

Course rationale: Junior ESOL transition

This course is designed to meet the English language learning needs of a group of year 9 ESOL students who are close to, but not yet ready for, mainstream English. Some students have arrived from intermediate schools having received ESOL language support and Ministry funding for up to 6-8 terms. A smaller number have arrived from overseas schools. All are at ELLP stage 2 or slightly above. The course is designed to ensure that the students develop familiarity with the topics, text and task types they will encounter in mainstream English classrooms.

It is anticipated that all students will transition into mainstream English classrooms at the end of the year. However, provision is in place for students who progress more quickly to transition to mainstream English earlier.

Opportunities for multi-leveiling:

Students working at a higher level may also be selected to join a mainstream English class for selected units of work and/or be guided to work with more complex texts in the ESOL classroom.

Students who are not ready to move into mainstream English classes the next school year can complete a similar course in year 10 using different texts and topics and will work with less complex texts, additional scaffolding and greater levels of teacher assistance.

For details of specific opportunities for multi-leveiling see the differentiation column in the course outline.

COURSE OUTLINE: Junior ESOL Transition

Duration: One year

ELLP/ ELIP level: Stage 2 - 3

Ongoing programmes

Achievement objectives: English curriculum levels 3-6

To learn the vocabulary, word forms, sentence and text structures and language uses common in an English medium classroom

To integrate sources of information, processes and strategies to confidently identify form and express ideas

Principles: with an emphasis on the following:

High expectations

Inclusion

Learning to learn

Coherence

Values: with an emphasis on the following:

Excellence – aiming high, persevering

Innovation, enquiry and curiosity

Diversity – culture, language, heritage

Integrity – accountability, honesty, acting ethically

Key Competencies	Programmes	Content and language learning outcomes	Differentiation	Assessment
<p>Managing self – self-motivation, personal goals, appropriate behaviour, resourcefulness, sense of self and importance of heritage</p> <p>Thinking – using creative, critical, metacognitive and reflective processes, drawing on personal knowledge and intuitions.</p>	<p>Vocabulary: Based on learning and use of strategies including</p> <ul style="list-style-type: none"> • Dictionary use • Word parts • Word cards • Test/check/retest • Keyword strategy 	<p>Students will:</p> <ul style="list-style-type: none"> • become familiar with and use a range of vocabulary learning strategies; • learn unknown words from the 2000 Word List; • become familiar with and learn topic related vocabulary; • select and learn vocabulary from other subjects. 	<p>Additional support: Students new to vocabulary learning strategies will be buddied with more experienced learners.</p> <p>Extension: Students who have already mastered the 2000 word list may choose to study the Academic Word list or to focus on vocabulary from other subject areas.</p>	<p>Informal assessment</p> <ul style="list-style-type: none"> • Teacher observation • Self monitoring • Peer assessment <p>Formative assessment Peer testing of topic and subject vocabulary using vocabulary cards.</p> <p>Summative assessment</p> <ul style="list-style-type: none"> • Assessment by means of regular tests based on the AWL • Individual log of learning strategies used and reflection on effectiveness of these

<p>Using language, symbols, and texts – interpreting language and symbols, using ICT, recognising how choices of language and symbol affect people’s understanding.</p>	<p>Extensive reading Independent selection and reading of texts that reflect diversity in terms of</p> <ul style="list-style-type: none"> • text type • culture • gender 	<p>Students will:</p> <ul style="list-style-type: none"> • select and read appropriate texts; • read a range of texts independently; • keep a reading log; • write personal responses to texts. 	<p>Differentiation will be achieved by students selecting and reading texts at personal fluency level.</p>	<p>Informal assessment</p> <ul style="list-style-type: none"> • Teacher observation and conferencing • Self monitoring <p>Formative assessment Learners choose a reading log to submit for peer assessment after self-assessment using checklist. This is followed by teacher-student conference.</p> <p>Summative Portfolio entry containing</p> <ul style="list-style-type: none"> • reading logs • personal responses to texts <p>Standardised reading assessments at the beginning, middle and end of year.</p>
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Teacher resources	Student resources
<p>Print</p> <p>Vocabulary – The card method File, Kieran. (2008). Classroom vocabulary learning cards: Observations and implementation of a classroom direct vocabulary learning technique, <i>The TESOLANZ Journal</i>, 16, 11-21. Nation, I.S.P. (2001). <i>Learning Vocabulary in Another Language</i>. Cambridge, England: Cambridge University Press. (p.302-316).</p>	<p>Print</p> <p>Vocabulary <i>The The Second Thousand Word List</i>, Auckland University of Technology</p> <p>Reading Extensive reading library of graded and non-graded readers</p>
<p>Electronic</p> <p>Vocabulary development Word lists http://www.victoria.ac.nz/lals/staff/paul-nation/nation.aspx (Click on vocabulary resource booklet, then on levels test and word lists then GSL wordlist)</p> <p>http://esolonline.tki.org.nz/ESOL-Online/What-do-I-need-to-know-and-do/Content-knowledge/Vocabulary/Knowledge-of-English-vocabulary</p> <p>http://esolonline.tki.org.nz/ESOL-Online/What-do-I-need-to-know-and-do/Content-knowledge/Vocabulary/Knowledge-of-English-vocabulary/NCEA-Vocabulary</p> <p>Recommended graded readers for an extensive reading program http://www.victoria.ac.nz/lals/staff/paul-nation/nation.aspx (Click on vocabulary resource booklet, then on graded readers list)</p>	<p>Electronic</p> <p>Vocabulary Interactive word tests http://www.lextutor.ca/list_learn/</p> <p>Reading http://en.childrenslibrary.org/ Books in L1 http://www.childrenslibrary.org/icdl/SearchWorld?ilang=English</p> <p>http://en.childrenslibrary.org/</p>

COURSE OUTLINE: Junior ESOL Transition				
Duration: Term 1		ELLP/ ELIP level: Stage 2 -3		
Achievement objectives: English curriculum levels 3-6				
Listening reading and viewing Integrate sources of information and prior knowledge to make sense of an increasingly varied and complex texts		Speaking, writing and presenting Creates a range of texts by integrating sources of information and processing strategies Seeks feedback and makes changes to texts to improve clarity, meaning and effect		
Principles: with an emphasis on the following: High expectations Cultural diversity Community engagement				
Values: with an emphasis on the following: Excellence Diversity Innovation, enquiry and curiosity				
Key Competencies	Topic and language features	Content and language learning outcomes	Differentiation	Assessment
<p>Relating to others – listen actively, recognise different points of view, negotiate, share ideas.</p> <p>Thinking – using creative, critical, metacognitive and reflective processes, drawing on personal knowledge and intuitions.</p> <p>Using language, symbols, and texts – interpreting language and symbols, using ICT, recognising how choices of language and symbol affect people’s understanding.</p>	<p>Topic: <i>Life stories/ autobiographies</i></p> <p>Language features</p> <ul style="list-style-type: none"> • Verbs: relating, thinking, action verbs • Adjectives • Detailed noun groups • Conjunctions; temporal, contrastive, additive, causal • Pronoun referencing • Compound sentences • Complex sentences 	<p>Students will</p> <ul style="list-style-type: none"> • read autobiographies closely and identify text and language features; • interview students about their lives and record the questions and responses; • write biographies about the lives of others using appropriate text structure, sequence of events and language features. 	<p>Additional support provided by means of appropriate scaffolding e.g. using writing frames either independently or with teacher support (for further strategies refer to unit plan).</p> <p>Extension Students will be guided to write at the next stage of learning appropriate to each individual student.</p>	<p>Informal assessment</p> <ul style="list-style-type: none"> • Teacher observation • Teacher-student conferencing <p>Formative assessment</p> <ul style="list-style-type: none"> • Self-assessment using checklists • Peer assessment of interview questions and writing draft <p>Summative assessment Portfolio entries of the following:</p> <ul style="list-style-type: none"> • a close reading assessment • a record of the interview • a written biography • reflection sheet for each of the above

Teacher resources	Student resources
<p>Print</p> <p><i>Autobiographies and biographies</i> ELIP: Stage 2, 3a-b,, 3d, 9a-c, 18a-b, 19a-b, 19d ELIP: Stage 3, 2a-d, 6a-b, 12a-c</p>	<p>Print</p> <p><i>Anwar</i>. Choices, Survival <i>Borany's Story</i>, B. Kanal and A.Jansen <i>Parvana' Journey</i>, Deborah Ellis <i>Mahtab's Story</i>, Libby Gleeson</p>
<p>Electronic</p> <p>http://englishonline.tki.org.nz/English-Online/What-do-you-need-to-know-and-do/Teaching-and-learning-sequences/Archived-English-Online-units/English-Units-for-Years-9-10/Up-close-and-personal-autobiography-biography</p>	<p>Electronic</p> <p>http://www.bham.wednet.edu/bio/biomaker.htm http://gardenofpraise.com/leaders.htm http://www.biography.com/bio4kids/bio4kids_about.jsp</p>
<p>Visits from outside agencies / individuals</p> <p>Classroom visit and student interview of a member an ethnic group in the community.</p>	

COURSE OUTLINE: Junior ESOL Transition		ELLP/ ELIP level: Stage 2 - 3		
Duration: Term 2				
Achievement objectives: English curriculum levels 3-6 Listening, Reading and Viewing Makes connenctions by thinking about underlying ideas within texts		Speaking, Writing, Presenting Creates a range of texts by integrating sources of information and processing strategies		
Principles: with an emphasis on the following:		High expectations	Coherence	
Values: with an emphasis on the following:		Excellence	Innovation, enquiry and curiosity	
Key Competencies	Topics and language features	Content and language learning outcomes	Differentiation	Assessment
<p>Using language, symbols, and texts – interpreting language and symbols, using ICT, recognising how choices of language and symbol affect people’s understanding.</p> <p>Participating and contributing – balancing rights, roles and responsibilities, and responding appropriately as a group member.</p> <p>Thinking – using creative, critical, metacognitive and reflective processes,</p>	<p>Topic: <i>Novel study ‘Island of the Blue Dolphins’</i></p> <p>Language features</p> <ul style="list-style-type: none"> • text structure • word families and chains • verb selection • adjectives and adverbs • tense changes <p>Topic: <i>Character study</i></p> <p>Language features</p> <ul style="list-style-type: none"> • whole text and paragraph structure • relating, thinking and action verbs • adjectives • adverbs • noun groups • word families and chains • compound and complex 	<p>Students will: Read a novel Write daily summaries of their understanding of the text</p> <p>Students will: Write a character study that uses</p> <ul style="list-style-type: none"> • appropriate text and paragraph structure; • selects vocabulary to build a picture of character. 	<p>Additional support</p> <ul style="list-style-type: none"> • additional scaffolding e.g. clozes. vocabulary lists to access texts (refer to unit plans for details) • pair and group work in L1 and mixed language groups • writing frames to support writing • additional teacher help in small groups <p>Extension Success criteria will be provided at three curriculum levels to facilitate appropriate achievement.</p>	<p>Informal and formative</p> <ul style="list-style-type: none"> • self-monitoring of text comprehension • peer assessment • teacher observation • teacher conferencing <p>Summative Portfolio entries of the following</p> <ul style="list-style-type: none"> • A character study • Self-review of character study • A flow chart of the research process • Reflection sheet identifying things done well, problems encountered and solutions tried in individual research • An information report on their research topic

	<p>sentences</p> <p>Topic: <i>The research process</i></p> <ul style="list-style-type: none"> • Selection of appropriate resources • Stages of the research process <p>Topic: <i>Information report writing</i></p> <p>Language features</p> <ul style="list-style-type: none"> • Text structure • Topic sentences • Supporting detail • Simple present tense, Early use of passives • Detailed noun groups • Word chains • Technical vocabulary • Compound and complex sentences 	<p>Students will:</p> <p>Undertake research related to the content or themes in the novel</p> <ul style="list-style-type: none"> • Work in small groups to produce a flow chart demonstrating understanding of the stages of the research process • Complete personal research task sheets <p>Students will:</p> <p>Write an information report on their research topic that</p> <ul style="list-style-type: none"> • uses appropriate whole text and paragraph structure; • incorporates the taught language features. 		<ul style="list-style-type: none"> • Self-evaluation of information report
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Teacher resources	Student resources
<p>Print ELIP Stage 2: 19a-d, 20a-d Stage 3: 6d, 12a-c, 13a-d</p> <p>Character study ELIP Stage 2, 19d, Stage 3, 12c and d</p> <p>Information report ELIP Stage 2, 20c, Stage 3, 13d</p>	<p>Print Island of the Blue Dolphins, Scott O'Dell</p>
<p>Electronic http://score.rims.k12.ca.us/score_lessons/dolphin/</p>	<p>Electronic http://score.rims.k12.ca.us/score_lessons/dolphin/ Library resources for research Internet access for research</p>

COURSE OUTLINE: Junior ESOL Transition				ELLP/ ELIP level: 2 - 3
Duration: Term 3				
Achievement objectives: English curriculum levels 3-6				
Listening, Reading and Viewing Recognises and understands how texts are constructed for a range of purposes, audiences and situations Identifies oral, written and visual features used and recognises and describes their effects		Speaking, Writing, Presenting Construct texts that show an awareness of purpose and audience through deliberate choice of content, language and text form Uses a range of oral, visual and written features to create meaning and sustain interest		
Principles: with an emphasis on the following:		High expectations	Community engagement	Future focus
Values: with an emphasis on the following:		Excellence	Community and participation	Ecological sustainability
Key Competencies	Topics and language features	Content and language learning outcomes	Differentiation	Assessment
<p>Using language, symbols, and texts – interpreting language and symbols, using ICT, recognising how choices of language and symbol affect people’s understanding.</p> <p>Relating to others – listen actively, recognise different points of view, negotiate, share ideas.</p> <p>Managing self – self-motivation, personal goals, appropriate behaviour, resourcefulness, sense</p>	<p>Topic: Poetry</p> <ul style="list-style-type: none"> • Haiku • Shape poems • Sonnet • Limerick • Ballad • Free verse • Lyric <p>Language features</p> <ul style="list-style-type: none"> • Simile • Alliteration, • Metaphor, • Onomatopoeia • Personification • Rhyme 	<p>Students will:</p> <ul style="list-style-type: none"> • read a variety of poems; • make a collection of their favourite poems; • identify types of poems; • identify some common language features of poems; • participate in group discussion about meaning of poems; • compile a selection of their own poems. 	<p>Additional support</p> <ul style="list-style-type: none"> • Use of L1 and mixed language groups • Variety of teaching strategies to ensure multiple opportunities for repetition and recycling (refer to unit plan) e.g. joint construction of poems, use of 3/2/1 to share understanding of poems in groups where some learners are new to this area of study • Additional opportunities to view and study examples of rich resources 	<p>Informal and formative</p> <ul style="list-style-type: none"> • Self-assessment using checklists • Peer assessment • Teacher observation • Teacher conferencing <p>Summative Portfolio entries of a booklet containing</p> <ul style="list-style-type: none"> • three favourite poems and three written by student of at least two different types; • a checklist identifying language features and uses; • an explanation of their use and effect i.e. why the poet used them and how they make the language work better.

<p>of self and importance of heritage</p>	<p>Topic: <i>Rich Resource / brochure of local environmental issue</i></p> <p>Language features</p> <p>Print conventions</p> <ul style="list-style-type: none"> • Headings • Titles • Bullet points • Spacing • Indenting <p>Visual text</p> <ul style="list-style-type: none"> • Maps • Diagrams • Pictures • Charts • Tables • Layout • Colour • Font <p>Text</p> <ul style="list-style-type: none"> • Information • Persuasive • Contact details 	<p>Students will:</p> <p>Produce a rich resource e.g. a brochure on a local environmental issue that</p> <ul style="list-style-type: none"> • uses text conventions; • uses a variety of written and visual resources; • uses visual techniques (e.g. colour, text, layout); • demonstrates understanding of the relationship between written and visual text. 	<p>Extension</p> <p>Provision of success criteria checklist across three curriculum levels</p>	<p>A rich resource on a local environmental issue that has</p> <ul style="list-style-type: none"> • a title; • appropriate visuals; • clear connection between visual and written text; • use of a variety of presentation techniques. <p>Reflection</p> <p>Completed reflection sheet on both of the above identifying</p> <ul style="list-style-type: none"> • things done well; • things students would like more help with.
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Teacher resources	Student resources																
<p>Print Poetry ELIP: Stage 2: 16a-d, 23a-d, 11a</p>	<p>Print Poetry</p> <table border="0"> <tr> <td><i>The Sea</i>, J. Reeves</td> <td><i>The Missing Link</i>, R. Troy</td> </tr> <tr> <td><i>The Loss</i>, K.Thomas</td> <td><i>Confused</i>, H.Rogers</td> </tr> <tr> <td><i>When I Am Dead</i>, G.MacBeth</td> <td><i>Poem for a Dead Poet</i>, R.McGough</td> </tr> <tr> <td><i>Awake at 3.25am</i>, R.Anderson</td> <td><i>The armpit</i>, H.Brown</td> </tr> <tr> <td><i>Ode to the Pimple</i>, C.Growden</td> <td><i>Green</i>, K.Bell</td> </tr> <tr> <td><i>God</i>, C.Growden</td> <td><i>The Sea</i>, T.Murphy</td> </tr> <tr> <td><i>Sounds</i>, A.Reid</td> <td><i>Red is A Shade of Remembrance</i>, J. Johnston</td> </tr> <tr> <td><i>There was an old man of Dee</i>, E.Lear</td> <td></td> </tr> </table> <p>Rich resources A selection of rich resources, brochures etc from the local area</p>	<i>The Sea</i> , J. Reeves	<i>The Missing Link</i> , R. Troy	<i>The Loss</i> , K.Thomas	<i>Confused</i> , H.Rogers	<i>When I Am Dead</i> , G.MacBeth	<i>Poem for a Dead Poet</i> , R.McGough	<i>Awake at 3.25am</i> , R.Anderson	<i>The armpit</i> , H.Brown	<i>Ode to the Pimple</i> , C.Growden	<i>Green</i> , K.Bell	<i>God</i> , C.Growden	<i>The Sea</i> , T.Murphy	<i>Sounds</i> , A.Reid	<i>Red is A Shade of Remembrance</i> , J. Johnston	<i>There was an old man of Dee</i> , E.Lear	
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<p>Electronic</p> <p>http://englishonline.tki.org.nz/English-Online/What-do-you-need-to-know-and-do/Teaching-and-learning-sequences/Archived-English-Online-units/English-Units-for-Years-9-10/Poems-Poems-Everywhere</p>	<p>Electronic Poetry</p> <p>http://www.poetryexpress.org/ http://www.nzepc.auckland.ac.nz/features/taonga/index.asp http://www.skool.ie/skool/junior.asp?id=1477 http://www.bbc.co.uk/schools/gcsebitesize/english_literature/poetry_slideshow/index.shtml</p> <p>Rich resource Online sites about local area, for example. Estuaries: the short story at http://www.teara.govt.nz/EarthSeaAndSky/MarineEnvironments/Estuaries/6/en Pollution http://www.envbop.govt.nz/Residents/Kids.aspx http://www.ecokids.co.nz/ Wildlife http://www.sanctuary.org.nz/ http://www.savethekiwi.org.nz/</p>																
<p>EOTC Wai Care trip to study a local river's health.</p>																	

COURSE OUTLINE: Junior ESOL Transition		ELLP/ ELIP level: Stage 2 - 3		
Duration: Term 4				
Achievement objectives: English curriculum levels 3-6 Listening, Reading and Viewing Understands that the order and organisation of words, sentences, paragraphs and images contribute to and affect meaning. Makes meaning of increasingly complex texts by identifying and understanding main and subsidiary ideas and the links between them		Speaking, Writing, Presenting Is reflective about the production of own texts: monitors and self-evaluates progress, articulating learning with confidence Uses a range of oral language features to create meaning and effect and to sustain interest		
Principles: with an emphasis on the following: Values: with an emphasis on the following		High expectations Excellence	Learning to learn Innovation, inquiry and curiosity	Coherence
Key Competencies	Topics and language features	Content and language learning outcomes	Differentiation	Assessment
Participating and contributing – balancing rights, roles and responsibilities, and responding appropriately as a group member. Thinking – using creative, critical, metacognitive and reflective processes, drawing on personal knowledge and intuitions. Using language, symbols, and texts – interpreting language and symbols, using ICT, recognising how	Transactional texts – Newspaper study Types of texts <ul style="list-style-type: none"> • News reports • Editorials • Advertisements Text structure <ul style="list-style-type: none"> • Persuasive text (editorials) • News report (information) Language features <ul style="list-style-type: none"> • Action verbs • Temporal connectives • Tense, past present modal and effect on meaning • Reported speech • Modals • Connectives 	Students will: <ul style="list-style-type: none"> • read newspaper articles; • identify the structure and language features of newspaper articles and editorials; • identify main points and supporting detail; • identify opinion and supporting arguments. 	Additional support <ul style="list-style-type: none"> • By choice of appropriate newspaper texts • Additional scaffolding to make texts accessible e.g. anticipatory reading guides, jigsaw reading • Provision of success criteria at the start of teaching and learning • Use of success criteria for peer and self-assessment prior to final assessment Extension <ul style="list-style-type: none"> • Use of more difficult texts 	Informal assessment <ul style="list-style-type: none"> • Teacher observation • Teacher conferencing Formative assessment <ul style="list-style-type: none"> • Self-assessment • Peer assessment Summative Portfolio entries of the following <ul style="list-style-type: none"> • Close reading assessment of newspaper article • Reflection sheet containing success criteria and self assessment plus next steps

<p>recognising how choices of language and symbol affect people's understanding.</p>	<p>Oral presentation</p> <ul style="list-style-type: none"> • Oral text structure • Use of inclusive, evaluative and emotive language • Actions verbs to establish cause and effect • Modals • Word chains • Technical language • Connectives to structure argument • Conjunctions to sequence events • Oral presentation devices e.g. repetition 	<p>Students will:</p> <ul style="list-style-type: none"> • review the research process; • research a topic for a persuasive speech; • organise ideas; • use learned language features; • deliver a speech on a persuasive topic. 	<p>Additional support</p> <ul style="list-style-type: none"> • Writing and speaking frames <p>Extension</p> <ul style="list-style-type: none"> • Differentiated success criteria for more able students 	<p>Formative assessment</p> <ul style="list-style-type: none"> • Peer review of draft speech • Peer assessment of speech delivery, recorded on video camera for play back and discussion in groups <p>Summative assessment</p> <p>Portfolio entries of</p> <ul style="list-style-type: none"> • completed preparation sheets, draft and good copy of speech; • completed checklist from presentation; • reflection sheet containing success criteria and self assessment plus next steps.
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Teacher resources	Student resources
<p>Print Persuasive text ELIP Stage 2: 11a-d, 15a-d 22a-d Stage 3: 9a-d, 17a-d Oral presentation ELIP Stage 3: 4a-d, 5a-d,</p>	<p>Print The New Zealand Herald Local paper</p>
<p>Electronic http://englishonline.tki.org.nz/English-Online/What-do-you-need-to-know-and-do/Teaching-and-learning-sequences/Archived-English-Online-units/English-Units-for-Years-9-10/Listen-up!-Speak-up! http://www.nzcer.org.nz/pdfs/14343.pdf</p>	<p>Electronic http://www.stuff.co.nz/</p>
<p>Visits from subject specialists Visit from a local journalist to talk about their work and writing articles.</p>	

Final evaluation of course	Suggested changes
<p data-bbox="188 347 752 376">Collate comments from student evaluations</p> <p data-bbox="188 587 913 647">What impact did my teaching have on student learning? What evidence do I have?</p>	<p data-bbox="1106 347 1778 376">What would I plan to do differently next time? Why?</p>