STEPS IN COURSE PLANNING

(Cross-referenced to NZQA *Criteria, Requirements and Guidelines for Course Approval and Accreditation for Schools*)

Background: The direction for student learning is underpinned by the vision statements in *The New Zealand Curriculum* (NZC). The vision for all English language learners is that they will be confident, connected, actively involved and lifelong learners. It is important that their cultures are valued for the contributions they bring.

Schools will have different templates for course planning. The aim of these templates and exemplars is that they can be adapted to fit the needs of schools.

Develop course rationale: Write the reasons for the course and the nature of the teaching and learning (*see course rationale at the beginning of course outline*). It is important to ensure that the various components of the course are consistent in terms of the course rationale. This means that the aims of the course, the topics, language skills and learning outcomes are consistent and match with the needs of learners.

NB It is assumed that diagnostic assessment of learners has taken place and that decisions made on that basis will be revisited.

Decide on the full title of the course (1.1)

This needs to include the subject area (e.g. ESOL) and indicate the general aim of the course (e.g. *ESOL Foundation Course for International Students*). It is important that the title is used consistently on all course information and official documents (although for timetabling purposes, the title may need to be abbreviated).

State the aims of the course (1.2)

- Identify why the course is being delivered
- Identify the target group of students and why they need the course
- Include the level of the course (*e.g. The English Language Learning Progressions (ELLP) stage /NCEA level)*
- State how the aims will be met

For example: *The course is for Year 11/12 English language learners who need to improve academic English language skills in order to achieve in other learning areas. They are currently working at ELIP stage 3. The course aims to:*

- *increase academic vocabulary;*
- *improve critical reading skills;*
- *develop writing skills across a number of different text types;*
- *improve listening skills and give practise in communicating knowledge and ideas in appropriate ways.*

The students will be assessed in the above areas using NCEA level 1 English standards for literacy credits and ESOL level 2 & 3 unit standards.

State the learning outcomes for each component of the course (1.3)

The learning outcomes should:

- be measurable and achievable;
- reflect the level of the course;
- identify the attitudes, knowledge and skills expected;
- relate to the NZC or ELIP.

For example: *By the end of the course students will be able to…*

(See planning template)

Plan the course structure (1.4)

This involves mapping the course structure into a form and sequence.

1. Decide on course approach e.g. thematic; skills based; functional; task based; integrated. Many ESOL secondary school courses are arranged around themes or topics that reflect mainstream subject content and integrate language skills.
2. Decide on themes/topics based on the needs of your students and describe your reasons for selecting these.

   For example: *Science topics were chosen in consultation with HoF science and reflect content areas and the language of science needed at NCEA level 1.*
3. Break the course into instructional units (a unit is a self-contained and independent learning sequence based on a theme/topic and with its own objectives). See example of a sample unit cover page on p.12 and teaching and learning sequence on p.15.
4. Decide on the language skills that will link with these units and the needs of the students. Make links to relevant sections of ELIP.
5. Think about how to include ongoing language activities such as wide reading and vocabulary and activities outside of the classroom that will link to units.
6. Show how you will meet individual learning needs through **differentiation** e.g. ways of providing additional support and how learners can be extended. This may include multi-levelling of assessments. For example, a topic is chosen that is relevant for all levels of learners in the class. Assessment standards are chosen to assess students at their level of learning. Teaching and learning sequences make reference to performance criteria in the assessment standards used. For more detailed information see *Multi-levelling* and the course outline: *Senior NCEA ESOL.*
7. Include planning principles such as:
    - whole to part – begin with the overview;
    - known content/items leading to unknown;
    - context embedded leading to abstract;
    - simple language skills leading to complex;
    - recycling of items to ensure students have repeated opportunities to learn them.
8. Map the course onto a course template to show the components and the links between them. This will include links to the NZC in terms of vision, principles, values, key competencies (see planning template).

Define the length of the course (1.4b)
- State the number of hours per week e.g. *The course is timetabled in one option line giving learners five hours per week.*
- State the total number of weeks e.g. *The course runs for the normal secondary school year.*
- Describe what will happen at the end of the course in relation to next steps for students e.g. *Students who are successful in meeting the course outcomes will move into a level 2 NCEA course that will enable them to achieve the university entrance literacy requirements. Students who need longer will move into a modified level 2 course that will take two years to achieve U.E. literacy.*

Include any course certification (1.5)
This is optional but should be included if your school awards a certificate on completion of the course.

Describe the entry and exit level (5.1)
To ensure that the course is coherent and systematically moves students along a path towards the desired endpoint there needs to be a description of the expected level of students on entry and the level learners may be expected to reach at the end of the course.
For example: *Students need to be working at ELLP stage 3 on entry to the course. By the end of the course they will be achieving NCEA level 1 English & communication skills standards and ESOL unit standards level 2.*

Identify delivery modes and learning methods (2.1 & 2.2)
Ensure that these are appropriate to the type of course, the learning outcomes and the needs of the students.
For most secondary school courses the course will be classroom based with any learning outside the classroom in the form of field trips that link to learning outcomes.
For example: *This course is classroom based with one field trip planned to link to the unit on 'Estuaries'. Resources used include relevant MoE publications, class sets of readers and resources from the school library. Learning methods are based on effective pedagogy principles and approaches.*

Include assessment planning & procedures (3)
Describe assessment methodology (3.1)
State the assessment tools used and how they relate to the course.
For example: *The purpose of monitoring and assessment is to ensure that learners will get the most benefit from the course. Assessment will be a major source of information for the evaluation of a course and therefore its on-going improvement. Tools for assessment purposes have been evaluated to ensure they are reliable, valid and practical.*

Describe assessment planning (3.1)
State how diagnostic, formative and summative assessment is organised to ensure a well thought out assessment programme. Identify the kinds of assessments are needed and when they are used. Ensure that testing is not

causing unnecessary work. Refer to *Progress Assessment Guidelines –PAGS* for guidance (phone 0800 660 662, item no. 30975 to order).

For example: *Diagnostic assessments are carried out at the beginning of each school year and on arrival for students who enter the course after it has begun. The aim is to find students' strengths and weaknesses and locate areas of need in order to determine course components. After diagnostic assessment a student profile and record of learning (with links to ELLP) will be completed. Initial diagnostic assessment tests for this course include the following:*

Language skills assessed	Assessment tools used (Refer to PAGS)	Assessment method
Speaking	Formal interview questions	Teacher/student (recorded)
Listening	Dictation (Paul Nation)	Class test
Reading	asTTle PROBE reading & comprehension test	Online test Class test
Writing	asTTle Writing samples	Online test Portfolio
Vocabulary	Paul Nation's level tests	Class test

Formative assessment includes teacher observation, peer assessment and self-evaluation. It also includes formal assessment such as practice NCEA assessment tasks (see course planning template) that will be used to inform subsequent teaching and learning. Students will organise their work into a portfolio and be encouraged to track their own progress.

Summative assessment includes NCEA English and ESOL unit standards (see course outline).

List the assessments used for the course (3.1b)

 More detail is required than those listed on the course-planning template so this is best presented as a grid. For example:

Learning outcomes assessed	Assessment tools used	Assessment methods
Ability to read an inclusive range of written texts and record the reading experience.	English unit standard 8808	Individual reading; learning logs written in class followed by individual interviews.
Ability to talk in a formal interview situation for 4-5 mins including use of: • appropriate opening & closing strategies (1.1); • appropriate language (1.2); • Descriptions of past history (1.3), personal skills (1.4), future plans (1.5) • Interactive strategies (1.6).	ESOL unit standard 17359	Video recorded interview with student and interviewer (unknown person)

Describe how feedback is incorporated (3.2)
How do students receive fair and regular feedback on progress?
Fair and regular feedback is given to all students after formative assessments. Students are encouraged to evaluate their own progress using a checklist. This is followed by individual student/teacher conferences where students discuss progress and feed-forward is given by the teacher in the form of written 'next steps'.

How are students who are not progressing sufficiently identified? What action is taken to improve their progress?
Formal tracking of student progress using student profile & record of learning will identify at risk students.
Informal monitoring (including teacher observation) is used by all teachers and anecdotal notes are entered into online student portfolios.
Time is set aside regularly for students to talk with the ESOL teacher or Director of International Students about progress in other subjects, assignments due or other class related concerns.
Procedures are in place for mainstream teachers to communicate regularly with ESOL teachers if students are having difficulties in their subject.

Describe moderation processes (3.3)
Describe your schools' external and internal moderation policies and how this applies to the course.
For example: *The ESOL department adheres to the school's QMS policies (put these in an appendix).*

Describe measures in place to ensure students are achieving at an appropriate level.
For example: *At the end of each year the ESOL department undertakes an analysis of student achievement data and key questions are asked to ensure evidence is informing practice. Comparisons are made with data from previous years and also across multiple classes. Comparisons are also made with other schools that have equivalent programmes and similar intakes of students.*
An internal audit system within the school ensures that all departments observe the correct procedures for internal moderation. A percentage of all English NCEA standards used are check-marked by the English department. A percentage of all ESOL unit standards used are check-marked across classes to ensure consistency of assessment.
The ESOL departments attends cluster meetings regularly and contributes student samples for cluster moderation purposes when that is the focus of the meeting.

Acceptability of the course to stakeholders (4)

<u>Identify stakeholders, their interests and input in the course delivery (4.1 & 4.2)</u>

Think about all the people in your school and community who might have an interest in this course and its outcomes for this group of students. For example:

Stakeholders	Specific interests	Involvement in developing the course
Internal: Board of Trustees Senior Management Team Staff (mainstream, ESOL, international director) Students (past, present, future)	BOT & SMT want to ensure a quality programme for international and migrant students.	The ESOL department reports to the board annually and incorporates feedback into action plan. ESOL staff liaises with mainstream staff and past/present students to ensure course is meeting current needs.
External: Ministry of Education Local community Students; Families/home-stays NZQA Tertiary providers New Zealand Immigration Service	MoE provides funding – need to ensure it is used appropriately. To ensure course meets student needs. To ensure course complies with criteria, requirements & guidelines. To ensure effective pathways to tertiary study. To have NZQA approved courses for international students (Section 35B Education Act 1989)	ESOL courses comply with Code of Practice requirements. Any feedback from verification is incorporated into action plans. Feedback form from students and agents. Liaison with home-stay families. Liaison with senior management team & principal's nominee. Course review process takes account of changes in university entrance requirements.

Course regulations (5)

<u>General and course-specific regulations are clear, comprehensive and fair (5.1).</u>

Include a copy of your student handbook and student course guide. This should include the following:

Entry and/or selection requirements
Course structure
Assessment provisions, including:
- Resubmissions
- Resits
- Appeals
- Provisions for dealing with impaired performance
- Authenticity

Requirements for completing the course.

<u>Entry Requirements (5.1a)</u>
List academic requirements of the course, expected age range of students and link to future learning pathways. It is useful to include a diagram to show this.
Students enrolling in 12EAP should have already gained NCEA level one literacy and be working at ELLP stages 3-4. Expected age range will be between 16-18 years (although there may be exceptions). On successful completion of the course, students will be eligible for tertiary study in a university or polytechnic.

List the tools that will be used to select students for the course.
E.g. *Students wishing to enter this course will be selected according to where they fit on the ELLP matrix descriptors and exemplars e.g. ELLP stages 2 & 3.*

<u>Course structure (5.1b)</u>
Include a learner friendly version of the course structure. This will show learner progress through the course.

<u>Assessment (including provisions for reassessment and appeals) (5.1c)</u>
Include a list or grid of NCEA standards that will be used to assess students and state whether they are external or internal standards. Identify the regulations for resubmission, resists, appeals and provisions for dealing with impaired performance. Include a copy of these procedures in easily understandable language. For example:

The following NCEA standards will be used to assess students (include a grid of assessments and state whether assessments are internally or externally assessed).

Resubmission and reassessment
In line with school policy there will be one resubmission opportunity for students who are close to meeting the standard, and one reassessment opportunity after further teaching and learning (and using a different task).
After you have received a grade for internally assessed work you will be asked to sign your name to show that you accept the grade. If you do not think the grade is fair, do not sign.

Appeals
The process for making appeals is outlined in the NQF booklet. If you are not satisfied with the grade you have received and have good reasons, you have the right to appeal. This must be done within three days of receiving the assessment and you must use an Appeals Form. You will be notified of the result in writing and will need to sign the form to acknowledge the appeal process is complete.

Authenticity
At the beginning of the year you and your parents/caregivers will be asked to sign a 'Statement of Authenticity'. This means that you agree that all the work

you hand in for assessment is your own work. If you use someone else's ideas, quotations you need to acknowledge these.

Provisions for dealing with instances of impaired performance (5.1d)
If there is a valid reason why you missed an internal assessment you will be required to show evidence e.g. a doctor's certificate. However, if you missed because of lateness you will not be given another reassessment opportunity. If you miss an external examination due to circumstances beyond your control you will need to make an application for compassionate consideration to NZQA with supporting evidence.

Resources (6)
You need to show that your school has the infrastructure in place to deliver this course.

Teaching staff (numbers and qualifications, experience (6.1a & b)
List the number of teaching staff, how many hours they are employed for, the ESOL qualifications they have and TESOL experience and expertise.
This can be done as a grid. For example:

ESOL Staff	*Hours per week*	*Qualifications*	*TESOL experience*
Teacher A	*12*	*BA; Dip Teaching, Graduate Diploma in TESSOL*	*15 years ESOL teaching Attended PD courses in NCEA for ESOL*
Teacher B	*5*	*BA; Dip Teaching; Dip SLT*	*5 years ESOL teaching*

Additional teaching staff (6.1c)
You need to identify staff: student ratios e.g. *Class sizes vary during the year but staff: student ratio is not expected to exceed 1:20 and is usually around 1:15.*

Demonstrate how the Quality Management System in your school applies to recruitment of staff, professional development and appraisal.
For example, *the school's QMS ensures the following:*
- *All staff needs to have appropriate qualifications. This means that teachers in the ESOL department will have additional qualifications in TESOL.*
- *The school's appointment policy procedures were followed in the staffing of this course. At all times the Board of Trustees appoints the most suitably qualified and experienced teacher to a position.*
- *All staff is appraised annually. Attestation requirements are supervised by the Principal and documented as part of Performance Management requirements.*
- *Monitoring of teacher registration is the responsibility of the Associate principal.*

- *The Deputy Principal and the staff development committee coordinate staff professional development. ESOL staff attends local cluster meetings and relevant ESOL workshops.*

You need to attach current brief CVs of staff for the course with the application. CVs need to include relevant qualifications and experience in teaching and assessing English language learners.

<u>Teaching facilities and resources to support the delivery of the course (6.2a & 6.2b)</u>
List the physical teaching and learning resources in the school that support this course. For example:

Teaching facilities	*Resources*
A dedicated ESOL classroom	*Class readers, dictionaries*
Library	*A range of age appropriate readers for ELLs; a range of L1 reading material*
Computer suite	*Access to 10 networked computers in the ESOL department; access to computer rooms for larger numbers.*

<u>Accessible course information, guidance and support systems (6.3)</u>
Include examples of all information you provide for students that relates to this course. Ensure that this is accessible to all e.g. written in learner-friendly language and/or translated into home languages represented in the course.

Describe how school guidance and support systems have been made accessible to ELLs. For example: *English language learners have access to the full pastoral care system of the school as well as specialised staff such as the Dean of International students, the home-stay coordinator and HoD ESOL. All information about guidance and support services is available in home languages. Students are able to access a bilingual support person for sessions with the guidance counsellor. All guidance & support staff have participated in cross-cultural professional development.*
Include information provided for students in the handbook on guidance and support systems available.

<u>The course can be supported and sustained by the school (6.4)</u>
Include a signed statement from the principal that the school's infrastructure, administrative systems and resource management practices are adequate to support implementation and sustained delivery of the course.

<u>Identify any changes to the school's QMS necessary to support implementation and sustained delivery of the course (6.5)</u>
Either indicate any changes that have been made or state that no changes have been necessary. For example: *No changes have been made to the school's quality management system to support the implementation and delivery of this course.*

Evaluation and review (7.0)

<u>Demonstrate how the course is monitored, evaluated and reviewed (7.1).</u> For example:

	Information gathering	Stakeholders involved	Person responsible	Date
Monitoring	*Informal student feedback/ conferencing Teacher reflection*	*Regular consultation between ESOL dept, international director & English dept.*	*Class ESOL teacher*	*Ongoing*
Evaluation	*Student survey Parent survey (online web link) Teacher survey Evidence from student progress – assessments.*	*Students, parents, teachers*	*ESOL teachers (HOD coordinates)*	*At end of each term*
Review	*A written report (including analysis of NCEA results) is presented to BOT.*	*ESOL staff, international director*	*HOD ESOL*	*Annually*

<u>Show how information from monitoring, evaluations and reviews is used to inform future course planning (7.1).</u>

The ESOL department meets in November of each year to modify course outlines according to feedback received from information gathering (see table above). Another meeting is scheduled for early in term one to modify course further as a result of the current intake of learners and results of diagnostic assessments.

<u>Demonstrate how changes to approved courses are managed to comply with NZQA requirements (7.2)</u>

For example: *Any major changes to the course will be made in consultation with major stakeholders. The school's QMS policy ensures that the ESOL department is notified of policy changes made by NZQA or MoE that may result in changes to the course.*

NEXT STEPS

The next step after completing the course outline is to create unit plans. Unit plans develop the ongoing programmes and the topics listed in the course outline.

Course outline

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Unit plan	
Ongoing programmes	Units of work
Teaching and learning sequences	
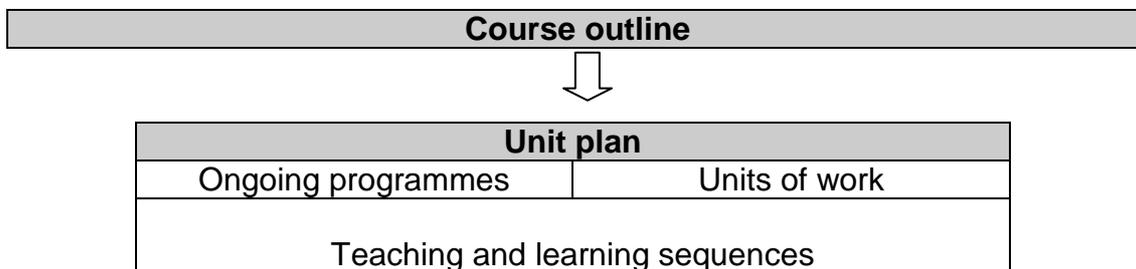
It is important that teaching and learning sequences in unit plans are based on principles of effective learning and teaching for English language learners e.g.

Know the learner
Information will have been collated on each learner in regard to language and schooling backgrounds. Initial learning activities will aim to find out what learners already know on the topic and use that as a starting point to build on.

Identify the learning outcomes including the language demands of the topic
As well as clear learning outcomes, there will be language outcomes for each topic and each lesson. This includes the language learners need to complete tasks.

Begin with context embedded tasks which make the concrete abstract
Initial activities will begin with an overview presented in a visual or 'hands on' way to set the learning context. Whenever possible, learning will be linked to authentic, real life contexts.

Provide multiple opportunities for authentic language use with a focus on learners using academic language.
Learners are given many opportunities to notice and use academic language in a variety of contexts.

Ensure a balance between receptive and productive language
Approaches will be used that include listening, reading, viewing, speaking, writing & presenting. Learning activities will be sequenced so that learners focus on receptive skills first before productive skills.

Help students achieve the same explicit learning outcomes using differentiated levels of support
Learning will be made comprehensible to all learners through the use of mixed ability pairs and groups and providing scaffolded tasks for those who need it. Extra learning activities or activities at higher levels will be provided for those who need extending.

Include opportunities for monitoring and self-evaluation
Learners will be encouraged to reflect on and monitor their own learning through the use of learning logs, reflective journals, quick writing activities etc.

A sample unit plan cover sheet and one sample teaching & learning sequence.

UNIT TITLE: Reading information texts	DURATION: 10 weeks over 2 terms
YEAR: 10-12	ELIP Stages 2-3

This unit is designed for ELLs learners working at ELLP stage 2 to 3. It is designed to scaffold students into reading information texts independently.

Principles **highlighted in this unit and how students will be encouraged to develop the selected principle(s) during the unit**

High expectations
Students will be assisted by scaffolding and differentiated leaning tasks and outcomes to achieve at the highest level possible.

Future focus
In examining this topic students will consider significant future-focused environmental issues.

Values **highlighted in this unit and how students will be encouraged to develop the selected value or values during the unit**

Excellence – aiming high, persevering
Students will be assisted by scaffolding and differentiated leaning tasks and outcomes to achieve at the highest level possible.

Ecological sustainability
In examining this topic students will consider care of the environment.

Key competencies **highlighted in this unit**	**How students will be encouraged to develop the selected competency or competencies during the unit**
Managing self – self-motivation, personal goals, appropriate behaviour, resourcefulness, sense of self and importance of heritage	By reflecting on progress and setting and monitoring in relation to leanring outcomes.
Using language, symbols, and texts – interpreting language and symbols, using ICT, recognising how choices of language and symbol affect people's understanding	By using strategies to make meaning of texts.
Thinking – using creative, critical, metacognitive and reflective processes, drawing on personal knowledge and intuitions.	Explicit use of prior knowledge and reading strategies and inclusion of reflection in all teaching and learning sequences.

ACHIEVEMENT OBJECTIVES: English Level 4

Making meaning
Processes and strategies
- recognise and understand the connections between oral, written and visual language
- integrate sources of information and prior knowledge to make sense of increasingly varied and complex texts
- selects and uses appropriate processing and comprehension strategies with increasing understanding and condifence
- monitors, self-evaluates, describes progress and articulates learning with confidence

LEARNING OUTCOMES	How students will learn
Students will use reading strategies and proceses to • identify the main issue or idea; • identify the point of view of the author; • understand the meaning and grammatical form of ten items of esential vocabulary; • demonstrate understanding of cohesive devices used in the texts e.g. conjunctions, pronoun referencing and word chains. Communicate their understanding of the above and reflect on their learning.	The teaching and learning sequences contain a wide range of individual, pair, group and whole class activities designed to scaffold each of the learning outcomes.

Differentiation

Differentiation will be provided by using varied grouping to support student learning and provide extension e.g. by L2 language ablility, by L1 language group, by mixed ability and language grouping. Further opportunities for teaching and learning are built into each teaching and learning sequence.

Students not yet ready to be assessed at this level will be assessed using alternative, simpler texts on the same topic for level one ESOL unit standards.

Students who are ready to be assessed at a more difficult level will be offered the opportunity to be assessed on the same topic using more complex texts for level three ESOL standards.

ASSESSMENT		
Diagnostic	**Formative**	**Summative**
Prior knowledge of topic and required skills and strategies will be assessed informally at the start of each teaching and learning sequence. Teacher observation and student reflection will be used throughout each teacher and learning sequence to monitor understandings and progress.	Formative assessment on the topic 'Glaciers' followed by written and oral feedback and feedforward and individual reflection on learning outcomes.	Summative assessment of three reading tasks whch are part of integrated units for ESOL unit standard 2986, Begin to read information texts independently. Individual reflection on progress towards learning outcomes.

Teacher reflection and evaluation
What impact did my teaching have on student learning? What evidence do I have?
What do the students still need to learn/do/practise/understand?

A sample teaching and learning sequence template as part of the unit plan.

Key Competencies	Learning task	What to notice
	Learning task 2: Identifying main ideas and supporting detail	
	Teaching and learning purpose • Identify the main point(s) and supporting detail in the text and understand what they mean (1.2).	
	Ensuring learners know the content and language learning outcomes **Learning outcomes** I can read a text and • identify and understand main ideas; • identify and understand supporting detail; • match main ideas with the correct supporting details.	
Participating and contributing	**Activating prior knowledge** Finding out learners prior knowledge Use the following activity to find out what your students know about main points and supporting detail. • In groups students write definitions of main points and supporting details. • Feedback to whole class and produce a chart on OHP that can be referred back to later.	*How will student responses to this activity inform my teaching?*
	Engaging learners with text *Plan the learning task so that all learners are actively involved* 1. Information reports -Introductions (A) The purpose of this activity is for students to identify what type of information is commonly contained the introductions of information reports. • Students decide what type of information each introduction provides; what, when, where, why, who, how. • Complete as a think/ pair/share activity. http://www.tki.org.nz/r/esol/esolonline/classroom/teach_strats/think_pair_share_e.php	
	Variations for extra support • Do the first introduction as a class. • Repeat the exercise using other texts. Newspaper articles are often good for this type of activity as a significant amount of factual information is contained in the first paragraph.	*Do my students need further practice with these tasks?*
Relating to others	2. Main points and supporting details (B and C) This activity is designed to revise the common features of main points and supporting detail using a pair dictation exercise. • Put students into pairs. • Students take turns to dictate the missing sections	

	of their chart. • Students can check their answers in groups of 4 or using a running dictation method (C may be used for this purpose).	
Using language, symbols and text	*Use approaches that include listening, reading, speaking, writing and presenting* 3. Identifying main points (D) Activities 3, 4, 5 and 6 are designed to enable students to practise distinguishing between main points and supporting details. The complete text that these activities are based on is resource J. • Put students in groups and provide strips of paper for writing topic sentences. • Each group reads the paragraph. • Each student writes a main point (topic sentence) for the paragraph on a strip of paper. • The group then decides which is the best main point or adapts suggestions to create a best main point. • Share decisions with the whole group. • As a class decide on the best main point or use a joint construction to combine features of several answers. Possible main ideas might be; <ins>Text 1</ins> There are waterfalls all over the world. There are waterfalls in many countries. There are large waterfalls in Africa and North and South America. <ins>Text 2</ins> Waterfalls change over time. Waterfalls don't stay the same. Waterfalls can change. http://www.tki.org.nz/r/esol/esolonline/secondary_esol/classroom/ncea/big_cities/joint_e.php	*Are my students using their knowledge of paragraph structure to write main points (topic sentences).* *Do my students need further opportunities to practice these skills?*
Using language, symbols and texts	**Variations for extra support** • Allow students to work in L1 groups or provide main points (topic sentences) for learners to match with the correct paragraph. • Do the first tasks as a joint construction. • Repeat this exercise using information reports on other topics your students are familiar with, perhaps from other subject areas. Possible texts can be found in 'Mountains', Choices series, Learning Media, 2002. Care needs to be taken with choice of text as not all paragraphs demonstrate the features highlighted in this Teaching and Learning sequence.	
Thinking	4. What are supporting details? • Think/pair/share, use texts 1 and 2, from (D)above, to identify the features that appear in those texts e.g. examples, pronouns, largest. • Students should refer to their pair dictation (B) for guidance. **Variations for further practice** • In groups and, as a class, highlight these features on a sample text.	*Are students using their knowledge of paragraph structure to match main points and supporting details?*

Using language, symbols and text Thinking	• Repeat using information reports on other topics your students are familiar with, perhaps from other subject areas. See note above on possible alternative texts. 5. Matching main ideas and supporting details (E, F and G) • In pairs the students cut out and arrange the sentences into two paragraphs. • Students then form groups of four to check and revise their answers. • Groups feedback to whole class using speaking frame (F) and explain / justify their answers. • A teacher answer sheet is provided (G). Help students achieve the same explicit learning outcomes using differentiated levels of support **Variations for extra support** • Allow students to work in L1 groups. • Provide possible answers for the speaking frame. • Repeat using information reports on other topics your students are familiar with. 6. Matching illustrations that are supporting details (H) • Students match illustrations and headings to the correct paragraphs. • Whole class feedback. Provide multiple opportunities for authentic language use with a focus on learners using academic language 7. Putting it all together (I) These activities are designed to give students an opportunity to match main points and supporting detail in a whole text and to become familiar with the types of task used in the formative and summative assessment for this unit standard. • Students complete each activity as think / pair / share tasks. Include opportunities for monitoring and self-evaluation **Reflection** • Use the OHP transparency from 'Activating prior knowledge'. • As a class add any new insights to the lists. • Students copy the list and highlight those things that they didn't include in their earlier definitions of main points and supporting detail.	*Are there any learning gaps that need to be addressed before moving to formative assessment?*