), using a variety of strategies, such as flashcards, repetition, role play, charts with pictures, and guided writing.
Strategies to facilitate perception (listening, reading):	• Provide additional time. Wait nine seconds before restating/rephrasing a question. • Use visual or graphic representations of concepts. Explicitly make the connection. • Present the same information using different modalities. Some will learn best by listening, but some need to move or touch something in order to fully grasp the concept. Never present something using just one modality.

Strategies to facilitate production (speaking, writing):	• Accept multiple forms of expressing information (art, music, movement, speaking, writing). • Provide students with starter expressions (sentence starters, sentence frames). • Ask questions that have more than one right answer; this encourages students to take a risk in answering. • Provide opportunities to share first with a partner, or jot notes in a journal, before asking for full group expression.
Specific strategies to facilitate processing:	• Teach and regularly use mnemonic devices. They are helpful for organizing information for learners. (*My Very Educated Mother Just Served Us Nine Pizzas* is used to help remember the order of the planets in the solar system). • Chunk the task/concept into smaller steps/ideas (list all the steps in the process, for example). • Use graphic organizers and representation.

Adapted from: *Supporting English Language Learners in Grades 1-8, 2008* and *Strategies for Helping Underperforming Learners, 2004*

In preparing to support your language learners, please also consider Arnett and Bourgoin's (2018) **Universal Language Actions.**

6.3 **Language supports (Forms of Scaffolding)**

Sensory supports	Graphic supports	Interactive supports	Resource supports
Purpose: making connections between ideas, understanding how a process works, learning through movement, acquiring new knowledge **Best for:** visual learners, entering ELLs, auditory learners	**Purpose:** acquiring knowledge through numerical data, producing ideas, recognizing trends and patterns, cause-effect relationships **Best for:** large sets of data, linear thinkers, for challenging ELLs at any level	**Purpose:** synthesizing information, strengthening listening skills, developing communication skills, cultivating empathy **Best for:** topics with multiple views, social learners	**Purpose:** acquiring new knowledge, producing responses, developing communication **Best for:** visual learners, ELLs at any level in any classroom, content area classrooms
• Real life objects • Toys • Manipulatives • Pictures and photographs • Illustrations and drawings • Magazines • Videos and films • Demonstrations • Gestures • Models • Music • Costumes and props	• Charts • Tables • Diagrams • Graphic organizers • Graphs • Number lines/timelines • Visual schedule • Icons/symbols	• In pairs • In small groups • In a large group • Using cooperative group structures • With the Internet (websites) or software programs • In the home language • With adult prompting/modeling • With mentors • During conferences, interviews, discussions	• English and/or bilingual glossaries • English and/or bilingual dictionaries • Home language materials • Sentence frames, sentence stems, paragraph frames • Visuals • Word banks/walls • Pre-identified and pre-taught vocabulary

Adapted from*: 2012 Amplification of the English Language Development Standards (K-12), pg. 11, https://www.empoweringells.com/scaffolding-instruction (2018)*

6.4 Phonology and literacy development

Phonics

- EAL phonics resource site
- Phonemes – differences among languages

Sight words

- Paul Nation's survival vocabulary list
- Dolch sight words
- The EAL Site (Dolch sight words)
- First Words

Decodable readers:

- At the River and Other Stories for Adult Emergent Readers by Shelley Hale Lee, Wayzgoose Press.
    - At the River stories
    - At the River Teacher's Guide
    - More resources on the author's website at: www.emergentreaders.org
- ESL Literacy Readers (40 theme-based readers for adult ESL literacy learners, audio book and PDF)
- ESL Story Bank The story bank is a collection of short stories written specifically for adult ESL learners as part of the Minnesota Literacy Council's Adult ESL Curriculum with Transitions Skills. For more information on the curriculum, which is available for free, visit mnliteracy.org/educators. Many stories fit well for high school classroom use.
- Free Graded Readers for ELLs
- Making Sense of Decoding and Reading:
    - Learners' Book
    - Teachers' Guide
    - Lesson Plans

6.5 **Vocabulary development**

There is a strong correlation between vocabulary knowledge, reading comprehension and academic achievement. As first language English speakers grow up, they acquire about 1000 words per year (more if their socio-economic status is high), bringing them up to, on average, 8400-word families by mid-elementary school. The average high school graduate has a vocabulary of about 15 000-word families. Educated adults have a vocabulary of about 20 000-word families

Vocabulary is a moving target. The number of words learners must know to achieve success in school grows incrementally as learners' progress through the grade levels and subject areas.

Depending on class context and learners' needs, educators may wish to focus on what researchers have found to be the 2000 most frequently occurring words. These words account for at least 80% of the running words in most written or spoken text. Douglas (2013) asserts that the first 2000 words will unlock most of the proficiency needed to socially communicate, but, it's important to remember that, "with just 2000-word families, academic language proficiency is still out of reach" (Douglas, p. 190).

Educators will want to increase the number of exposures of a new word. Spiralling instruction by organizing multiple exposures and carefully planning tasks that allow for the recycling, reusing and reinforcing of vocabulary provides learners with scaffolds for understanding. Evidence-backed practices like modelling and using word cards, supporting the use of vocabulary notebooks, and teaching the use of dictionaries and other reference materials are beneficial. Tapping into prior knowledge of learners, giving concrete examples, and applying the word in real life contexts are other ways to scaffold.

Other techniques include word manipulation, such as matching, grouping, and sorting, creation of mental images by drawing diagrams and illustrations, acting it out, and actively using words in games.

Providing ample reading materials at appropriate levels is also important. Coelho (2012) says, "Students need access to a large and varied library of interesting and readable fiction and non-fiction texts. Material that's interesting - material on content that the student has background knowledge or experience in - the student must know at least 95% of the words on the page" (Coelho, p. 318).

In terms of explicit vocabulary instruction, Nation (2014) reminds us that the, "Two most important conditions [for vocabulary development are]: spaced repetition, and the quality of attention given to items" (Nation, p. 7). Providing a balance of activities, over time, creates a balance of opportunities for learners.

Dr. Scott Douglas of the University of British Columbia, referenced above, provided a professional learning session, via webinar, to TESL NB members on this topic. His PowerPoint and handout contain many practical strategy suggestions.

EECD collaborated with the Second Language Research Institute of Canada (L2RIC) at UNB, to create a series of five professional learning videos, focused on Intentional Second Language Teaching. There are videos on Understanding Second Language Proficiency, Using Feedback to Improve Proficiency, Competencies for Teaching in Multicultural Classrooms, and Intentional Vocabulary Instruction. They are all less than ten minutes long, and can be used for individual learning, or as starting points for discussion in a professional learning setting.

6.6 Listening skill development

- http://www.esl-lab.com/ Randall's Listening Lab.
- http://www.englishcentral.com/videos English Central's library of videos.
- http://iteslj.org/links/ESL/Listening/Podcasts/ Podcasts for language listening.

6.7 Oral language development

Michael F. Opitz's (2009) text, *Comprehension and English Language Learners: 25 Oral Reading Strategies that Cross Proficiency Levels*, contains useful suggestions. He explains that round-robin reading is outdated, but that oral reading is beneficial to ELLs, and why. He describes, in detail, numerous strategies that educators can use to incorporate oral reading in classrooms, including the use of picture books, tactile responses, miscue analysis, student self-evaluations, fluency scales, and more. He delineates strategies useful for different proficiency levels, as well as strategies that would cross proficiency levels.

For all levels

- Language Experience
- Picture Word Inductive Model
- Authentic Language Experience

Academic discourse

- Sentence frames for A2.2 – B1
- Sentence frames for A1.2 – A2.1

Speaking samples

- Validated speaking samples (A2 level and up) are available for teacher viewing purposes on the Cambridge English site.

6.8 Tips for Teaching Pronunciation and Sound

In a language classroom, learners require some focus on pronunciation and sound. Although there are effective practices that benefit all learners, some individualized differentiation may be needed to address issues related to the pronunciation of certain phonemes or certain intonation patterns that may be particularly challenging depending on the learner's language background.

Practices and activities that emphasize a focus on sound are numerous and can be done in the context of already established outcomes for speaking and listening. For example, if you are doing an A1.2 lesson on asking and responding to yes/no questions ("I can ask and answer very simple questions about very familiar topics, if people help me"), a micro-lesson focus on intonation patterns related to yes-no questions (rising intonation). So, not only are you working on a particular grammar point through speaking, you are also reinforcing an intonation pattern that supports intelligibility. There are internet resources such as https://pronuncian.com/yes-no-question-intonation that can give tips to teachers and students regarding sound-related work such as intonation used in questions.

Although pronunciation and sound practice relates more specially to speaking, it can also be interwoven into reading activities. When using read aloud activities or sound treasure hunts, teachers reinforce sound-related topics such as phoneme-grapheme connections. When students read aloud, keep in mind that it is preferable to do this activity in small groups or in a choral manner in order to lower anxiety. Sound searches and hunts involve focusing on a specific sound. Texts can be a springboard for the creation of "sound walls" that showcase vocabulary on a specific topic, but also highlight sound-symbol correlations. Readers' theatre is another great way to link reading can-do's to pronunciation practice.

Lesson warm-ups are also a good time to do some sound work. Using fun and simple tongue twisters, rhymes, basic rhythmic poetry (e.g., jazz chants, spoken word poetry, songs) that focus on micro aspects of sound (e.g., initial sounds, final sounds, or particular phonemes) or on more macro elements (e.g., linking, stress, and rhythm) enable teachers to inject sound work into a daily plan.

Another idea to consider is the use of technology. From very simple ideas like using online dictionaries that include pronunciation guides for new words to using recording features on tablets and phones, we can support students in paying more attention to pronunciation and sound. Recording one's voice and comparing it to a proficient speaker recording allows students to build self-monitoring skills and a heightened awareness of issues related to sound. Online practice sites like ESLCentral give learners opportunities to listen and repeat (and record) in order to improve their pronunciation. These types of internet-based resources could be used in speaking and listening centres in multilevel classrooms, as could MyBlueprint and Teams.

Focusing on auditory discrimination is another important component of sound and pronunciation work. Often students cannot say certain sounds until they can hear them. Using dictations and minimal pairs "spelling" quizzes or bingos gives learners a chance to practice listening skills and augment their ability to discern sounds. "Minimal pairs" are pair of words (e.g., pin and bin/ bet and bed; or set and sit/ bat and but) differing only by one sound and are often difficult to discriminate for new language users. The confusion may be between voice and unvoiced sounds (e.g., p/b; d/t) or short vowel sounds in the middle of word (e/i; a/u). There are also websites that give helpful pronunciation practice for learners and ideas for teachers such as

https://www.englishclub.com/pronunciation/minimal-pairs.htm. However, the best way to practice this element of sound is through games and low-risk quizzes.

The most important aspect to keep in mind when considering pronunciation and sound, is creating a safe environment for taking risks. The goal of any sound and pronunciation work is intelligibility (not accent elimination). Learners need to know that making mistakes is a part of language learning and that the purpose of practice and corrective feedback is to help support them to be proficient and intelligible communicators.

6.9 **Reading skill development**

When working with language learners of different levels, it is important to reflect, both individually as an educator and with students, on what reading entails, especially at different levels. Can a reading block, for example, include being read to, reading to others, individually reading, reading with a partner, etc.? Are various texts valued, included texts that are wordless?

Just like all other students, language learners need ample time to read in supportive and affirming environments, with texts that interest them, and are at their level. "Free reading," (for which students do not need to prepare a response or follow-up) and library visits are important parts of the reading environment. Texts that are representative of those in the class are also important. Consider Peregoy and Boyle's (2013) assertion that, "By providing reading material on content familiar to your students and by building background before reading a text, you can offset reading comprehension difficulties stemming from limited second language proficiency. (p. 319).

Suzanne Irujo's article, "What Does Research Tell Us About Teaching Reading to ELLs?", from *The ELL Outlook*, reprinted by requested on the *Reading Rockets* website, is a great resource article when designing research-based reading lessons or programs for ELLs.

Literacy focused	• http://esl.fis.edu/index.htm Word lists, grammar support, language differences, and other helpful resources. • http://web2.uvcs.uvic.ca/elc/studyzone Grammar and reading at various levels.
Tools to determine	• http://www.rewordify.com Allows you to paste any text and simplifies the academic language. Register for free to access various free articles and the ability to create vocabulary exercises. Students are able to keep track of the vocabulary they're learning and reading level.

text complexity and/or simplify it	• http://cefrlevels.com/textanalysis/index.html Useful tool for determining text complexity. • http://www.englishprofile.org/ Tools to determine text level difficulty and grammar level difficulty, supported by the Council of Europe, describes what aspects of English are typically learned at each CEFR level. Teachers can use this site to help determine what is suitable for learning at each level.
Readings **(leveled and/or short, simple)**	• http://www.freeeslmaterials.com/sean_banville_lessons.html Over 4,000 short readings with pdfs to download full of class activities. • http://www.breakingnewsenglish.com Breaking news in English. • http://newsinlevels.com/ News in levels. • https://newsela.com/ Various articles with quizzes and a writing section. Search by grade and reading level. • www.victoria.ac.nz/lals/staff/paul-nation.aspx Free graded readers designed for ELLs, as well as high frequency word lists.
Background on teaching reading strategies	• Strategies and resources: http://www.readingrockets.org/strategies • Ways of Leading into a Text: https://www.youtube.com/watch?v=QpGlUMmynz0 • Strategies and how to use them: https://www.teachervision.com/reading/resource/48646.html • Teaching reading comprehension: http://www.ascd.org/ascd-express/vol5/511-breiseth.aspx
If interested in purchasing dual language and multicultural books, this is a great Canadian-based site: www.youarespecial.com.	

6.10 **Reading strategies to support language learners (A1.2 to B1.2)**

Pre-	• Draw on students' existing knowledge (even letting them speak in their own languages before sharing with the class). • Build background knowledge of topic and of text structure. Use pictures, videos, guest speakers. KWL chart. Look at text features and key visuals and make predictions. Awareness of text structure is important because readers use their knowledge of text structure to store, retrieve, and summarize information they have read (effects comprehension and memory) (Peregoy and Boyle, p. 376.). • Pre-teach vocabulary.
During-	• Provide a guiding question to focus reading. • Graphic organizers, Venn diagrams. • Jigsaw – one segment of a learning task is assigned to each group member, who then works to become an expert in that area. The experts from each group meet to compare notes and extend learning. Then, original groups meet again and experts report back (Peregoy and Boyle, p. 107). • **At the A2-B1 levels:** • Model and practice reading and thinking aloud. For example, conduct a Directed Reading-Thinking Activity (DR-TA): Students makes predictions during oral discussion then read the text silently to confirm whether or not their predictions are correct. After doing this as a class a few times, learners can be directed to do this in reading groups. This didn't work so well for me as this would be for true intermediate readers. • Self-monitoring: Asking and answering questions.
Post-	• Sequencing. One way of doing this: make a worksheet of a bunch of pictures that are labeled with either numbers or letters. Make sure that there are spaces or lines immediately below the pictures so your students can label the pictures based on what they see. Print copies of two stories (single spaced and printed on a separate piece of paper). Label each story "Story 1″ and "Story 2." Give your students the picture worksheet and talk about what's happening in each picture. Ask your students to turn over the picture worksheet and hand out the two stories to read. After students finished reading, have them turn to the back of the story papers. Without looking at the story, students should cut out the pictures and glue them to the back of the right story in chronological order. • Encourage learners to reread specific sections (provide questions that refer the students back to the text to find details that support or clarify main ideas). • Story re-creation: Depending on the level of your students, you can read the story together in class before dividing them into groups for further discussions. Go to ESLfast.com or any place to find short stories. Divide students in small groups and give each group a different story that they'll need to act out in front of the class. Prepare or have your students prepare a list of short answers/multiple choices/true or false reading comprehension questions to not only engage the audience, but also to evaluate how well the actors capture the events of the story.

	• Make a cognitive map (graphic drawing summarizing a text). Assists with comprehension and memory of more complex stories. Do it together first. • **At the A2/B1 levels:** • Ask learners to find the most important sentence in each paragraph and be prepared to read it aloud and tell why it is important (practice in groups first). • Use context to infer meanings of new words (i.e.; find a word in paragraph *x* on page *y* that means the *most important* or the *most powerful*).

6.11 **Class activities for building reading skills (A1.2 to B1.2)**

Authentic texts at the right level	If students are beginner, have them dictate a story to you. Give it back to them as a book to read. Can also do this as a class or in small groups. Write the stories down verbatim, after which students read them back. Follow up: have students underline the most meaningful words in the story, write them on word cards or put sentence strips back in order. (Peregoy and Boyle, p. 330). Intermediate level students can write books/poems/zines and share with each other for reading.
Readers' Theatre	True intermediate readers can create their own scripts to practice and perform (start with role plays, study story parts, then attempt this). For beginners, select stories that have several characters so that more students can participate. Folktales are good because they have clear beginning-middle-end and variations exist among cultures. Students have to respond to the story, accept various interpretations from their peers, and offer an effective presentation to the class. (Peregoy and Boyle, p. 338-339).
Guided Reading	The teacher guides a small group of students as they read stories or other material. The material should be just a bit more difficult than what they could read independently. Students are grouped at similar reading levels, although they may vary in the specific kinds of help needed. Guided reading provides ongoing assessment opportunities with immediate, focused, individualized instructional assistance. (Peregoy and Boyle, 336).
Read-alouds	Students gain exposure to various genres, they gain familiarity with sounds and cadences, they get used to the organization and flow of written English. (Peregoy and Boyle, p. 238).
Word cards	Used to help students consolidate and remember words for which they already know the meaning. Students write the English word on one side with a picture, a short definition, or the translation on the other side. (Personal collection of flash cards). (Peregoy and Boyle, 239).
Word Walls	Post words for students to learn/review. May come from current theme of study, a story you are reading, or a topic you are teaching. Put a short definition or a picture next to each word. Every day, review together and decide which words can come off the wall. (Peregoy and Boyle, 239). Posted in themes, or graphically organized, is more effective than posted in alphabetical or otherwise ordered lists.
Personal notebook	Students note new words in their journals, along with a definition, a sentence using the word and another helpful hint to remember it. They can use this for review. Add new sentences when they come across the words again. (Peregoy and Boyle, 244).
Word	*Look for parts you know* (th, -ing, pre-, -ly, etc.), *sound it out* (blends, etc.), *and check it* (put the newly solved word back into the sentence and to check it to be sure it makes sense). The meaning of the word in context is not ignored; it is used

reading strategies	as the checking mechanism. Studies show that this is the main way readers use context—not for guessing what words are, but for checking to be sure that their reading is making sense so they can make corrections.
Echo Reading	The teacher reads a sentence and the student repeats or echoes. If a student is unable to repeat a sentence, s/he will probably be unable to read the sentence. Tell the student you are going to read sentences aloud and that her or his job is to repeat the sentence word for word. When they echo it, record their words. If they substitute/add a word, write the word or phrase where the substitution took place. Circle words left out. Look for other miscues and make decisions about strategies needed. (If they substitute table for desk, they are echoing appropriately. If they omit many words, they are probably having trouble with syntax and would have trouble reading similar material). (Peregoy and Boyle, 461-462). www.sil.org/linguallinks/literacy/ImplementALiteracyProgram/UsingEchoReading.htm
Cohesive Ties	Signal words and phrases that indicate how arguments and ideas relate within/across paragraphs and across larger sections of text. They are particularly hard for ELLs to learn (nevertheless, moreover, notwithstanding). The most effective thing to do is show them how to use these words in their own writing. The student offers the meaning and you help them convey that meaning through cohesive ties. Also teach headings and subheadings – show them how to use these to preview a text and make predictions on it (Peregoy and Boyle, p. 378-388).

Adapted from: *Peregoy, S.F and Boyle, O F. (2013). Reading, Writing, and Learning in ESL. A Resource Book for K-12 Teachers. Pearson. (6th edition)*

6.12 **Writing skill development**

Writing and representing related:

- Scribjab (a multilingual tool to create and share digital stories in 2 languages): http://scribjab.com
- Writing skills (the paragraph): https://www.engvid.com/writing-skills-paragraph/ (for A2.2 and up)

Tools for writing instruction:

- Using word walls more effectively: Valentina Gonzalez, “Making the Most of Your Word Wall”: https://www.youtube.com/watch?v=lwf8ob8BqJo&feature=youtu.be

Writing samples:

- Writing Samples from Alberta, at all levels (although not aligned to CEFR)

Using Text Frames to support writing development:
adapted from William Dunn, CASLT 2017 Presentation

Text frames are a learning resource designed to scaffold written language production. They serve as templates that provide the general structure and organizational framework for tasks that involve writing. They also include built in prompts to guide students through the task and break it down into steps. They can be customized for any type of written text that students want to produce. They are not simply a fill-in-the-blank or close activity.

Time Order Example:

At the end of_____what happened was that_____. Previous to this _____. Before this _____. The entire chain of events had begun for a number of reasons including _____. Some prominent incidents that helped to trigger the conflict were _____.

Compare/Contrast Example:

_____in several ways. First of all,_____while _____. Secondly,_____while _____. So, it should be evident that_____.

A text frame, at first, may look similar to a cloze exercise. They are, however, quite different, both in how they are used, and for what purpose. Here are two examples to consider:

Text Frame	Cloze
The story takes place_____. _____is a character in the story who _____._____is another character in the story who_____. A problem occurs when_____. After that, _____and_____. The problem is solved when_____. The story ends with_____.	Jackson Pollock was born in_____. He is most well known for_____. His work can be seen in major museums around the world, including _____and_____.

6.13 **Balanced Literacy Pedagogy for EAL – Example of the Daily Message**

One way to Use Daily Message

Write a short message that is in the zone of proximal development for your learners. In a diverse language classroom, ensure there are parts of the message that are in the zone of proximal development for all learners (e.g., sentence lengths and complexities vary, vocabulary varies, punctuation varies). Align the daily message to a class outcome or goal, a school or community event or topic, or a topic of interest.

For example:

Good morning!

Today is Friday, November 15th, 2019. This weekend I am going on a trip. We will stay at a cottage for two nights. I will miss my family, but I will have so much fun!

This afternoon there will be a basketball tournament at the school. The girls' team and boys' team will both play. Please go to the gym to cheer for our athletes!

What are your plans for this weekend?

I hope its great!

Mrs. King

Read the entire message to the class, using intonation and appropriate pauses.

Read again, line by line (point).

Read phrases/sentences and have the students read it back (chiming).

Everyone reads it all together (choral reading). Optional.

Some students read it, line by line, or table by table. They should be volunteer readers.

Read it one more time, using regular intonation and pace.

***Choose appropriate activities from the remaining steps suggested below:**

Ask comprehension questions: can anyone find a question? A simple sentence? What words contain the “t” sound? Where are they? Volunteers may come up to underline or circle as questions are asked. Once the first volunteer comes up, they ask the class if they are correct.

Retell – students tell their partner what the message said.

Together, find and highlight the key or new vocabulary words. Rewrite them on an anchor chart on the wall, or on the board.

With only the list of key/new vocabulary words, students can retell the daily message in writing. Or, they can use the key words to write their own message to the teacher. (This can be scaffolded with a cloze activity or sentence frames for students who need extra support).

Peer share and assess – students share their writing with a partner. The partner provides one compliment, one question and one correction.

Students correct their work. The original daily message is brought back as a mentor text.

Students share with a different partner.

A few volunteers can read their writing aloud to the class.

6.14 **Intercultural competence skill development**

Deardorff (2011) summarized 7 key skills required for intercultural competence: respect, self-awareness, seeing from other perspectives/worldviews, listening, adaptation, relationship building, and cultural humility (in UNESCO, 2013, p. 24). The development of intercultural competence is a goal for all teachers and students in New Brunswick, which is why it is highlighted as its own strand in the EAL curricula, and throughout the New Brunswick Global Competencies.

Culturally responsive teaching empowers students by "…cultivating their cultural integrity, individual abilities, and academic success" (Gay, 2013, p. 51). We know that our students will not engage fully in our classes unless they see themselves reflected in our lessons and feel that what they are learning is relevant to their lives.

The Intercultural Competence strand exists to help students learn and grow in their relationships with their diverse peers, both in the classroom and in the community. As a member of diverse society, students will learn and demonstrate competencies related to living and working respectfully across culture. This learning and growth must be supported by the modelling of their teachers.

New Brunswick created resources for the personal and professional use of educators:

- Ready-to-use lessons and modules related to "Cultural Competency," created by educators in ASD-W, supported by colleagues at the Second Language Research Institute of Canada, at UNB: Cultural Competency workshop notes.
- New Brunswick's Culturally Inclusive Book List
- Summary video of how New Brunswick educators involved in Capacity for Courage increased intercultural competence in their schools
- **Checklist:** Creating Culturally Responsive Instruction

Other resources:

- Professional Reading: Culturally Responsive Instruction
- Intersectionality: openness and support for one entails openness and support for all
- Teaching Tolerance magazine
- OISE (Ontario Institute for Studies in Education) – Diversity in Teaching
- Language study tables
- Norquest College: Intercultural Reading and Resource List
- Hofstede's Dimensions and Country Comparison
- Conestoga College: Culture-Specific Learning
- Teaching Refugees
- Council of Europe: Competencies for Democratic Culture
- Tasks for student learning: plurilingual identities, cultural competencies

6.15 **Sample Daily Lesson Plan Structures**

Strengths-based, effective EAL classrooms will include predictable routines, positive relationships (student-student, educator-student), student choice, and authentic learning experiences (connected to immediate, real-life concerns and necessary tasks). Lesson plan structure is an important component of a positive, strengths-based, predictable environment. Two example lesson structures for a typical 60-minute class are included below.

Example 1 (Single-level class)

Warm up (Full group)	Review agenda, including learning goal(s)/can-do statements Daily Message Ice breaker	10 minutes
Lesson (Full group)	Theme or content based	10 minutes
Activity (Individual or small group task)	Incorporating all skills – reading, writing, listening, speaking	30 minutes
Closure	Self-evaluation, reflection, exit slip	10 minutes

Example 2 – Multilevel class

Warm up (Full group)	Review agenda, including learning goal(s)/can-do statements Daily Message	10 minutes
Lesson (Full group – lowest level students *may* be assigned a separate task at this time)	Skill or concept introduced at highest level	10 minutes

Activity (Individual or small group)	Individual or group practice Scaffolding/support for lower levels of proficiency	30 minutes
Closure (Full group)	Self-evaluation, reflection, exit slip, share	10 minutes

Example 3 (Multilevel Class using centers)

Warm up (Full group)	Review agenda, including learning goal(s)/can-do statements Daily Message	10 minutes
Centers / Stations (Small groups) Activities are provided at a variety of levels to meet the needs of the class	Station 1 - Mini lesson / Evaluation / Conference with Teacher Station 2 – Reading Station 3 – Writing Station 4 – Listening Station 5 – Speaking/Listening	30-40 minutes (remaining rotations could be completed next day) 10 minutes/station
Closure (Full group)	Self-evaluation, reflection, exit slip	10 minutes

Note: Timing is flexible but should emphasize student production over teacher led time

6.16 **Assessment in the EAL Classroom**

With the CEFR in mind, teachers should consider matching the purpose of their proposed instruction and assessment activities with the current comprehension and production proficiency levels of their learners. This decision-making process is facilitated by using all data collected at time of arrival or through collecting a baseline of language samples and background information about their learners. Keeping in mind the needs, strengths, interests, and backgrounds of the learners, teachers should also be mindful of their role in balancing pedagogical scaffolding and cultural mediation.

When designing activities and tasks, the teacher may choose to design a unit based on several interconnected and targeted "can do" statements, in order to support learners in their language goals and in their movement from guided to independent language use. By setting the target "can do" and defining the criteria for success at each level of proficiency, a teacher can match learning resources to learner readiness. Embedding "can do" statements in authentic or meaningful tasks allows the learner to collect evidence of their language development in their portfolio and to demonstrate increasing "autonomy" with respect to their language goals (Council of Europe, 2004, p.3). By using the CEFR as the continuum, a language learner can show progress over time for both their social and interpersonal language (BICS) and their academic language use (CALP), which can take from 2-3 years and from 5-7 years to acquire, respectively (Cummins, 1979; See also Baker & Wright, 2017).

Assessment can be viewed as a means to support learner progress (formative) and report achievement (summative). Research indicates that learners benefit most when assessment is regular and ongoing and is used in the promotion of learning (Stiggins, 2008). The educational strengths and needs of ELLs can be identified most effectively through multiple forms of assessment (Ministry of Education, 2008, p. 62). Teaching, modelling and providing opportunities for self- and peer-assessment are also essential components of effective overall assessment. Harvey, Kristmanson and Lafargue (2016) note that, "...self-assessment is a skill that must be developed in order to be applied effectively" (p. 17). The table below provides brief definitions of formative and summative assessment practices.

Assessment ***for*** learning (formative)	Assessment ***as*** learning (formative)	Assessment ***of*** learning (summative)
This type of assessment informs instruction. Through assessment for learning, the teacher supports the learner with ongoing and descriptive feedback in terms the learner understands and that is immediately applicable to the task.	This type of assessment implicates the learner directly in the process. Learners are responsible for reflecting on the learning processes and products in order to improve in future attempts and/or to set new goals, thus moving toward learner autonomy. Teacher feedback supports students' learning as they set personal goals for progression.	This type of assessment happens at the end of the instructional process and is used to provide evidence of learning in order to recognize progress and report achievement. Assessment of learning actively involves students through self-assessment and is linked directly to stated curriculum expectations. It has a summative purpose and uses collection of evidence for evaluation.

It is important to utilize a range of purposeful and intentional assessment at different points in the learning process. Some examples of day-to-day formative assessment techniques include: anticipation guides, cloze activities, sequence or matching exercises, interactive or reflective journals, interviews or surveys, conferencing, observation, prompts and questions, cooperative or individual tasks or projects, preview and review games, and exit slips. Involving students in reflective practices, such as monitoring and goal-setting, promotes the use of formative assessments as learning opportunities to promote growth.

Summative assessment, used to determine language level achieved at the end of course, would be best achieved through gathering a wide array of evidence over time to promote the triangulation of evidence (See Davies, Herbst, Augusta, 2017). For example, students may be taught how to collect evidence in a language portfolio that may then be used for conferencing on evidence of progress. Evidence collected in the portfolio could include a focused oral interview, various speaking samples documented through audiovisual recordings, various post-writing samples (preferably compared to pre-writing samples of similar genres, as well as to exemplars at level), and a post-reading sample (preferably from a graded reader designed for ELLs). Various tools and examples in the appendices of this document can assist with planning.

In skill- and outcome-based transparent language classrooms, no ‘mark’ should ever be a surprise. Educators, and students, can feel confident that a can-do statement, or other language goal, has been achieved when three pieces of independent evidence, demonstrated spontaneously and in different contexts, has been recorded. Remember, though, that language learning is a fluid process, not a straight line, or a step-by-step journey. Spiralling and repetition are important instructional tools in the EAL educator’s toolkit.

Learners are supported in their personalized language learning journeys, by the opportunity to stay in a level for as long as they need to, with no penalty, and by the opportunity to acquire as many as three credits in one semester (e.g., A1.1, A1.2 and A2.1). Language learning outside the EAL classroom is encouraged, which serves to build community connections and further promote the development of learner agency.

6.17 **Grading in the EAL Classroom**

EAL courses are skills-based, task-oriented, and focused on regular formative and summative assessment of skills. Educators are encouraged to use portfolio and other evidence-based assessment practices to track evidence of learning over time and to encourage and celebrate progress. Portfolio assessment supports development of learner agency and autonomy and provides visible evidence of goal setting and progress. It also aligns to assessment practices in English Language Arts classes (in many cases), reinforcing data collection and reflective pedagogy across content areas.

Educators may choose to use this 6-point scale, developed in Anglophone School District East, as an important part of their strengths-based assessment practices.

EAL educators mark on a scale of In Progress or Pass in all EAL classes.

Several templates for Anecdotal Report Cards for all EAL classes are available.

6.18 Educator professional learning: free videos

Vocabulary
Webinar on Intentional Vocabulary Instruction

- This is a New Brunswick – produced webinar detailing the vocabulary gap English language learners face; the importance of explicitly teaching vocabulary, and specific strategies for the intentional teaching of vocabulary. The webinar is approximately 45 minutes long and is useful for all grades and classrooms.

Tips for Supporting Multilingual Language Learners in Off- and Online Learning Environments
Webinar on Supports for MLLs

- This is a New Brunswick – produced webinar detailing strategies and tools educators can use to support English language leaners (or Multilingual language leaners) in off- and online learning environments. This was produced during the school shutdown, March-June 2020, due to COVID-19.

Understanding Language Proficiency, Corrective Feedback, and more
Video Series: Intentional Second Language Teaching

- This video series, produced by the Second Language Research Institute of Canada (UNB), in partnership with the Department of Education and Early Childhood Development, explores the concept of language proficiency, intentional vocabulary instruction, corrective feedback, competencies for teaching in multicultural classrooms, and more. Each video is less than 10 minutes long and available in both official languages. These would be great starting points for professional conversations or helpful as part of personal research.

Minnesota literacy council
www.mnliteracy.org/classroomvideos

- These videos feature teachers working with adult language learners, but many of the techniques shown are applicable to high school classrooms.
- Activities are at A1/A2 level. A PDF description of each activity is available on the website, as well as two videos (full and short version).

Multilingual Minnesota
www.multilingualminnesota.org/teach_lowlit_adult_esl_pages/learner_generated_texts.php

- This page contains an explanation of how to create learner-generated texts (including with beginner level learners), why they are useful, examples from students, and key resources.
- To learn more about the Language Experience Approach, visit: www.cal.org/caela/esl_resources/digests/LEA.html

ELL-U, LINCS
http://lincs.ed.gov/programs/ell-u

- Registering is free and easy, and there are many courses available. Even though the focus of many of these courses is pre-literate adults, the skills and resources are transferable, especially to high school classrooms.

Character education (ties to strategies for success and intercultural competence strands)
https://mrcssharesease.wordpress.com/character-education-videos

- This link include a basic plan of how to go about this with your class; a Google Hangout video discussing digital story telling in the classroom; and student-created character education videos. This project was not specifically created for ELLs but is easily adaptable for the language learning classroom.

Intercultural competence: plurilingual identities, cultural competencies
www.breakingtheinvisiblewall.com/task-1

- Angelica Galante created this website in 2017 to connect the theory of plurilingualism to practice in English Language Teaching (ELT). Click "Tasks" to find 10 tasks she developed to explore activities with students on the topics of "Intercultural Encounters," "Pluricultural Communication," and more. These tasks would work best with B1 level learners, although could be adapted with appropriate scaffolds for lower level language learners. Similarly, the tasks were developed for use in university settings, but could be adapted for high school classrooms.

Strategies for teaching ELLs (free videos for educators)
https://ellstudents.com/videos

- Confianza is a mission-driven, woman-owned small business that provides training, resources and insight on teaching ELLs. Their website contains videos in which their experts share tips and strategies for educating English language learners.

Equity, diversity and inclusion (free training modules for all educators)
https://healthsci.queensu.ca/faculty-staff/opdes/resources-self-learning/equity-diversity-and-inclusion-teaching-and-learning

- The Faculty of Health Sciences at Queen's University created these free modules in order to "introduce instructors to concepts of equity, diversity and inclusion in teaching and learning so that all students can be supported." The modules can be taken independently, or you can complete the full, five-module course, starting with Power, Privilege, and Bias.

English language learners share what helps them learn
www.larryferlazzo.edublogs.org/2018/04/05/new-video-English-language-learners-share-what-helps-them-learn

- Grab a coffee and take in 10 minutes of pure student voice.