

Supporting English Language Learning in Primary Schools

A GUIDE FOR TEACHERS OF

YEARS **7** AND **8**

A resource for mainstream and ESOL teachers



ACKNOWLEDGMENT

This resource has been adapted from *ESL Steps: ESL Curriculum Framework K–6*, which was developed by the New South Wales Department of Education and Training through a lengthy consultation process with primary teachers from over one hundred NSW government schools and was published in 2005.

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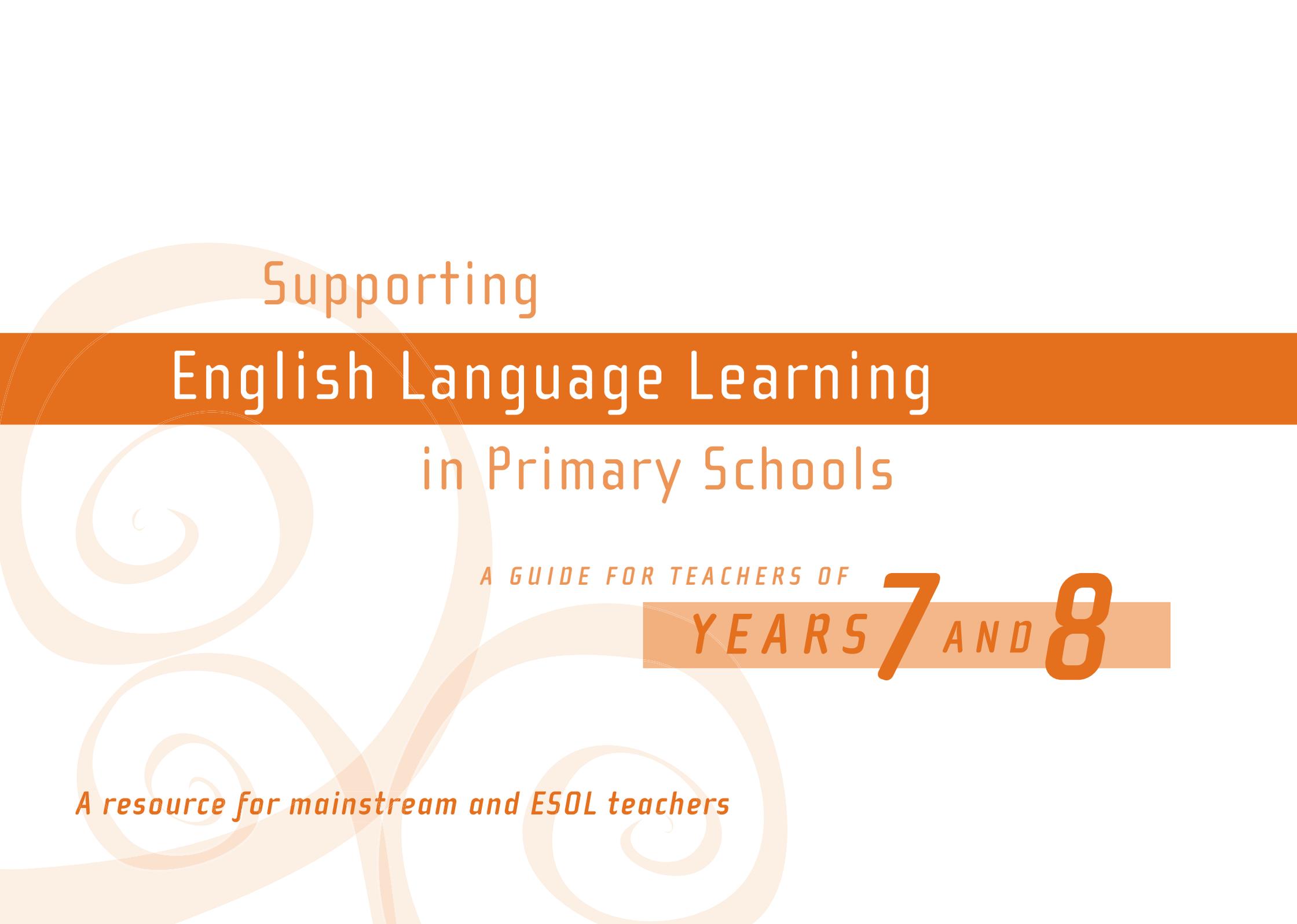
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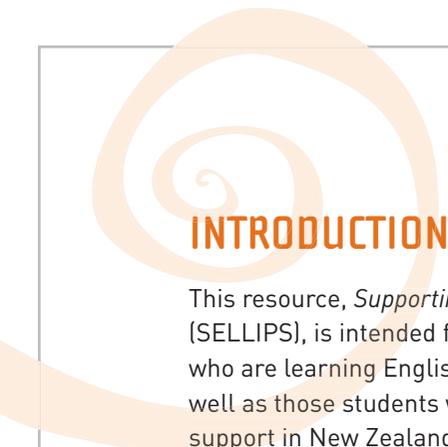
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INTRODUCTION

This resource, *Supporting English Language Learning in Primary Schools* (SELLIPS), is intended for teachers and teacher aides working with students who are learning English as an additional language (ESOL students) as well as those students who would benefit from explicit English language support in New Zealand primary schools. It gives suggestions for developing students' academic, cross-curricular English language in both mainstream and transitional classes. These suggestions will be useful and practical even in schools that have only a few students who require this support. SELLIPS is intended for all teachers of students in years 1–8.

SELLIPS can help teachers of ESOL and other students in New Zealand schools to plan effective programmes. It presents ways in which teachers can scaffold the learning of students who are at varying levels of English language proficiency so that they can achieve learning outcomes at their appropriate stages. SELLIPS is organised in a series of steps, in table form, which show the progressive development of English language skills. This framework can be used with students at the Foundation Stage and Stages 1, 2, 3, and 4 of *The English Language Learning Progressions* (ELLP, 2008) and within any learning area of *The New Zealand Curriculum* (2007).

SELLIPS is consistent with other key Ministry of Education resources for teachers, including the literacy and ESOL resources described in the pamphlet *ESOL Resources for Schools, Teachers, and School Communities* (2007). It is also consistent with the DVD *Making Language and Learning Work 3: Integrating Language and Learning in Years 5 to 8* (2008) and with the *English Language Intensive Programme Years 7–13 Resource* (ELIP, 2003) and the *English Language Intensive Programme Primary Resource* (2008), both of which support the use of the English Language Learning Progressions and have a similar purpose to SELLIPS. Primary school teachers can refer to the appropriate versions of ELIP as well as to SELLIPS for practical teaching ideas.

The structure of this resource

SELLIPS consists of four guides for teachers of specific year groups. This book is the guide for teachers of years 7–8, and there are similar guides for teachers of students in years 1–2, 3–4, and 5–6.

Each guide is organised in terms of seven language functions, each with its own matrix of information and suggestions. The seven functions used as section headings are:

- **describing**
- **recounting**
- **responding**
- **instructing**
- **explaining**
- **persuading**
- **negotiating.**

These seven language functions align with the main communicative purposes of the texts that students need to be able to use in all the learning areas of the New Zealand Curriculum. These texts can be categorised into particular text forms (or text types or genres), which have characteristic features and/or structures that support their communicative purposes. The matrix in each section lists some kinds of language use that the language function may involve, gives examples of appropriate classroom texts, makes links to the curriculum, and suggests learning outcomes and activities that relate to the language function.

Teachers need to be aware that the language functions and text forms occur in many combinations. For example, a writer who is *recounting* a story often begins by *describing* the setting. Students in New Zealand schools need to learn to use appropriate forms of English language in whatever combinations are most effective for their purposes.

Teachers will be aware that they need relevant assessment information in order to set appropriate learning goals. Effective teachers gather and interpret evidence of their individual students' current achievement, in the context of the relevant curriculum goals and related classroom work, in order to decide on appropriate learning outcomes and activities for these students; see page 9.

The structure of the matrices in this book

The top part of each matrix

This top part is the “header”, which relates to any and all of the language mode tables that follow it.

1 <i>Language function</i> <i>Depending on the purpose, this function may involve text forms such as ...</i>	2 <i>Year levels and ELLP stage</i>	4 <i>New Zealand Curriculum links</i>	
	3 <i>ELLP references</i>	Links to English learning area Examples of English texts	Links to other learning areas with examples of texts

- 1 The top part of each matrix gives the **language function** for the section and lists some examples of **text forms** appropriate to that function. Language function refers to the main communicative purpose of language and can relate to words, clauses, sentences, paragraphs, and texts, in context. For example, the function *persuading* may include certain adjectives and modal verbs, such as “should”, as well as the text form argument.
- 2 Links are made to the **ELLP stages** of ESOL students in years 7 and 8. The matrices of *The English Language Learning Progressions* provide broad descriptions of ESOL students’ English language proficiency in terms of what they can hear and understand, what they can say, and the texts they can read and write at successive stages. The progressions can be used to determine appropriate groupings of students for instructional purposes within a class. ESOL students in years 7–8 may be at ELLP Foundation Stage, Stage 1, Stage 2, or Stage 3, so the tables in this book provide outcomes and activities for all four of these stages. For example, pages 12–13 provide suggested language learning outcomes and activities for *describing* at Foundation Stage for oral language, reading, and writing. These are followed, on pages 14–15, 16–17, and 18–19, by suggested language learning outcomes and activities for *describing*, at Stages 1, 2, and 3 respectively.

- 3 A separate cell in each header provides **references to the pages in ELLP** that are relevant for teachers of students in years 7–8 at Foundation Stage or at Stages 1, 2, or 3.
- 4 Links are also made to the learning areas of the **New Zealand Curriculum**. These include links to the English learning area and examples of English texts, as well as links to other learning areas and examples of texts in those areas at relevant levels for year 7 and 8 students. Note that the examples of texts are those that mainstream students in years 7 and 8 are using. The learning outcomes and related activities in this resource are intended to help teachers engage their ESOL students, in particular, with the oral and written texts that their year-level peers are using across the curriculum.

The lower parts of each matrix

5 Language mode	
6	8
Suggested language learning outcomes	Language learning activities
Learning indicators	Explicit instructions
7	Guided practice
	Independent language use

- 5 The tables in the lower parts of each matrix are organised by **language mode** – oral language (which includes the modes of listening and speaking), reading, and writing. Note that the modes of viewing and presenting are not specifically addressed in this resource.
- In this book, there are tables with outcomes and activities for oral language, reading, and writing for almost all of the language functions. The exception is *negotiating*, which is used only during oral language interactions.
- While some ESOL students in years 7 and 8 will still be learning to listen, speak, read, and write at Foundation Stage, other ESOL students in years 7 and 8 may be at Stage 1, 2, or 3 in any language mode, so additional headers, under the same language function heading, lead into tables with outcomes and activities for Stage 1, Stage 2, and Stage 3 learners.
- 6 The lower left-hand part of each table presents, for the relevant language mode at the identified stage, one or more **suggested language learning outcomes**. The suggested language learning outcomes in this guide are not derived from the English Language Learning Progressions, but they are at appropriate levels for students in years 7 and 8 who have been identified as at ELLP Foundation Stage, Stage 1, Stage 2, or Stage 3. See also page 7.

- 7 The suggested language learning outcomes are followed by **indicators**. These indicators illustrate some of the actual language that learners at this age and stage might be receiving (input) and producing (output).
- 8 The lower right-hand part of each table presents examples of **language learning activities** to support students in years 7 and 8 at each stage in addressing the suggested outcomes. The language learning activities are grouped into activities in which:
- 8a the teacher provides explicit instruction in English;
 - 8b the teacher guides the students in practising English;
 - 8c the students use English independently.

More about the suggested language learning outcomes

Each is a broad outcome that is appropriate to the ELLP stages for the relevant year groups. The outcomes describe what can be expected of a typical ESOL learner in year 7 or 8:

- in terms of a particular language function (describing, recounting, responding, instructing, explaining, persuading, or negotiating);
- at a particular stage of English language proficiency (ELLP Foundation Stage or Stage 1, 2, or 3);
- in a given language mode (oral language, reading, or writing).

Each outcome is illustrated by indicators for input and output. These indicators illustrate the actual language that learners at this age and stage might be using and learning, including some grammatically incorrect language that meets their communicative purpose. The indicators presented are only examples. Teachers or schools can develop their own indicators to add to those in the list.

More about the language learning activities

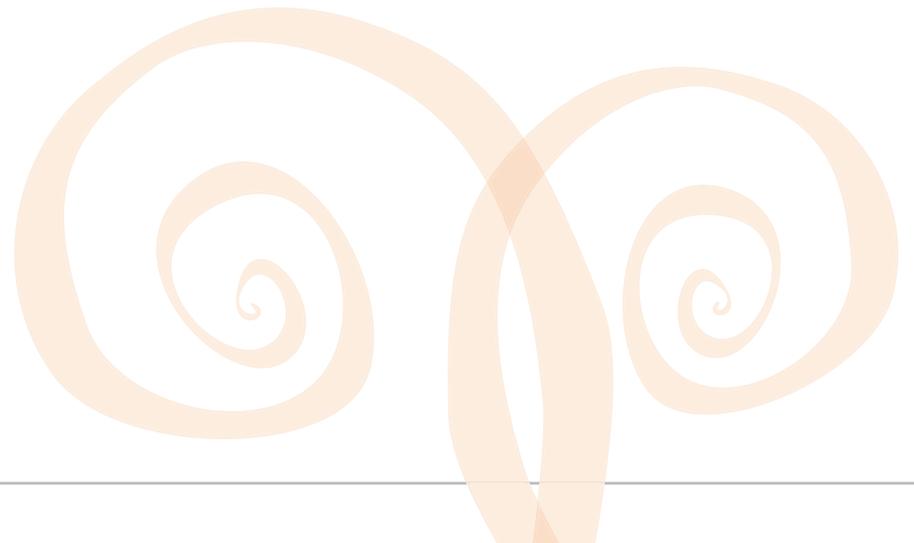
The language learning activities were developed by a team of experienced ESOL teachers. They do not constitute a programme or a teaching sequence. They represent examples of the sorts of activities that effective teachers use to optimise learning for their ESOL and other students.

Teachers are expected to use and adapt these activities within the context of the meaningful, language-rich, classroom programme that they have planned to meet the identified needs of their own unique student group.

SELLIPS does not provide specific examples of instruction in phonological awareness, and phonics. For guidance about teaching these aspects of language and literacy, teachers of year 7 and 8 students can refer to *Sounds and Words* (2008, at <http://soundsandwords.tki.org.nz>).

In effective language teaching, teachers gradually reduce their support as the learners gain proficiency in the target language. In this resource, the language learning activities are grouped into activities in which **the teacher provides explicit instruction in English**, activities in which **the teacher guides the students in practising English**, and activities in which **the students use English independently**. This grouping is meant to help teachers plan learning sequences that foster the students' progression towards independence. The activities for explicit instruction include examples of correct English modelled by the teachers. The guided practice and independent language activities include examples of language that students might use, which at the earlier language learning stages include some incorrect language that meets the communicative purpose. In such cases, the teacher, while accepting the language offered, moves students towards correct language, for example, through modelling.

Note: The oral language areas of listening and speaking are described separately in each pair of suggested language learning outcomes and their indicators, except in "negotiating". The oral language learning activities encompass both listening and speaking in most cases. Teachers will be aware of the importance of building on the reciprocal nature of speaking and listening.



Terms used in this resource

For definitions of the linguistic terms used in SELLIPS, refer to the Ministry of Education handbook for teachers *Exploring Language* (1996). The list below defines certain key terms and explains how they are used in this resource.

Negotiating means to interact with others in ways that clarify meaning and create new meaning. In SELLIPS, this language function is described in terms of oral language negotiation only. (However, teachers will be aware that negotiation is also used in written and visual language. For example, negotiating often occurs during email and text message exchanges.) Because negotiation is key to all exchanges of information, the indicators for oral language include some “negotiating” indicators in all the language functions.

Recounting means to tell a sequence of events. In SELLIPS, this language function includes creative narrating and storytelling as well as retelling actual events.

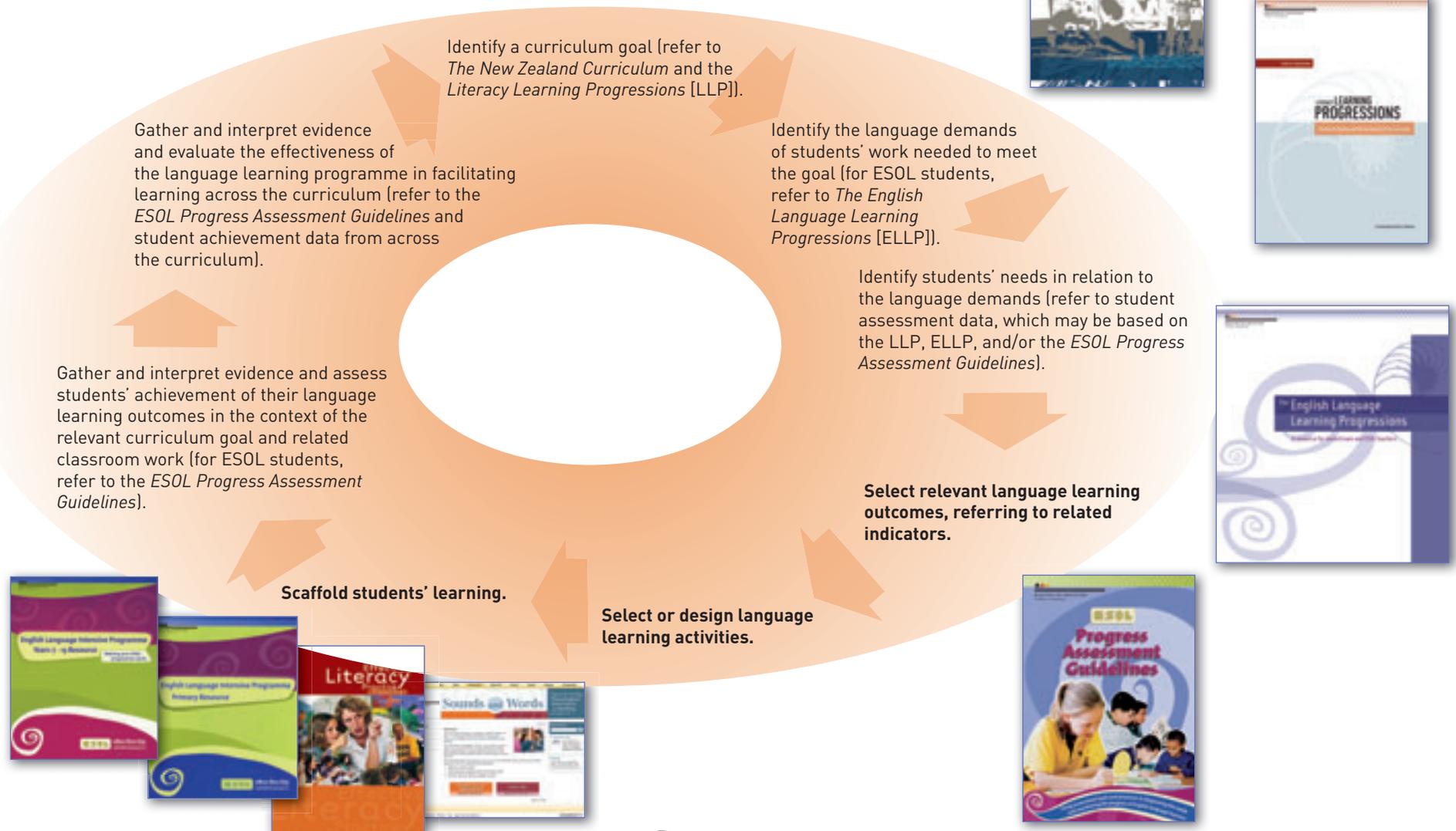
Responding (through texts) means to produce language in response to a stimulus.*

A **text** is a piece of spoken or written communication that constitutes an identifiable whole. In the English learning area, the term includes visual communication too, but in SELLIPS (as in ELLP), the visual language mode is not addressed as a separate mode or strand. Visual supports used within a written text or a learning activity are described individually when they are used.

* In SELLIPS, this language function has the specific meaning of responding to or appreciating a literary text or a creative product or performance.

How to use this resource

The following cycle shows a process that teachers could use to plan and deliver effective English language learning programmes using this resource. The steps using this resource are in **bold**.



The background features several decorative orange swirls of varying sizes and orientations. One large swirl is in the bottom left, another is in the top right, and a smaller one is in the top left. A thick orange line also curves across the middle left side.

Describing

DESCRIBING

Language function across the curriculum

Depending on the purpose, this function may include: naming, observing, defining, classifying, generalising, qualifying, referring, comparing, contrasting ...

Spoken and written text forms

- literary description
- factual description
- information report

Note: Authentic texts often include more than one text form.

Overview of suggested language learning outcomes linked to ELLP stages: in bold for years 5–6

Stage	Oral language		Reading	Writing
	Listening	Speaking		
<i>Foundation</i>	identifies related words from short, simple descriptions and reports	uses single words, formulaic phrases, or incomplete sentences to describe familiar people, places, and events	joins in shared reading of familiar literary and factual descriptions and reports and completes simple related activities	writes and illustrates literary and factual descriptions and reports based on modelled and/or jointly constructed texts
<i>Stage 1</i>	identifies key points of information from descriptive spoken texts	identifies and describes people, places, and things through a growing vocabulary	reads and retells ideas and events from literary and factual descriptions and reports on familiar topics, using pictures or first language	writes simple literary and factual descriptions and reports on a familiar topic, using language learned in class
<i>Stage 2</i>	links key points of information to supporting details from descriptive spoken texts	elaborates on descriptions in group work or class discussions and presentations	identifies and organises main ideas and specific details from literary and factual descriptions and reports	writes literary and factual descriptions and reports, incorporating information from other sources
<i>Stage 3</i>	extracts key points of information and supporting details from extended spoken descriptive texts	presents sustained and cohesive talks on familiar topics, handling questions appropriately	organises main and supporting ideas in texts, using a range of reading strategies and sources	writes literary and factual descriptions and reports, showing control over register

Language function
DESCRIBING

Depending on the purpose, this function may involve text forms such as:
literary descriptions
factual descriptions
information reports

Yrs 7–8
ELLP Foundation Stage

ELLP references

Oral: pages 11–12 (and DVD)
Reading: pages 19 and 22–23
Writing: pages 45 and 47–55
in ELLP 5–8

New Zealand Curriculum links

English achievement objectives

**Listening, Reading, and Viewing
Speaking, Writing, and Presenting**

Students are BEGINNING TO DEVELOP the prerequisite English language expertise for level 1–3 achievement objectives.

English texts

Texts describing characters, settings, and so on in fiction, e.g., “Diggity” (SJ 4.1.08), “Last Summer” (SJ 4.3.05); and in non-fiction texts describing all kinds of things, e.g., “A Bit of a Bang” (SJ 4.3.04), “The Secret Life of Estuaries” (Connected 3 2006), “Christmas on the Beach” (Kiwī Kidsongs Collection 2000).

Some cross-curricular links

Maths and Statistics: use appropriate scales, devices, and metric units for length, area, volume and capacity, weight, temperature, angles, and time, e.g., in *Measurement* (FIO, levels 3–4) and *Maths in Action* (Selections, 2007)

The Arts: describe how dance is used for different purposes; describe the characteristics of music

Health and PE: describe how ... stereotypes ... affect feelings; describe the characteristics of pubertal change, e.g., in *Positive Puberty* (CIA, years 6–8)

Science: begin to group ... living things into science-based classifications, e.g., in “Marine Worms: The Weird and the Wonderful” (Connected 3 2006); ... describe ... patterns ... for ... phenomena, e.g., in *Solar Energy* (BSC 29, levels 2–4)

Social Studies: describe people’s individual and collective contributions in response to community challenges, e.g., in “Richard Henry: Protector of the Kākāpō” (SJ 4.3.06), “Write4Gold” (SJ 4.3.07)

Technology: describe the key attributes identified in stakeholder feedback

DESCRIBING

Oral language (Foundation Stage)

Suggested language learning outcomes

- Identifies related words from short, simple descriptions and reports.
- Uses single words, formulaic phrases, or incomplete sentences to describe familiar people, places, and events.

Learning indicators

Listening (receptive indicators)

1. Responds to speaker by making comments related to their own experiences, e.g., responding to “This is a photo of our school” by saying “Me school.”
2. Elaborates information when prompted and questioned.
3. Recognises familiar objects and pictures.
4. Interrupts the speaker to make a comment.

Speaking (productive indicators)

1. Pronounces common words and phrases from familiar texts and activities comprehensibly.
2. Distinguishes spoken English from other languages.
3. Offers observations, e.g., “Dog black.”
4. Comments on familiar objects and pictures.
5. Responds to questions with some details.
6. Combines known formulas, learned structures, and other vocabulary to construct new utterances related to a descriptive text.
7. Uses familiar repetitive patterns from spoken descriptive texts, e.g., “Christmas on the Beach”.

Language learning activities

Explicit instructions – Teacher supplies target language:

1. Provide taped factual texts or stories with accompanying text, e.g., bilingual story books (tape and story in home language and English).
2. Point to appropriate illustrations or diagrams while reading aloud descriptions or information reports.
3. Organise a scavenger-hunt walk around the school, collecting objects introduced previously.
4. Introduce “describing activities”, (e.g., Descriptive Bingo using colours and shapes based on a class theme) and show students how to take turns to call out words.

Guided practice – Students practise target language:

1. In groups, students classify pictures (e.g., of animals living in the different levels of a rainforest) and report the results to the class, with teacher guidance.
2. In groups, students participate in an enquiry and elimination game using familiar vocabulary, e.g., “What animal/place/person am I?”
3. In pairs, students identify objects based on oral descriptions.
4. In groups, students collect litter from the playground and describe aspects of items found, e.g., “Paper – lots, little bit glass.”

Independent language use – Students use target language:

1. Students locate and mark items in pictures as described by the teacher.
2. Students take part in an enquiry and elimination game featuring items from a familiar text.
3. Students display and describe an object of interest related to a class theme, e.g., an artefact from a culture studied in class.

DESCRIBING

Reading (Foundation Stage)

Suggested language learning outcomes

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

Learning indicators

1. Shows awareness of sound–symbol relationships and left-to-right progression of print in literary or factual descriptions or reports.
2. Recognises the simple subject-verb-object sentence pattern in simple literary or factual descriptions or reports.
3. Focuses on decoding print, e.g., by applying knowledge of sound–symbol relationships to text in English.
4. Recognises names of familiar objects and pictures.
5. Identifies different purposes for reading.
6. Identifies where sentences begin and end.
7. Focuses on reading repetitive words or phrases in familiar texts.

Language learning activities

Explicit instructions – Teacher supplies target language:

1. Emphasise repetitive, descriptive phrases when reading from a familiar text.
2. Model how to match flashcards of descriptive words and phrases to the familiar text.
3. Demonstrate how to match descriptive words to pictures of characters or objects, e.g., *the slithery snake*.

Guided practice – Students practise target language:

1. In pairs, students complete a cloze task by matching words to pictures that represent the missing words.
2. In pairs, students sequence words to form repetitive sentences that have been modelled.
3. In groups, students classify descriptive phrases under headings in an information report.
4. In pairs, students match labels to a diagram or picture, using descriptive phrases provided.

Independent language use – Students use target language:

1. Students complete a descriptive matrix of characters, places, or things from a familiar text by choosing words from a word book.
2. Students read aloud sentences they have constructed from a range of noun phrases, verbs, and adverbs provided.
3. Students highlight the nouns and verbs in a short information report.

DESCRIBING

Writing (Foundation Stage)

Suggested language learning outcomes

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

Learning indicators

1. Completes simple, repetitive sentences that have been modelled.
2. Writes or copies well-known words, phrases, or short texts.
3. Draws to illustrate literary and factual information.
4. Uses words from first languages to supplement writing.

Language learning activities

Explicit instructions – Teacher supplies target language:

1. Demonstrate how to illustrate and describe by using a caption, a character from a familiar text, or a personal experience, e.g., about family members or pets.
2. Model how to write short sentences to match illustrations.
3. Demonstrate how to use a concept keyboard to write a simple description. (A concept keyboard is a “talking” word processor that has the ability to combine graphics, text, and speech.)
4. Draw and label a diagram on the board for students to copy, e.g., of the inside of a torch.

Guided practice – Students practise target language:

1. Students label their own illustrations or diagrams using descriptive words on display.
2. Students use a computer to draft and edit sentences, focusing on use of upper- and lower-case letters.
3. In pairs, students develop a dictionary of descriptive words related to a current topic.
4. In groups, students write and illustrate a description or information report, using a combination of their first language and English words.

Independent language use – Students use target language:

1. Students write a simple description of a character from a familiar literary text, using a graphic organiser.
2. Students write an appropriate general statement for a report based on models from their reading.

Language function
DESCRIBING

Depending on the purpose, this function may involve text forms such as:
literary descriptions
factual descriptions
information reports

Yrs 7–8
ELLP Stage 1

ELLP references

Oral: pages 11–12 (and DVD)
Reading: pages 19 and 24–31
Writing: pages 45 and 56–59
in ELLP 5–8

New Zealand Curriculum links

English achievement objectives

**Listening, Reading, and Viewing
Speaking, Writing, and Presenting**

Students are WORKING TOWARDS the prerequisite English language expertise for levels 3–4 achievement objectives.

English texts

Texts describing characters, settings, and so on in fiction, e.g., “Diggity” (SJ 4.1.08), “Last Summer” (SJ 4.3.05); and in non-fiction texts describing all kinds of things, e.g., “A Bit of a Bang” (SJ 4.3.04), “The Secret Life of Estuaries” (Connected 3 2006), “Christmas on the Beach” (Kiwi Kidsongs Collection 2000).

Some cross-curricular links

Maths and Statistics: use appropriate scales, devices, and metric units for length, area, volume and capacity, weight, temperature, angles, and time, e.g., in *Measurement* (FIO, levels 3–4) and *Maths in Action* (Selections, 2007)

The Arts: describe how dance is used for different purposes; describe the characteristics of music

Health and PE: describe how ... stereotypes ... affect feelings; describe the characteristics of pubertal change, e.g., in *Positive Puberty* (CIA, years 6–8)

Science: begin to group ... living things into science-based classifications, e.g., in “Marine Worms: The Weird and the Wonderful” (Connected 3 2006); ... describe ... patterns ... for ... phenomena, e.g., in *Solar Energy* (BSC 29, levels 2–4)

Social Studies: describe how people participate individually and collectively in response to community challenges, e.g., in “Richard Henry: Protector of the Kākāpō” (SJ 4.3.06), “Write4Gold” (SJ 4.3.07)

Technology: describe the key attributes identified in stakeholder feedback

DESCRIBING

Oral language (Stage 1)

Suggested language learning outcomes

- Identifies key points of information from descriptive spoken texts.
- Identifies and describes people, places, and things through a growing vocabulary.

Learning indicators

Listening (receptive indicators)

1. Relates descriptions to their own experience, e.g., “I sunburn too. Use special cream stop sunburn.”
2. Provides non-verbal feedback to the speaker to sustain interaction.
3. Responds with comments or questions, e.g., “What name that thing?”
4. Responds appropriately to questions related to simple attributes. Information may be limited, e.g., “Yes.” “Big.” “It long.”

Speaking (productive indicators)

1. Provides predictable information, e.g., about size, colour, shape, location, time, and/or place.
2. Demonstrates variable placement of adjectives, e.g., “blue car”, “car blue”.
3. Elicits descriptive detail, e.g., “How big is it?”, “What colour is it?”
4. Uses comparative structures, e.g., *larger than*.
5. Begins to provide more information when prompted.
6. Uses vocabulary that demonstrates shades of meaning, e.g., *very old*.

Language learning activities

Explicit instructions – Teacher supplies target language:

1. Organise a guest speaker, video, or poster presentation to introduce descriptions of people, places, or objects related to a topic.
2. Model appropriate questions and interactive strategies, e.g., turn taking and body language, before an excursion involving interaction with local retailers and community members.
3. Demonstrate how to select a picture from a series to match sentences from an information report or description provided on audio recording.

Guided practice – Students practise target language:

1. In groups, students play guessing games using modelled questions to identify a character, object, animal, or place, e.g., “Are you an animal?”, “Are you a person?”, “Are you alive?”
2. In groups, students play a game where they need to recall items named by the previous speakers and add their own, e.g., “I was a miner, so I packed ... a mining licence, a pan ...”.
3. In pairs, students order three containers of varying capacity and describe their ranks using modelled terms, e.g., *big, bigger, biggest; holds less, more, most*.
4. In groups, students plan and complete a mural of the New Zealand bush. They draw or cut out pictures, then group and label them.

Independent language use – Students use target language:

1. Students plan, rehearse, and present an oral information report on a familiar topic, using pictures or other visual aids.
2. Students build noun phrases by adding adjectives to a core noun, e.g., *the large, flightless bird; the little, fluttering bird*.
3. Students play a barrier game where one partner draws a picture based on the other partner’s description of a character, place, or object.

DESCRIBING

Reading (Stage 1)

Suggested language learning outcomes

- Reads and retells ideas and events from literary and factual descriptions and reports on familiar topics, using pictures or first language.

Learning indicators

1. Recognises the structure of factual descriptions and information reports as factual texts.
2. Sequences sentences from a text on a familiar topic.
3. Makes and substantiates hypotheses about the likely information when reading or listening to a text read aloud.
4. Follows text through a range of conventions of organisation and layout.

Language learning activities

Explicit instructions – Teacher supplies target language:

1. Demonstrate how to use illustrations, title, and layout to locate texts on a topic.
2. Conduct shared reading of books or shared viewing of videos/DVDs related to a topic.
3. Model how to complete a grid with information from a text on a class topic, e.g., an animal: classification, body covering, size, special features ...

Guided practice – Students practise target language:

1. In groups, students label attributes on a diagram, e.g., of a volcano: *lava, cone, eruption ...*
2. In pairs, students build noun phrases using two or more adjectives and an adjectival phrase or clause.
3. In pairs, students highlight classifying adjectives, which identify types of things, in a familiar text.

Independent language use – Students use target language:

1. Students read about a topic and organise identified key words on a blank grid.
2. Students answer comprehension questions at a literal level.

DESCRIBING

Writing (Stage 1)

Suggested language learning outcomes

- Writes simple literary and factual descriptions and reports on a familiar topic, using language learned in class.

Learning indicators

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

Language learning activities

Explicit instructions – Teacher supplies target language:

1. Model how to construct simple descriptions of familiar people and things.
2. Develop and display word banks of technical vocabulary for class descriptive writing.
3. Demonstrate the uses of pronoun references in writing.

Guided practice – Students practise target language:

1. In pairs, students use a graphic organiser for an initial draft of a descriptive text.
2. In groups, students extend a description by adding adjectives, e.g., *the calm, dazzling blue lagoons of the coral island*.
3. In pairs, students add classifying adjectives to a description to identify types of things, e.g., the tropical rainforests.
4. Students refer to a labelled model of an object when writing a description of it, e.g., of a fan.

Independent language use – Students use target language:

1. Students write paragraphs with descriptive sentences, using key words supplied.
2. Students write appropriate descriptive words and phrases to enhance a given text.

Language function
DESCRIBING

Depending on the purpose, this function may involve text forms such as:

- literary descriptions
- factual descriptions
- information reports

Yrs 7–8
ELLP Stage 2

ELLP references

Oral: pages 11–12 (and DVD)
Reading: pages 19 and 30–35
Writing: pages 45 and 60–70
in ELLP 5–8

New Zealand Curriculum links

English achievement objectives

**Listening, Reading, and Viewing
Speaking, Writing, and Presenting**

Students are APPROACHING the prerequisite English language expertise for level 3–4 achievement objectives.

English texts

Texts describing characters, settings, and so on in fiction, e.g., “Diggity” [SJ 4.1.08], “Last Summer” [SJ 4.3.05]; and in non-fiction texts describing all kinds of things, e.g., “A Bit of a Bang” [SJ 4.3.04], “The Secret Life of Estuaries” [Connected 3 2006], “Christmas on the Beach” [Kiwi Kidsongs Collection 2000].

Some cross-curricular links

Maths and Statistics: use appropriate scales, devices, and metric units for length, area, volume and capacity, weight, temperature, angles, and time, e.g., in *Measurement* (FIO, levels 3–4) and *Maths in Action* (Selections, 2007)

The Arts: describe how dance is used for different purposes; describe the characteristics of music

Health and PE: describe how ... stereotypes ... affect feelings; describe the characteristics of pubertal change, e.g., in *Positive Puberty* (CIA, years 6–8)

Science: begin to group ... living things into science-based classifications, e.g., in “Marine Worms: The Weird and the Wonderful” [Connected 3 2006]; ... describe ... patterns ... for ... phenomena, e.g., in *Solar Energy* (BSC 29, levels 2–4)

Social Studies: describe how people participate individually and collectively in response to community challenges, e.g., in “Richard Henry: Protector of the Kākāpō” [SJ 4.3.06], “Write4Gold” [SJ 4.3.07]

Technology: describe the key attributes identified in stakeholder feedback

DESCRIBING

Oral language (Stage 2)

Suggested language learning outcomes

- Links key points of information to supporting details from descriptive spoken texts.
- Elaborates on descriptions in group work or class discussions and presentations.

Learning indicators

Listening (receptive indicators)

1. Listens for relevant information when questions are given beforehand, e.g., about audiovisual texts, such as parts of TV programmes like *Close Up*.
2. Recalls key points and some detail.
3. Initiates questions to clarify or gain understanding.
4. Extracts specific information from texts heard in class.

Speaking (productive indicators)

1. Contributes information and expresses ideas in group or classroom discussions.
2. Is aware of the need to provide background information to listeners unfamiliar with the topic.
3. Initiates questions to clarify or gain information.
4. Answers questions to clarify information provided.

Language learning activities

Explicit instructions – Teacher supplies target language:

1. Revise the structure of an oral information report and ask students to identify the main focus of descriptive elements, e.g., an animal’s behaviour, appearance, habitat.
2. Demonstrate how to use comparing words, e.g., *like*, *similar to*, *same as*, *different from*.
3. Develop and display a word bank of synonyms and antonyms to use in descriptions.
4. Identify classifying adjectives and nouns in an oral description, e.g., *a classical ballet*, *a fire truck*.

Guided practice – Students practise target language:

1. In groups, students take part in an enquiry and elimination game that involves describing attributes of characters, e.g., Which Witch?
2. In pairs, students complete a dictogloss activity* based on an information report.
3. In groups, students rehearse the retelling of an information report, with each student taking responsibility for one part, e.g., for a report about an animal: general classification, appearance, habitat.

Independent language use – Students use target language:

1. Students take part in a guessing game like Twenty Questions to determine the functions, habits, or actions of a mystery object or animal.
2. Students join in discussing a high-level comprehension question, e.g., “If all the krill in Antarctica were destroyed, what would happen to the penguins?”
3. Students take part in a structured role play featuring a television reporter introducing a specific environment, e.g., “My name is ... I’m at ... It is ... [location, features, status].”

* In a dictogloss activity, students listen to a text at an appropriate level and note the main ideas then try to reconstruct the text in pairs or groups. For more information and examples, go to ESOL Online at <http://esolonline.tki.org.nz>

DESCRIBING

Reading (Stage 2)

Suggested language learning outcomes

- Identifies and organises main ideas and specific details from literary and factual descriptions and reports.

Learning indicators

1. Uses information literacy skills for research.
2. Identifies important features of text organisation in a description or report, e.g., chapter, section, paragraph, topic sentences.
3. Uses knowledge of sentence structure and text organisation to identify the meaning of unknown words.
4. Transfers information from literary and factual descriptions and reports into tables and diagrams.
5. Locates information for a specific purpose.
6. Formulates key questions to help identify information from a literary or factual description or report.

Language learning activities

Explicit instructions – Teacher supplies target language:

1. Present and identify types of visual information in texts, e.g., map, chart, table, animation.
2. Demonstrate text-previewing strategies such as skimming, scanning, and reading the first sentence of each paragraph.
3. Lead shared reading of “The Secret Life of Estuaries” and discuss the relationship between the visuals and the text.

Guided practice – Students practise target language:

1. In groups, students jointly construct a chart to compare and contrast features of animals, recording information as they read, e.g., about habitat, body covering, food.
2. In groups, students play a memory game matching words to definitions, e.g., *What the weather is like in a place = climate*.
3. In pairs, students identify lexical chains in a text, noting how they build information in the text.
4. In pairs, students sort factual and literary descriptions on a similar topic, discussing the different adjectival choices, e.g., in “Write4Gold” (SJ 4.3.07) and “True-school Graffiti” (SJ 4.3.07).

Independent language use – Students use target language:

1. Students read a number of sources to research a topic and record information on a matrix or grid.
2. Students draw a taxonomy based on an information report.
3. Students highlight lexical chains in a text and explain how they build information and create cohesion in texts.

DESCRIBING

Writing (Stage 2)

Suggested language learning outcomes

- Writes literary and factual descriptions and reports, incorporating information from other sources.

Learning indicators

1. Presents information appropriately in descriptive texts, e.g., chooses when to use diagrams or illustrations.
2. Writes using a sequenced framework and identifiable topic sentences.
3. Combines simple sentences into more complex ones using common conjunctions and relative pronouns.
4. Writes sequenced factual texts based on information provided in class.
5. Edits their own writing for accuracy and coherence.
6. Maintains appropriate balance between main ideas and supporting details.

Language learning activities

Explicit instructions – Teacher supplies target language:

1. Model how to take notes from factual texts.
2. Demonstrate how to rewrite an information report for a younger class and discuss effective modifications, e.g., less technical language.
3. Demonstrate how to annotate diagrams after reading factual information.

Guided practice – Students practise target language:

1. In pairs, after an excursion, students write descriptions of the place visited.
2. Students expand sentences by including dependent clauses, e.g., The dark-haired boy *who waited by the gate to catch the bus*
3. Students change verb phrases into noun phrases, e.g., *the seeds germinated* ... becomes *the germination of seeds* ...

Independent language use – Students use target language:

1. In small groups or pairs, students write an information report, including appropriate visual material, for a younger class.
2. Students use computer programs to create and edit their own descriptions of a character and a place.

Language function
DESCRIBING

Depending on the purpose, this function may involve text forms such as:

- literary descriptions
- factual descriptions
- information reports

Yrs 7–8
ELLP Stage 3

ELLP references

Oral: pages 11–12 (and DVD)
Reading: pages 19 and 36–41
Writing: pages 45 and 71–76
in ELLP 5–8

New Zealand Curriculum links

English achievement objectives

**Listening, Reading, and Viewing
Speaking, Writing, and Presenting**

Students are ACQUIRING the prerequisite English language expertise for level 3–4 achievement objectives.

English texts

Texts describing characters, settings, and so on in fiction, e.g., “Diggity” (SJ 4.1.08), “Last Summer” (SJ 4.3.05); and in non-fiction texts describing all kinds of things, e.g., “A Bit of a Bang” (SJ 4.3.04), “The Secret Life of Estuaries” (Connected 3 2006), “Christmas on the Beach” (Kiwī Kidsongs Collection 2000).

Some cross-curricular links

Maths and Statistics: use appropriate scales, devices, and metric units for length, area, volume and capacity, weight, temperature, angles, and time, e.g., in *Measurement* (FIO, levels 3–4) and *Maths in Action* (Selections, 2007)

The Arts: describe how dance is used for different purposes; describe the characteristics of music

Health and PE: describe how ... stereotypes ... affect feelings; describe the characteristics of pubertal change, e.g., in *Positive Puberty* (CIA, years 6–8)

Science: begin to group ... living things into science-based classifications, e.g., in “Marine Worms: The Weird and the Wonderful” (Connected 3 2006); ... describe ... patterns ... for ... phenomena, e.g., in *Solar Energy* (BSC 29, levels 2–4)

Social Studies: describe how people participate individually and collectively in response to community challenges, e.g., in “Richard Henry: Protector of the Kākāpō” (SJ 4.3.06), “Write4Gold” (SJ 4.3.07)

Technology: describe the key attributes identified in stakeholder feedback

DESCRIBING

Oral language (Stage 3)

Suggested language learning outcomes

- Extracts key points of information and supporting details from extended spoken descriptive texts.
- Presents sustained and cohesive talks on familiar topics, handling questions appropriately.

Learning indicators

Listening (receptive indicators)

1. Follows the gist and some detail of a spoken descriptive text with new information, e.g., a text by a visiting speaker, a text in the media.
2. Organises information obtained from spoken language, choosing a suitable structure.
3. Assesses information obtained from spoken descriptive texts for relevance, accuracy, and completeness.
4. Identifies the effect of devices such as rhythm, metaphor, and repetition in descriptive texts.
5. Defines the nature and purpose of the information being sought before listening or viewing.

Speaking (productive indicators)

1. Structures a planned talk using linking words.
2. Presents an unrehearsed talk on a familiar topic.
3. Contributes to discussion about new topics.
4. Works with others in planning and organising activities.

Language learning activities

Explicit instructions – Teacher supplies target language:

1. Construct a chart to which students can refer when preparing an information report.
2. Demonstrate “active listening” strategies that can be used when listening to a talk, e.g., note taking, mind mapping, questioning.
3. Demonstrate how to organise information graphically to support summarising.

Guided practice – Students practise target language:

1. In groups, students brainstorm information and then analyse and categorise it to determine what else needs to be researched.
2. In groups, students complete an oral cloze task based on a description, focusing on nouns and noun phrases. They discuss possible words and identify the information in the text that helps them reach a consensus.
3. In groups, students construct an oral presentation (about a topic), in which a different student presents each section.

Independent language use – Students use target language:

1. Students rehearse and modify a talk about an independently researched information report before presenting it to an audience.
2. Students engage a listener by varying voice (using intonation and volume), pausing, and using gestures and eye contact.
3. Students listen to a talk on an unfamiliar topic and summarise the main points.

DESCRIBING

Reading (Stage 3)

Suggested language learning outcomes

- Organises main and supporting ideas in texts, using a range of reading strategies and sources.

Learning indicators

1. Orders information from texts, choosing appropriate organising formats.
2. Selects key information for a purpose, rejecting irrelevant and unimportant information.
3. Locates and records information from a variety of sources.
4. Relates organisational features of text to purpose, e.g., chapter headings in books.
5. Shows understanding of key cultural attitudes, beliefs, and values underlying language used in texts, e.g., *wildlife sanctuary, backblocks*.
6. Identifies relationships between paragraphs, e.g., to track the development of information right through a description or report.

Language learning activities

Explicit instructions – Teacher supplies target language:

1. Model how to create structured overviews that relate ideas within a topic, e.g., for a character description: *appearance, actions, motivations*.
2. Identify, during a shared reading, other text forms located within information reports, e.g., a short explanation of the life cycle within a description of an animal.

Guided practice – Students practise target language:

1. In pairs, students use key words, headings, and indexes to find information in complex factual texts.
2. In groups, students read two contrasting descriptions of the same event and discuss the differences.
3. Students read information from a number of sources and fill out a grid to summarise the information.

Independent language use – Students use target language:

1. Students identify the different relationships between words in a factual or literary description, e.g., synonyms, antonyms, class/subclass; part-whole.
2. Students read information reports on the same topic from different sources (e.g., a children's encyclopedia, a magazine, an advertisement), then use a grid to record the source, purpose, intended audience, factual information, and so on.

DESCRIBING

Writing (Stage 3)

Suggested language learning outcomes

- Writes literary and factual descriptions and reports, showing control over register.

Learning indicators

1. Shows awareness that words may need to be carefully chosen to address social and cultural sensibilities related to the purpose and audience of the text, e.g., *overweight* rather than *fat*, *people* rather than *man*.
2. Monitors their own writing to ensure that register has been maintained.
3. Adapts text to suit different contexts and audiences.
4. Uses a variety of content-related words and phrases in a description.
5. Rewrites texts to suit their own purposes, e.g., when using, in a report, information found in a newspaper article.
6. Summarises and synthesises information from a number of sources and uses the information in a report text.

Language learning activities

Explicit instructions – Teacher supplies target language:

1. Draw attention, in a range of texts, to words (including synonyms) that have similar meanings, e.g., *purchased, got, bought*.
2. Point out where patterns of words indicate part-whole relationships, e.g., *tree, root, branch; castle, tower, drawbridge*.

Guided practice – Students practise target language:

1. In groups, students write details to support given descriptive topic sentences from texts.
2. Students follow a model to change verb phrases into noun phrases, e.g., *The volcano erupted* becomes *The eruption of the volcano ...*
3. In pairs, students identify examples of ellipsis and discuss the missing information, e.g., "We all danced, even Mum and Dad [danced]."

Independent language use – Students use target language:

1. Students write a lengthy information report, including compound and complex sentences with substantial technical detail.
2. In pairs or small groups, students produce multimedia information reports or literary descriptions on a topic of interest.

The background features several decorative orange swirls of varying sizes and orientations. One large swirl is on the left side, another is in the top right corner, and a third is in the bottom left corner. The word "Recounting" is centered in the middle of the page.

Recounting

RECOUNTING

Language function across the curriculum

Depending on the purpose, this function may include: retelling, narrating, describing ...

Spoken and written text forms

- literary recount
- literary narrative
- factual recount
- factual narrative

Note: Authentic texts often include more than one text form.

Overview of suggested language learning outcomes linked to ELLP stages: in bold for years 7–8

Stage	Oral language		Reading	Writing
	Listening	Speaking		
<i>Foundation</i>	identifies related words from short, simple recounts and narratives	uses single words, formulaic phrases, or incomplete sentences to recount factual or narrative information	joins in shared reading of familiar literary and factual recounts and narratives and completes simple related activities	writes and illustrates literary and factual recounts and narratives based on modelled and/or jointly constructed texts
<i>Stage 1</i>	identifies main events and characters from familiar recounts and narratives	retells familiar narratives and recounts personal experiences	reads familiar literary and factual recounts and narrative texts	writes simple literary and factual recounts and narratives, using language learned in class
<i>Stage 2</i>	gains information and enjoyment from extended recounts and narratives	recognises and interprets key elements in the development of recounts and narratives	retells and summarises literary and factual recounts and narratives, referring to main ideas and supporting details	plans and writes cohesive literary and factual recounts and narratives on familiar topics
<i>Stage 3</i>	synthesises key messages from extended recounts and complex narratives	presents engaging recounts and narratives appropriate for their audience	identifies issues and implications arising from extended literary and factual recounts and complex narratives	creates extended literary and factual recounts and narratives that develop character and theme

Language function
RECOUNTING

Depending on the purpose, this function may involve text forms such as:
literary recounts or narratives
factual recounts or narratives

Yrs 7–8
ELLP Foundation Stage

ELLP references

Oral: pages 11–12 (and DVD)
Reading: pages 19 and 22–23
Writing: pages 45 and 47–55
in ELLP 5–8

New Zealand Curriculum links

English achievement objectives

**Listening, Reading, and Viewing
Speaking, Writing, and Presenting**

Students are BEGINNING TO DEVELOP the prerequisite English language expertise for level 1–3 achievement objectives.

English texts

Recognises ... the characteristics of narrative and recount texts in an increasing variety of forms intended for a wide range of purposes and audiences, e.g., “The Matata Flood” (SJ 4.1.07; factual recount), “Treasure Deep” (SJ 4.2.07; literary recount in the form of letters), “Doctor in the House” (SJ 4.3.06; literary recount)

Some cross-curricular links

Maths and Statistics: use ... timetables, e.g., in “Hot Stuff”, *Measurement: Book 1* (FIO level 4)

The Arts: develop and revisit ideas, in response to ... observation, e.g., as in “Back to the Drawing Board” (*Connected 3* 2007)

Health and PE: keep a record of what happens after accepting a challenge, e.g., keeping a log in *In the Outdoors* (CIA, years 7–8)

Science: explore how groups of living things ... have changed over long periods of time

Social Studies: understand how people pass on and sustain culture, e.g., as in “Treasure Deep” (SJ 4.2.07); use timelines as in “The Journal’s Century” (SJ 4.2.07)

RECOUNTING

Oral language (Foundation Stage)

Suggested language learning outcomes

- Identifies related words from short, simple recounts and narratives.
- Uses single words, formulaic phrases, or incomplete sentences to recount factual or narrative information.

Learning indicators

Listening (receptive indicators)

1. Recognises gestures and facial expressions that reinforce the spoken message.
2. Identifies events or characters from pictures in a known context.
3. Begins to join in songs, rhymes, and chants.
4. Recognises some content words used in texts that recount or narrate.
5. Exhibits listening behaviour, e.g., looks at the speaker.
6. Shows enjoyment during spoken activities related to a recount or narrative.

Speaking (productive indicators)

1. Uses key words related to texts that recount or narrate.
2. Mimics others’ language without necessarily understanding the meaning.
3. Pronounces common words and phrases from familiar texts and activities comprehensibly.
4. Adds information when prompted or questioned.
5. Combines known formulas, learned structures, and other vocabulary to construct new utterances related to a recount or narrative text.
6. Interjects by making comments related to their own experiences.

Language learning activities

Explicit instructions – Teacher supplies target language:

1. Provide audio stories with accompanying text, e.g., Pasifika language story books in the Tupu series with audio versions and English translations.
2. Read illustrated fairy stories and legends. Many of these will have counterparts in other cultures, which will allow students to utilise their cultural knowledge.
3. Introduce an excursion by using photographs or moving images that relate to the experiences to come.
4. Introduce and lead repetitive jazz chants and refrains based on a class topic.

Guided practice – Students practise target language:

1. In groups, students role-play parts of a story, using dialogue from the text.
2. In groups, students sequence pictures from a class narrative or recount and use these as prompts for retelling.
3. In pairs, students take part in a barrier game in which they jointly sequence photographs relating to a recent class excursion.

Independent language use – Students use target language:

1. Students continue to retell a narrative or recount after the teacher has stopped at a random point.
2. Students create and perform a dialogue based on a particular part of the familiar text, using words of their own that are appropriate for the situation.
3. Students innovate on a narrative, e.g., by substituting different characters or settings.
4. Students listen to and then illustrate a retelling of a text that has a familiar structure, setting, or characters.

RECOUNTING

Reading (Foundation Stage)

Suggested language learning outcomes

- Joins in shared reading of familiar literary and factual recounts and narratives and completes simple related activities.

Learning indicators

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

Language learning activities

Explicit instructions – Teacher supplies target language:

1. Demonstrate how to match pictures to characters or events from a familiar text.
2. Lead the reading aloud of repetitive sentences in a familiar text.
3. Model how to answer simple *true/false* statements based on students' narratives or other familiar texts, e.g., "We went to Mars after leaving Venus."

Guided practice – Students practise target language:

1. In pairs, students use the title of a story to predict the characters, actions, places, and events.
2. Students complete a supported cloze task on a familiar topic, focusing on nouns and verbs (with beginning letters left in and/or with missing words at the top of the page).
3. In groups, students add appropriate adjectives to nouns and create descriptive noun phrases.
4. In groups, students reorder jumbled sentences from a familiar recount or narrative.

Independent language use – Students use target language:

1. Students use a word bank of key nouns, verbs, or adjectives to complete a cloze task based on characters, places, and events from a familiar text.
2. Students match sentences on strips to the sentences in a familiar text.

RECOUNTING

Writing (Foundation Stage)

Suggested language learning outcomes

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

Learning indicators

1. Uses words from first language to supplement writing.
2. Writes or copies words, phrases, or short sentences from literary or factual recounts or narratives.
3. Draws to illustrate a simple literary or factual recount or narrative.
4. Uses a small bank of known words in writing.
5. Completes simple, repetitive sentences that have been modelled for them.

Language learning activities

Explicit instructions – Teacher supplies target language:

1. Encourage students to write recounts of shared experiences in their first language; if possible, arrange translations to use for activities.
2. Transcribe sentences from students' oral recounts so that they can illustrate the sentences.

Guided practice – Students practise target language:

1. In groups, students jointly construct a recount after sequencing photographs from a class excursion or a special event.
2. In pairs, students use a word-processing program to sequence and draft labels for photographs of an excursion.
3. Students extend noun phrases by adding adjectives to sentences from oral recounts transcribed by the teacher, e.g., *It was a sunny day; It was a bright and sunny day.*

Independent language use – Students use target language:

1. Students take part in a communicative activity by identifying a picture on the basis of another student's recount of an event.
2. Students innovate on a familiar text, nursery rhyme, or song and present it to children in years 1–2, e.g., "Along Came Greedy Elephant".

Language function
RECOUNTING

Depending on the purpose, this function may involve text forms such as:
literary recounts or narratives
factual recounts or narratives

Yrs 7–8
ELLP Stage 1

ELLP references

Oral: pages 11–12 (and DVD)
Reading: pages 19 and 24–31
Writing: pages 45 and 56–59
in ELLP 5–8

New Zealand Curriculum links

English achievement objectives

**Listening, Reading, and Viewing
Speaking, Writing, and Presenting**

Students are WORKING TOWARDS the prerequisite English language expertise for level 3–4 achievement objectives.

English texts

Recognises ... the characteristics of narrative and recount texts in an increasing variety of forms intended for a wide range of purposes and audiences, e.g., “The Matata Flood” (SJ 4.1.07; factual recount), “Treasure Deep” (SJ 4.2.07; literary recount in the form of letters), “Doctor in the House” (SJ 4.3.06; literary recount)

Some cross-curricular links

Maths and Statistics: use ... timetables, e.g., in “Hot Stuff”, *Measurement: Book 1* (FIO, level 4)

The Arts: develop and revisit ideas, in response to ... observation, e.g., as in “Back to the Drawing Board” (*Connected 3* 2007)

Health and PE: keep a record of what happens after accepting a challenge, e.g., keeping a log in *In the Outdoors* (CIA, years 7–8)

Science: explore how groups of living things ... have changed over long periods of time

Social Studies: understand how people pass on and sustain culture, e.g., as in “Treasure Deep” (SJ 4.2.07); use timelines as in “The Journal’s Century” (SJ 4.2.07)

RECOUNTING

Oral language (Stage 1)

Suggested language learning outcomes

- Identifies main events and characters from familiar recounts and narratives.
- Retells familiar narratives and recounts personal experiences.

Learning indicators

Listening (receptive indicators)

1. Relates recounts and narratives (that they hear) to their own experiences.
2. Shows understanding and enjoyment by anticipating events in a recount or narrative.
3. Demonstrates understanding of some aspects of a recount or narrative by asking relevant questions.
4. Shows understanding of event(s) through their answers and during learning activities.
5. Provides non-verbal feedback to the speaker to sustain interaction.
6. Shows understanding about characters and how they influence events by commenting, e.g., “He happy. He catch fish.”

Speaking (productive indicators)

1. Uses gestures or voice in an attempt to support or amplify meaning.
2. Makes comments that show understanding about characters and how they influence events, e.g., “He happy. He catch fish.”
3. Uses linking words and phrases to order events, e.g., *then, after that*.
4. Describes events, characters, objects, and places in recounts and narratives.
5. Orders events from a recount or narrative in a logical sequence.

Language learning activities

Explicit instructions – Teacher supplies target language:

1. Read key sentences from a narrative or recount and demonstrate how to select the corresponding picture from a series on display.
2. Explain, using concrete visual support, the key words or expressions in the text that are culturally specific, e.g., in the context of a nursing home or a Māori village long ago.
3. Present sequence words (such as *first, then, next*) on flashcards.
4. Introduce raps or jazz chants that retell a sequence of events.

Guided practice – Students practise target language:

1. In groups, students hold a character or main-event card and stand when their character appears or their event occurs during the retelling of a recount or narrative.
2. In groups, students discuss the reactions of characters in a familiar story, e.g., “How does the narrator know something bad has happened to her dad?”
3. In groups, students listen to visiting performers or speakers and identify pre-taught key words.
4. In groups, students use chairs to sequence a text: speakers on successive chairs take turns to retell the next part, using appropriate sequence words.

Independent language use – Students use target language:

1. In small groups, students plan a role play: they innovate on a familiar text and then perform it.
2. Students complete a detailed retelling of a familiar recount or narrative, correctly recounting the sequence of events and other key details.
3. Students take turns to be the one in the “hot seat”, who takes on the role of a character from a familiar story and answers questions that the other students ask.

RECOUNTING

Reading (Stage 1)

Suggested language learning outcomes

- Reads familiar literary and factual recounts and narrative texts.

Learning indicators

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

Language learning activities

Explicit instructions – Teacher supplies target language:

1. Demonstrate how to respond with *true* or *false* to simple statements based on students' narratives or familiar texts, e.g., "Next we saw the room where the town council meets. True or false?"
2. Present model sentences and identify the content focus, e.g., who, what, where, when?

Guided practice – Students practise target language:

1. In groups, students complete a cloze task, using words supplied, e.g., common conjunctions, connectives, or past-tense verbs.
2. In pairs, students highlight pronoun reference chains throughout a familiar text.
3. In groups, students participate in a jigsaw reading of sections from a short recount or narrative, guided by comprehension questions.
4. In groups, students rehearse and present a familiar narrative as Readers' Theatre.
5. In groups, students construct a diagram in order to compare and contrast characters and events in familiar narrative texts.

Independent language use – Students use target language:

1. Students identify who, what, where, and when in the orientation of a recount or narrative.
2. Students innovate on a familiar narrative by changing the resolution.

RECOUNTING

Writing (Stage 1)

Suggested language learning outcomes

- Writes simple literary and factual recounts and narratives, using language learned in class.

Learning indicators

1. Uses verbs of saying and thinking to describe characters and their responses, e.g., *She yelled, she thought, she felt.*
2. Writes a literary or factual recount or narrative that shows a simple and logical sequence of ideas.
3. Uses intensifiers and/or repetition for emphasis or intensity, e.g., *completely broken; very, very sad.*
4. Uses regular and some irregular past-tense verbs, e.g., *went, bought.*
5. Writes an orientation to a narrative, informing the reader about who, what, where, and when.
6. Uses pronoun reference, e.g., *The bus broke down. It ...*
7. Provides some detail in factual recounts, e.g., in a report for the class magazine.
8. Writes some fiction texts, e.g., imaginative recounts and narratives.

Language learning activities

Explicit instructions – Teacher supplies target language:

1. Demonstrate how to construct sequences of sentences related to a narrative or recount.
2. Present the differences between present-tense and past-tense forms and explain how these affect word meaning.
3. Demonstrate how to join simple sentences with conjunctions to create compound and complex sentences.

Guided practice – Students practise target language:

1. In pairs, students expand skeleton texts by using adjectival and adverbial phrases and clauses.
2. In groups, students jointly construct a recount or narrative using emotive language and focusing on who, what, when and where.
3. In pairs, students write direct speech, in speech bubbles, for particular characters.

Independent language use – Students use target language:

1. Students write speech bubbles for the characters in their own innovated texts.
2. Students write their own recount or narrative, including emotive words or phrases.
3. Students write a recount based on a visual stimulus, such as photographs of a familiar event. They could write it in their first language if appropriate.

Language function
RECOUNTING

Depending on the purpose, this function may involve text forms such as:
literary recounts or narratives
factual recounts or narratives

Yrs 7–8
ELLP Stage 2

ELLP references

Oral: pages 11–12 (and DVD)
Reading: pages 19 and 30–35
Writing: pages 45 and 60–70
in ELLP 5–8

New Zealand Curriculum links

English achievement objectives

**Listening, Reading, and Viewing
Speaking, Writing, and Presenting**

Students are APPROACHING the prerequisite English language expertise for level 3–4 achievement objectives.

English texts

Recognises ... the characteristics of narrative and recount texts in an increasing variety of forms intended for a wide range of purposes and audiences, e.g., “The Matata Flood” (SJ 4.1.07; factual recount), “Treasure Deep” (SJ 4.2.07; literary recount in the form of letters), “Doctor in the House” (SJ 4.3.06; literary recount)

Some cross-curricular links

Maths and Statistics: use ... timetables, e.g., in “Hot Stuff”, *Measurement: Book 1* (FIO, level 4)

The Arts: develop and revisit ideas, in response to ... observation, e.g., as in “Back to the Drawing Board” (*Connected 3* 2007)

Health and PE: keep a record of what happens after accepting a challenge, e.g., keeping a log in *In the Outdoors* (CIA, years 7–8)

Science: explore how groups of living things ... have changed over long periods of time

Social Studies: understand how people pass on and sustain culture, e.g., as in “Treasure Deep” (SJ 4.2.07); use timelines as in “The Journal’s Century” (SJ 4.2.07)

RECOUNTING

Oral language (Stage 2)

Suggested language learning outcomes

- Gains information and enjoyment from extended recounts and narratives.
- Recognises and interprets key elements in the development of recounts and narratives.

Learning indicators

Listening (receptive indicators)

1. Identifies the significance of an event in a historical recount.
2. Expresses empathy with the feelings and perspectives of participants in a literary or factual text.
3. Predicts outcomes of events in recounts and narratives.
4. Asks questions to clarify detail or gain extra information to assist comprehension.
5. Identifies the point of view of the narrator in a book, TV show, or film.
6. Recognises the theme and message of a recount or narrative.

Speaking (productive indicators)

1. Gives relevant detail when recounting.
2. Plans and presents their own recount or narrative based on models.
3. Elaborates on elements of recounts or narratives, e.g., setting, characters, events.
4. Retells recounts or narratives using appropriate structures.

Language learning activities

Explicit instructions – Teacher supplies target language:

1. Lead discussion about what makes the resolution of a story successful, e.g., by asking how the characters could realistically solve the problem. “Who might help?”
2. Demonstrate how to prepare a narrative, folk tale, or recount for presentation to another class, discussing factors such as voice projection, exaggerated facial features, speaking slowly, and gestures.

Guided practice – Students practise target language:

1. In pairs, students rehearse presenting a narrative or recount with emphasis on voice, gesture, and expression.
2. In groups, students plan a role play of part of a narrative or recount, displaying understanding of the characters through the dialogue or the narration.
3. In groups, students identify stereotypes in a recount or narrative, e.g., the stepmother in *Cinderella*.
4. In groups, students identify how the illustrator depicts the different characters in a recount or narrative and the effect on the reader.

Independent language use – Students use target language:

1. Students retell a familiar recount from the point of view of one of the characters.
2. Students take turns to be the one in the “hot seat”, who takes on the role of a character from a familiar story and answers questions that the other students ask.
3. Students answer open comprehension questions, e.g., “What might happen to the wildlife if a resort is built on the island?”, “How could you protect wildlife in this situation?”

RECOUNTING

Reading (Stage 2)

Suggested language learning outcomes

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

Learning indicators

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

Language learning activities

Explicit instructions – Teacher supplies target language:

1. Demonstrate how to read maps and interpret photographs related to factual recounts.
2. Present a narrative or recount rewritten from a different point of view and identify the differences from the original.
3. Model the construction of a chart to compare and contrast two versions of a story or recount.

Guided practice – Students practise target language:

1. In groups, students sort and sequence strips of paper from two or three familiar texts cut up into sentences, by identifying stages, then discussing how they know the correct sequence. Their focus is on lexical chains and other aspects of text structure.
2. In groups, students design a storyboard after viewing a short animated narrative and comparing it to the original text.

Independent language use – Students use target language:

1. Students complete a cause-and-effect chain for a text by selecting events or actions that cause others to occur, e.g., "The house floated instead of breaking up because it was made of strong wood."
2. Students complete a three-level reading guide with a focus on level 2 (inferential thinking) and level 3 (critical and evaluative thinking).

RECOUNTING

Writing (Stage 2)

Suggested language learning outcomes

- Plans and writes cohesive literary and factual recounts and narratives on familiar topics.

Learning indicators

1. Creates mood and feeling by selecting appropriate words.
2. Sustains storyline or sequence of events and some characterisation in literary or factual recounts or narratives.
3. Uses relative clauses to describe characters, e.g., Whina Cooper, the kuia *who led the hikoi*.
4. Uses emotive language in a literary or factual recount or narrative.
5. Incorporates information from another source into their own writing, e.g., when recounting a historical event.
6. Recounts from the viewpoint of a designated character in a literary or factual recount or narrative.

Language learning activities

Explicit instructions – Teacher supplies target language:

1. Think aloud to demonstrate how to develop a believable resolution for a narrative, drawing on characterisation, previous events, and so on.
2. Demonstrate how to replace less dramatic verbs with more exciting ones, e.g., *fell – plummeted; called out – shrieked*.
3. Present a range of ways of opening a narrative and discuss the effect of each, e.g., an exciting incident, a provocative question.

Guided practice – Students practise target language:

1. In pairs, students expand sentences by including dependent clauses, e.g., "My friend, *who is the same age as me*, is going to six different countries *because he has relatives there*."
2. In groups, students jointly construct a narrative that begins with a complication.

Independent language use – Students use target language:

1. Students rewrite a traditional tale from the point of view of one of the characters.
2. Students write a diary entry from the point of view of one participant in a class excursion, e.g., an accompanying parent.
3. Students make notes, from research material, for a historical recount or narrative.

* It is important to note that this is a reading comprehension strategy not a spoken or written outcome, so retelling and summarising needs to be organised in ways that do not rely heavily on spoken and written skills, for example, using pictures.

Language function
RECOUNTING

Depending on the purpose, this function may involve text forms such as:
literary recounts or narratives
factual recounts or narratives

Yrs 7–8
ELLP Stage 3

ELLP references

Oral: pages 11–12 (and DVD)
Reading: pages 19 and 36–41
Writing: pages 45 and 71–76
in ELLP 5–8

New Zealand Curriculum links

English achievement objectives

**Listening, Reading, and Viewing
Speaking, Writing, and Presenting**

Students are ACQUIRING the prerequisite English language expertise for level 3–4 achievement objectives.

English texts

Recognises ... the characteristics of narrative and recount texts in an increasing variety of forms intended for a wide range of purposes and audiences, e.g., “The Matata Flood” (SJ 4.1.07; factual recount), “Treasure Deep” (SJ 4.2.07; literary recount in the form of letters), “Doctor in the House” (SJ 4.3.06; literary recount)

Some cross-curricular links

Maths and Statistics: use ... timetables, e.g., in “Hot Stuff”, *Measurement: Book 1* (FIO, level 4)

The Arts: develop and revisit ideas, in response to ... observation, e.g., as in “Back to the Drawing Board” (*Connected 3* 2007)

Health and PE: keep a record of what happens after accepting a challenge, e.g., keeping a log in *In the Outdoors* (CIA, years 7–8)

Science: explore how groups of living things ... have changed over long periods of time

Social Studies: understand how people pass on and sustain culture, e.g., as in “Treasure Deep” (SJ 4.2.07); use timelines as in “The Journal’s Century” (SJ 4.2.07)

RECOUNTING

Oral language (Stage 3)

Suggested language learning outcomes

- Synthesises key messages from extended recounts and complex narratives.
- Presents engaging recounts and narratives appropriate for the audience.

Learning indicators

Listening (receptive indicators)

1. Identifies the sequence of events from a narrative with time shifts, e.g., from past to present.
2. Identifies the voice of a narrative or recount, e.g., first or third person.
3. Identifies the structure of a narrative.
4. Speculates on alternative courses of action in recounts or narratives.
5. Evaluates the feelings and perspectives of the participants in a recount or narrative.

Speaking (productive indicators)

1. Engages in longer recounts on less predictable topics with native speakers and other peers.
2. Innovates on a recount or narrative by altering the characters or settings.
3. Uses voice and gesture to enhance the impact of a recount or narrative, e.g., when telling anecdotes to entertain or inform.
4. Role-plays a character from a narrative or recount in a way consistent with the characterisation and/or setting.
5. Extends a recount or narrative, maintaining consistency of character and theme.

Language learning activities

Explicit instructions – Teacher supplies target language:

1. Model questions to speculate on alternative courses of action in recounts or narratives, e.g., “What would happen if she didn’t ...?”
2. Present an oral recount or narrative and discuss how connectives help to organise ideas in a logical sequence, e.g., *in the beginning, secondly, meanwhile, finally*.
3. Identify multiple verb forms in an oral narrative or recount and discuss the time relationships, e.g., *After he had eaten his lunch, the old man went to sleep; While Room 10 is watching the video, our class will use the computer equipment*.

Guided practice – Students practise target language:

1. In pairs, students listen to an audio version of a narrative and identify verbs that are used effectively to create atmosphere and action.
2. In groups, students prepare role plays that compare the effects of using different levels of modality, e.g., first playing a powerful character, in a narrative, who *commands* support from followers, and then playing a character who *meekly requests* support.
3. In groups, students discuss the effect of different “saying verbs” after listening to audio versions of narratives or recounts. Students identify the information given by these verbs, e.g., “I know the character didn’t want to do it because the author used the verb ‘grumbled’.”
4. In groups, students identify idioms used in narratives or recounts, brainstorming meanings and discussing how the meaning and use of idioms vary between cultural and social groups and may also vary because of the relationship between the people who are talking.

Independent language use – Students use target language:

1. Students retell a rehearsed narrative to a group of students in another class, using appropriate voice and gestures.
2. Students take part in Twenty Questions, based on characters from a narrative or recount.
3. Students take part in improvising a short drama based on part of a familiar narrative or recount.

RECOUNTING

Reading (Stage 3)

Suggested language learning outcomes

- Identifies issues and implications arising from extended literary and factual recounts and complex narratives.

Learning indicators

1. Discusses characters and their motivations in a literary or factual recount or narrative.
2. Identifies author position and bias in a literary or factual recount or narrative.
3. Identifies the nature of conflict among characters in a literary or factual recount or narrative.
4. Considers cultural values underlying a literary or factual recount or narrative.
5. Pauses to think and review what has been read.
6. Identifies language used to convey mood and feeling in a literary or factual recount or narrative.

Language learning activities

Explicit instructions – Teacher supplies target language:

1. Present biographical and historical recounts or narratives and identify examples of language indicating a point of view.
2. Lead shared reading of a biography and discuss its purpose and possible audiences.

Guided practice – Students practise target language:

1. In groups, students compare biographies or historical recounts by different authors on the same topic, listing similarities and differences, e.g., in audience, in relation to stereotyping and bias.
2. In pairs, students list emotive language and exaggeration in a familiar narrative or recount and discuss their effects, e.g., *bravely fought back tears* could be intended to elicit sympathy.
3. In groups, students develop a timeline for a narrative or recount and discuss the effects of, and reasons for, the author's choices, e.g., use of a flashback to explain a character's reactions.

Independent language use – Students use target language:

1. Students identify differences in visual features of a story book, such as different covers, illustrations, and title pages in different versions of a text such as *Alice in Wonderland* or *Charlotte's Web*. They discuss possible reasons for these differences, e.g., production costs, the need to update presentation, release of a related movie.

RECOUNTING

Writing (Stage 3)

Suggested language learning outcomes

- Creates extended literary and factual recounts and narratives that develop character and theme.

Learning indicators

1. Combines a number of ideas into compound and/or complex sentences.
2. Demonstrates awareness of the effects of stereotyping in characterisation.
3. Shows subtlety of expression through appropriate use of devices such as metaphor, other imagery, humour, and irony.
4. Makes references to other sources in factual recounts.
5. Mixes verb forms for creative or dramatic purposes.
6. Experiments with time movement in plot or sequence of events, e.g., by using parallel plots or flashbacks.

Language learning activities

Explicit instructions – Teacher supplies target language:

1. Demonstrate how to create compound and complex sentences by combining independent and dependent clauses then discuss the effects of the changes.
2. "Think aloud" to predict the outcomes for given characters in an incomplete narrative or recount and to model a way of writing complications and an ending.

Guided practice – Students practise target language:

1. In groups, students construct a narrative that deviates from a simple narrative structure, e.g., by using multiple orientations, complications, flashbacks, or flash-forwards.
2. Students highlight different kinds of verbs (e.g., by using red for action verbs, blue for thinking verbs, green for saying verbs, and yellow for relating verbs) then discuss frequently used verb types, their purposes, and their effects.

Independent language use – Students use target language:

1. Students construct an innovation on a short narrative, e.g., by writing a fairytale in a modern setting or by changing the gender, age, or personality of a character.
2. Students complete sentence beginnings about a famous person who has been studied in class, then combine the sentences into a factual recount using both relative and dependent clauses.

The background features several decorative orange swirls of varying sizes and orientations. One large swirl is in the bottom left, another is in the top right, and a smaller one is in the top left. A thick orange line also curves across the middle left side.

Responding

RESPONDING

Language function across the curriculum

Depending on the purpose, this function may include: recalling, recounting, revising, describing, defining, clarifying, comparing, contrasting, deciding, choosing, justifying, synthesising, speculating, hypothesising, evaluating, imagining ...

Spoken and written text forms

- personal response
- review

Note: Authentic texts often include more than one text form.

Overview of suggested language learning outcomes linked to ELLP stages: in bold for years 7–8

Stage	Oral language		Reading	Writing
	Listening	Speaking		
<i>Foundation</i>	identifies related words from simple responses to literary texts*	uses single words, formulaic phrases, or incomplete sentences to respond to literary texts	joins in shared reading of responses to literary texts and completes simple related activities	writes and illustrates responses to literary texts based on modelled and/or jointly constructed texts
<i>Stage 1</i>	follows short opinions about familiar literary texts	states brief opinions about familiar literary texts	reads simple responses to familiar literary texts	writes short responses to familiar literary texts
<i>Stage 2</i>	follows varying comments and opinions about literary texts	elaborates on personal responses to literary texts	follows main ideas from reviews of literary texts	plans and writes reviews incorporating key structural elements
<i>Stage 3</i>	follows extended commentaries on responses to literary texts	gives sustained and cohesive responses to literary texts	identifies writer's point of view from critical reviews of literary texts	writes reviews of literary texts showing critical responses

* In SELLIPS, this language function has the specific meaning of responding to or appreciating a literary text or a creative product or performance.

Language function
RESPONDING

Depending on the purpose, this function may involve text forms such as:
personal responses
reviews

Yrs 7–8
ELLP Foundation Stage

ELLP references

Oral: pages 11–12 (and DVD)
Reading: pages 19 and 22–23
Writing: pages 45 and 47–55
in ELLP 5–8

New Zealand Curriculum links

English achievement objectives

**Listening, Reading, and Viewing
Speaking, Writing, and Presenting**

Students are BEGINNING TO DEVELOP the prerequisite English language expertise for level 1–3 achievement objectives.

English texts

Texts giving opinions, reasons, and feelings about literary texts and other creative products or performances*, e.g., “Wobbling” (SJ 4.2.07), “Geeks” (SJ 4.3.04), “Playing with Words” (SJ 4.3.04), “In Other Words” (SJ 4.3.06); also texts that include vocabulary relating to likes, dislikes, and preferences, e.g., “At the Wrestling” (JYPW 2007), “Let’s Hear It for Waiata Reka” (SJ 4.3.05)

Some cross-curricular links

The Arts: respond to drama; reflect on the expressive qualities of their own and others’ music, e.g., as in “Let’s Hear It for Waiata Reka” (SJ 4.3.05)

RESPONDING

Oral language (Foundation Stage)

Suggested language learning outcomes

- Identifies related words in simple responses to literary texts.*
- Uses single words, formulaic phrases, or incomplete sentences to respond to literary texts.

Learning indicators

Listening (receptive indicators)

1. Exhibits listening behaviour when listening to discussions about a literary text or another creative product or performance.
2. Responds to questions, with support, e.g., teacher asks, “Did you like the story?” and student nods.
3. Responds to a single element of a literary text, e.g., laughs when something funny happens.
4. Indicates understanding through *yes/no* responses.

Speaking (productive indicators)

1. Begins to express some likes, dislikes, and feelings about a literary text or another creative product or performance, e.g., “It funny.”
2. Expresses a short personal opinion about a literary text or another creative product or performance, e.g., “Boy try hard.”
3. Pronounces common words and phrases from familiar texts and activities comprehensibly.
4. Combines known formulas, learned structures, and other vocabulary to construct new utterances related to responses to a literary text.

Language learning activities

Explicit instructions – Teacher supplies target language:

1. Read or retell a familiar text and ask questions that elicit *yes/no* personal-response answers, e.g., “Did you like the story?”, “Did you think the fantail was helpful?”
2. Model the language structure for a personal response, e.g., “I liked it when the taniwha ...”.
3. Develop the concept of *favourite* by asking students about things they like (e.g., their preferences among television shows, pets, fruit, food) and creating a class graph representing student responses to questions.
4. Demonstrate non-verbal ways to show agreement or disagreement with statements, e.g., “The kiwi can fly” (shake head or signal thumbs down).
5. Model how to construct a story map.

Guided practice – Students practise target language:

1. In groups, students record class likes and dislikes of events or characters onto a grid.
2. In pairs, students practise a response to a text, following a simple formula, e.g., “In *Sina and the Eel*, I liked it when ...”.
3. In groups, students participate in an enquiry and elimination game based on a familiar text, e.g., using sentences that begin “My favourite part ...”.
4. In groups, students look at pictures of characters from a familiar text and give reasons for liking or disliking the characters.
5. In pairs, students talk about designing a new cover for an existing book.

Independent language use – Students use target language:

1. Students present a simple response to a familiar text.
2. Students ask questions of a speaker.

* In SELLIPS, this language function has the specific meaning of responding to or appreciating a literary text or a creative product or performance.

RESPONDING

Reading (Foundation Stage)

Suggested language learning outcomes

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

Learning indicators

1. Demonstrates reading-like behaviour by taking part in shared reading.
2. Chooses suitable and interesting fiction books by looking at covers and illustrations.
3. Follows simple literary texts while listening to them being read aloud.
4. Shows a personal response to a literary text.
5. Identifies opinion words in a response to a literary text.

Language learning activities

Explicit instructions – Teacher supplies target language:

1. “Think aloud”, modelling correct language, to demonstrate how to identify pictures, words, or phrases from a familiar literary text that may elicit an emotive response, e.g., *important karakia, cold dark ocean, watched helplessly*.
2. Demonstrate how to construct a chart or graph of pictures of likes and dislikes related to a familiar text.
3. Present appropriate terminology, e.g., title and author of a book.

Guided practice – Students practise target language:

1. In pairs, students classify pictures that relate to a familiar text under *like* or *don't like* headings.
2. In groups, students match split sentences, e.g., “I like the princess because ... she was brave.”
3. Students choose a book in their first language to read and review using a graphic organiser and following a model.

Independent language use – Students use target language:

1. Students read familiar sentences about likes and dislikes.
2. Students select an event from a literary text and draw a character's response to it.
3. Students join in reading a jointly constructed review.

RESPONDING

Writing (Foundation Stage)

Suggested language learning outcomes

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

Learning indicators

1. Uses words in first language to supplement writing.
2. Copies lists of words that express likes, dislikes, and feelings about a literary text.
3. Draws to illustrate favourite parts of a literary text.
4. Copies single-opinion sentences and sentence patterns about a literary text.

Language learning activities

Explicit instructions – Teacher supplies target language:

1. Demonstrate how to draw to identify a favourite event or character from a familiar text.
2. Model how to complete sentences, e.g., “I like ... because ...”, “I don't like ... because ...”.
3. Suggest, elicit, and record emotive words onto a semantic web.

Guided practice – Students practise target language:

1. In pairs, students complete a response on a graphic organiser, e.g., title, author, “I like ...”, “My favourite part is ...”.
2. In groups, students jointly construct a response to a familiar literary text.
3. In pairs, students develop a list of emotive words expressing likes and dislikes for inclusion in a class topic dictionary, e.g., *good, bad, funny, sad, silly, exciting*.

Independent language use – Students use target language:

1. Students write a personal response to a familiar literary text using a graphic organiser and following a model.
2. Students select, from a text, a picture that represents a favourite element of the story and complete a cloze response, e.g., “I like ... because ...”.

* In SELLIPS, this language function has the specific meaning of responding to or appreciating a literary text or a creative product or performance.

Language function
RESPONDING

Depending on the purpose, this function may involve text forms such as:
personal responses
reviews

Yrs 7–8
ELLP Stage 1

ELLP references

Oral: pages 11–12 (and DVD)
Reading: pages 19 and 24–31
Writing: pages 45 and 56–59
in ELLP 5–8

New Zealand Curriculum links

English achievement objectives

**Listening, Reading, and Viewing
Speaking, Writing, and Presenting**

Students are WORKING TOWARDS the prerequisite English language expertise for level 3–4 achievement objectives.

English texts

Texts giving opinions, reasons, and feelings about literary texts and other creative products or performances, e.g., “Wobbling” (SJ 4.2.07), “Geeks” (SJ 4.3.04), “Playing with Words” (SJ 4.3.04), “In Other Words” (SJ 4.3.06); also texts that include vocabulary relating to likes, dislikes, and preferences, e.g., “At the Wrestling” (JYPW 2007), “Let’s Hear It for Waiata Reka” (SJ 4.3.05)

Some cross-curricular links

The Arts: respond to drama; reflect on the expressive qualities of their own and others’ music, e.g., as in “Let’s Hear It for Waiata Reka” (SJ 4.3.05)

RESPONDING

Oral language (Stage 1)

Suggested language learning outcomes

- Follows short opinions about familiar literary texts.*
- States brief opinions about familiar literary texts.

Learning indicators

Listening (receptive indicators)

1. Provides non-verbal feedback to the speaker to sustain interaction.
2. Indicates when not sure what questions about a literary text mean.
3. Indicates understanding of key elements of literary texts by identifying statements as true or false.
4. Responds to questions eliciting opinions about literary texts.

Speaking (productive indicators)

1. Supports an opinion by referring to descriptions or events in a literary text.
2. Expresses a set of likes, dislikes, and feelings about a literary text, e.g., “Ms Lupati, that funny book.”
3. Expresses a personal opinion about a literary text by using details from the text, e.g., “He shy – too many people.”
4. Uses simple comparison and contrast in giving opinions.

Language learning activities

Explicit instructions – Teacher supplies target language:

1. Demonstrate different ways to make statements, e.g., “I enjoyed ...”, “I thought ... was interesting.”
2. Present and reinforce a formula for asking questions, e.g., “What was your favourite ...?”, “What was your least favourite ...?”
3. Develop a bank of ways of expressing a personal opinion about a literary text.
4. Present repetitive jazz chants that demonstrate how to express responses, e.g., “I like it”, “I love it”, “I hate it”, “I like it a lot.”
5. Suggest, elicit, and record emotive words onto a semantic web.
6. Discuss the purpose of reviews in terms of intended audience, text structure, and features.

Guided practice – Students practise target language:

1. In pairs, students give a personal response, with simple reasons, to a book or events in a book.
2. In groups, students recreate a story using puppets. They practise using intonation and gestures to convey mood and message.
3. In groups, students agree on a simple summary of a story, e.g., “Geeks”: “This story is about a girl who thinks that her parents will embarrass her if they come to her concert. They do come, but her friends don’t think they are geeks at all.”
4. In pairs, students complete a progressive oral cloze task based on a familiar taped radio review.

Independent language use – Students use target language:

1. Students plan and present a simple oral review (based on a model) of a familiar literary text.
2. Students ask questions after listening to a speaker or storyteller.

* In SELLIPS, this language function has the specific meaning of responding to or appreciating a literary text or a creative product or performance.

RESPONDING

Reading (Stage 1)

Suggested language learning outcomes

- Reads simple responses to familiar literary texts.*

Learning indicators

1. Relates an aspect of a literary text to personal experience.
2. Identifies features with personal appeal in literary texts.
3. Understands and uses some of the terminology of reading, e.g., *author, title, letter, word, sentence, page*.
4. Rereads familiar, self-chosen literary texts to increase accuracy and fluency and for understanding and enjoyment.
5. Shows personal response by choosing another book by the same author.
6. In simple ways, compares and contrasts characters or events from different literary texts.

Language learning activities

Explicit instructions – Teacher supplies target language:

1. Demonstrate how to identify fact and opinion in a review.
2. Develop and display a grid to record similarities and differences between characters and events from different texts on a similar topic.
3. Read an unfamiliar picture book to the class, without showing the pictures, and elicit illustration ideas for parts of the book, e.g., the saddest part, the funniest part. Then compare these with the pictures in the book.

Guided practice – Students practise target language:

1. In pairs, students identify emotive words in a review text.
2. Students complete a supported cloze task focusing on emotive words.
3. In groups, students select and rank three books, giving reasons for decisions made, e.g., "I think this book is best because ...".

Independent language use – Students use target language:

1. Students complete an unsupported cloze task focusing on emotive language.
2. Students complete a story map of a familiar literary text.
3. Students identify language that expresses opinion in a review.

RESPONDING

Writing (Stage 1)

Suggested language learning outcomes

- Writes short responses to familiar literary texts.*

Learning indicators

1. Uses simple phrases to express basic comparisons.
2. Uses knowledge of sentence patterns to form new sentences.
3. Writes predominantly in the present tense.
4. Selects suitable descriptive and opinion words in writing.
5. Writes simple personal opinion texts that present a point of view.

Language learning activities

Explicit instructions – Teacher supplies target language:

1. Model how to construct a simple review describing the main characters or storyline and making a judgment about the text.
2. Develop and display word banks related to a familiar text and to reviews of the text, focusing on descriptive and opinion words.

Guided practice – Students practise target language:

1. In pairs, students complete a review template with headings such as Story title, Author, Synopsis, Judgment.
2. In groups, students complete a grid on characters in a book, using adjectives to describe their appearance, actions, habits, feelings.
3. In groups, students jointly construct or complete a blurb for a familiar class literary text.

Independent language use – Students use target language:

1. Students complete sentence stems, e.g., "When Aoraki was chanting the karakia, his brothers were scared because ...".
2. Students design a book cover that includes the author's biography, synopsis, and title.

* In SELLIPS, this language function has the specific meaning of responding to or appreciating a literary text or a creative product or performance.

Language function
RESPONDING

Depending on the purpose, this function may involve text forms such as:
personal responses
reviews

Yrs 5–6
ELLP Stage 2

ELLP references

Oral: pages 11–12 (and DVD)
Reading: pages 19 and 30–35
Writing: pages 45 and 60–70
in ELLP 5–8

New Zealand Curriculum links

English achievement objectives

**Listening, Reading, and Viewing
Speaking, Writing, and Presenting**

Students are APPROACHING the prerequisite English language expertise for level 3–4 achievement objectives.

English texts

Texts giving opinions, reasons, and feelings about literary texts and other creative products or performances, e.g., “Wobbling” (SJ 4.2.07), “Geeks” (SJ 4.3.04), “Playing with Words” (SJ 4.3.04), “In Other Words” (SJ 4.3.06); also texts that include vocabulary relating to likes, dislikes, and preferences, e.g., “At the Wrestling” (JYPW 2007), “Let’s Hear It for Waiata Reka” (SJ 4.3.05)

Some cross-curricular links

The Arts: respond to drama; reflect on the expressive qualities of their own and others’ music, e.g., as in “Let’s Hear It for Waiata Reka” (SJ 4.3.05)

RESPONDING

Oral language (Stage 2)

Suggested language learning outcomes

- Follows varying comments and opinions about literary texts.*
- Elaborates on personal responses to literary texts.

Learning indicators

Listening (receptive indicators)

1. Shows understanding of various ideas expressed about a literary text.
2. Responds to others’ views and statements about a literary text.
3. Links diverse opinions with parts of a literary text.

Speaking (productive indicators)

1. Expands on opinions if required.
2. Expresses relationships through comparisons and contrasts, e.g., “This book is same the last one we read because ...”.
3. Uses a range of descriptive language to express feelings about a literary text.

Language learning activities

Explicit instructions – Teacher supplies target language:

1. Model how to role-play interviewing a character from a familiar literary text.
2. Present and discuss different forms of oral and visual texts, e.g., ballads, plays, movies, recorded stories, animated cartoons.
3. Revise the structure of a review and demonstrate how to identify language that reflects the reviewer’s opinion.
4. Discuss the author, title, and themes of a story, listing key themes on a chart.

Guided practice – Students practise target language:

1. In groups, students plan and present a role play that involves characters from a familiar literary text and uses dialogue consistent with the characters and events.
2. In pairs, students predict what could have happened next in a story, poem, or movie.
3. In groups, students share books brought from home or the library by reading excerpts and giving a supported personal response.

Independent language use – Students use target language:

1. Students take part in a “reviewer hot seat” activity by pretending to be a reviewer and answering prepared interview questions about their own review of a literary text.
2. Students prepare questions to ask visiting authors about their books.
3. Students prepare and present an oral review of a familiar story, e.g., a folk tale from their own culture.
4. Students answer comprehension questions that require critical thinking, e.g., “In ‘Wobbling’, what does it mean to have one Māori leg and one Pākehā one?”

* In SELLIPS, this language function has the specific meaning of responding to or appreciating a literary text or a creative product or performance.

RESPONDING

Reading (Stage 2)

Suggested language learning outcomes

- Follows main ideas from reviews of literary texts.*

Learning indicators

1. Recalls key information from a review.
2. Compares and contrasts reviews of the same book or movie.
3. Identifies how sentences or paragraphs are organised to present new information on a topic, e.g., detail will follow the main idea.
4. Identifies the intended audience of a review.
5. Identifies how a literary review affects the reader.
6. Locates the topic sentence to identify the main idea of a paragraph.
7. Identifies effective features of a review.
8. Draws conclusions and makes choices and decisions on the basis of information gained from a review.

Language learning activities

Explicit instructions – Teacher supplies target language:

1. Present and discuss an analysis of the structure of trailers for movies.
2. Model how to construct a concept map or story map related to a familiar literary text.

Guided practice – Students practise target language:

1. In pairs, students compare reviews (from different sources, e.g., a magazine, a newspaper column, an online review) of the same book, movie, or video game, recording information on a chart.
2. In groups, students justify why the author had a character behave in a particular way, drawing on evidence from the text, e.g., the language used to describe actions.
3. In groups, students reassemble a jumbled review, grouping details with the relevant topic sentences.

Independent language use – Students use target language:

1. Students choose to read a book recommended by a review, then compare the reviewer's response to their own.
2. Students take part in a jigsaw reading of different reviews of the same book, then complete a *same/different* grid.

RESPONDING

Writing (Stage 2)

Suggested language learning outcomes

- Plans and writes reviews incorporating key structural elements.

Learning indicators

1. Writes cohesive paragraphs reflecting distinct ideas.
2. Edits their own writing for accuracy and coherence.
3. Uses a range of expressions to signal personal opinion.
4. Supports opinion with detail from a literary text.
5. Incorporates key events in the synopsis.
6. Shows awareness of audience in writing a review.

Language learning activities

Explicit instructions – Teacher supplies target language:

1. Model how to include excerpts from a text in a review to support a statement.
2. Develop and display word banks focusing on ways of expressing an opinion.
3. Demonstrate how to use a story map to summarise events from a literary text.

Guided practice – Students practise target language:

1. In pairs, students use a thesaurus to develop lists of synonyms and antonyms relating to reviews of a familiar literary text.
2. In groups, students build word families of words that end with *-ful* to use in reviews, e.g., *wonderful*, *suspenseful*.

Independent language use – Students use target language:

1. Students write a synopsis of a familiar movie.
2. Students maintain a reading log with several headings, e.g., Title, Author, Characters, Synopsis, Illustrations, Recommendation.
3. Students take part in an online book discussion, e.g., www.schools.nsw.edu.au/raps/index.htm or Book BackChat on English Online.

* In SELLIPS, this language function has the specific meaning of responding to or appreciating a literary text or a creative product or performance.

Language function
RESPONDING

Depending on the purpose, this function may involve text forms such as:
personal responses
reviews

Yrs 7–8
ELLP Stage 3

ELLP references

Oral: pages 11–12 (and DVD)
Reading: pages 19 and 36–41
Writing: pages 45 and 71–76
in ELLP 5–8

New Zealand Curriculum links

English achievement objectives

**Listening, Reading, and Viewing
Speaking, Writing, and Presenting**

Students are ACQUIRING the prerequisite English language expertise for level 3–4 achievement objectives.

English texts

Texts giving opinions, reasons, and feelings about literary texts and other creative products or performances, e.g., “Wobbling” (SJ 4.2.07), “Geeks” (SJ 4.3.04), “Playing with Words” (SJ 4.3.04), “In Other Words” (SJ 4.3.06); also texts that include vocabulary relating to likes, dislikes, and preferences, e.g., “At the Wrestling” (JYPW 2007), “Let’s Hear It for Waiata Reka” (SJ 4.3.05)

Some cross-curricular links

The Arts: respond to drama; reflect on the expressive qualities of their own and others’ music, e.g., as in “Let’s Hear It for Waiata Reka” (SJ 4.3.05)

RESPONDING

Oral language (Stage 3)

Suggested language learning outcomes

- Follows extended commentaries on responses to literary texts.*
- Gives sustained and cohesive responses to literary texts.

Learning indicators

Listening (receptive indicators)

1. Compares and synthesises diverse viewpoints and perspectives on a literary text.
2. Follows complex ideas in a class discussion about a literary text.
3. Evaluates the quality and validity of ideas being expressed about literary texts.

Speaking (productive indicators)

1. Presents an opinion about a literary text coherently, giving evidence from the text.
2. Gives a prepared talk on an author, handling questions appropriately.
3. Discusses different interpretations of a literary text, e.g., by reviewers.
4. Provides detailed reasons for the actions and behaviours of characters in a literary text.
5. Elaborates on themes and issues in a literary text.

Language learning activities

Explicit instructions – Teacher supplies target language:

1. Draw attention to the role of visual images in supporting oral texts and discuss how they enhance the message.
2. Demonstrate how to listen to an oral review and separate fact from opinion.

Guided practice – Students practise target language:

1. In pairs, students design open-ended interview questions for a character from a familiar literary text.
2. In groups, students discuss the effect on the viewer of filming techniques, e.g., close-ups, long shots, camera angles, fading, and the use of music and colour.
3. In groups, students prepare a “reviewer hot seat” role play where the audience is hostile to the opinion stated by the reviewer.

Independent language use – Students use target language:

1. Students present an oral review and enhance it by reading a relevant section of the book aloud.
2. Students take part in a partially scripted Readers’ Theatre activity based on a familiar literary text.
3. Students respond orally to another student’s personal response to a story from the *School Journal*.

* In SELLIPS, this language function has the specific meaning of responding to or appreciating a literary text or a creative product or performance.

RESPONDING

Reading (Stage 3)

Suggested language learning outcomes

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

Learning indicators

1. Makes comparisons between different texts by the same author and/or makes judgments about different texts on the same topic.
2. Describes a reviewer's position in relation to a literary text.
3. Evaluates the basis for a reviewer's position by referring to the text (the review).
4. Summarises different viewpoints in reviews.
5. Pauses to think and review what has been read.
6. Identifies language that signals opinion and qualifies argument points.

Language learning activities

Explicit instructions – Teacher supplies target language:

1. "Think aloud" to demonstrate how to predict the judgment of a review based on the description of the text being reviewed.
2. Demonstrate how to use a reviewer's language choices to make inferences about their intended audience.
3. Model how to use visual images from the text to make inferences about a character's motives, qualities, and so on.

Guided practice – Students practise target language:

1. In pairs, students compare and contrast two major characters from a familiar literary text, e.g., their personality, appearance, actions, beliefs.
2. In pairs, students highlight lexical chains used throughout a review (e.g., *exciting, thrilling, action-packed*) and discuss their effect.

Independent language use – Students use target language:

1. For each of a number of narratives with a similar theme, students analyse the ways in which the theme (e.g., relationships, peer pressure, bullying) is conveyed through text and illustration.
2. Students develop a sociogram (a graphic organiser that represents the relationships among characters) depicting all the characters from a familiar text, showing their interrelationships and summarising each relationship with a few words.

RESPONDING

Writing (Stage 3)

Suggested language learning outcomes

- Writes reviews of literary texts showing critical response.*

Learning indicators

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

Language learning activities

Explicit instructions – Teacher supplies target language:

1. Demonstrate how to use a graphic organiser to prepare a plan for a review, collecting ideas and supporting details under headings.
2. Demonstrate how to support a statement in a text description by referring to the text, e.g., "Mihitai expressed anger with her parents by saying 'I hate you!'" ("Geeks")

Guided practice – Students practise target language:

1. In groups, students write a familiar narrative from different characters' points of view.
2. In pairs, students use a provocative or controversial quote from a class shared book or media article as the basis for a response to a literary text.
3. In pairs, students write a short persuasive sentence to promote a familiar book.

Independent language use – Students use target language:

1. Students write a blurb for a recently read book.
2. Students change a positive review into a negative one.
3. Students write a review comparing and contrasting two versions of the same story, e.g., Cinderella.

* In SELLIPS, this language function has the specific meaning of responding to or appreciating a literary text or a creative product or performance.

The background features several decorative orange swirls of varying sizes and orientations. One large swirl is in the bottom left, another is in the top right, and a smaller one is in the top left. A thick orange line also curves across the middle left side.

Instructing

INSTRUCTING

Language function across the curriculum

Depending on the purpose, this function may include: describing, ordering, commanding, listening, clarifying, noting, expressing conditions ...

Spoken and written text forms

- procedure
- procedural recount

Note: Authentic texts often include more than one text form.

Overview of suggested language learning outcomes linked to ELLP stages: in bold for years 7–8

Stage	Oral language		Reading	Writing
	Listening	Speaking		
<i>Foundation</i>	identifies related words from short, simple instructions	uses single words, formulaic phrases, or incomplete sentences to respond to instructions	joins in shared reading of familiar procedural texts and completes simple related tasks	writes and illustrates procedures based on modelled and/or jointly constructed texts
<i>Stage 1</i>	follows sequences of steps related to classroom procedures or learning activities	gives short sequences of steps related to classroom procedures, games, or learning tasks	reads simple procedures on a familiar topic	writes a simple procedure on a familiar topic
<i>Stage 2</i>	follows a series of instructions related to classroom procedures or learning activities	gives a series of oral instructions related to classroom procedures, games, or learning activities	identifies and organises main steps of instructions	plans and sequences information in procedural texts
<i>Stage 3</i>	understands complex instructional sequences at normal speed	gives detailed instructions related to complex games or learning activities	identifies what is required from complex task instructions	plans and sequences procedures on complex subject matter

Language function
INSTRUCTING

Depending on the purpose, this function may involve text forms such as:
procedures
procedural recounts

Yrs 7–8
ELLP Foundation Stage

ELLP references

Oral: pages 11–12 (and DVD)
Reading: pages 19 and 22–23
Writing: pages 45 and 47–55
in ELLP 5–8

New Zealand Curriculum links

English achievement objectives

**Listening, Reading, and Viewing
Speaking, Writing, and Presenting**
Students are BEGINNING TO DEVELOP the prerequisite English language expertise for level 1–3 achievement objectives.

English texts

Procedural texts and texts giving instructions or recipes, e.g., “Paper Colourscapes” (*Connected 3 2005*), “Seed Balls” (SJ 4.1.04), “High-flyers” (SJ 4.5.05), “Mini Movies” (SJ 4.3.04), “A Vanishing Art” (*Connected 3 2007*)

Some cross-curricular links

Maths and Statistics: plan and conduct investigations using the statistical enquiry cycle, e.g., in *Fully Stretched, Statistics* (FIO, levels 3–4)

The Arts: follow instructions to explore new techniques, including moving images and cultural techniques, e.g., in “Pasifika Drumming” in *Into Music 3* (years 7–10)

Health and PE: access and use information to make safe choices ... in a range of contexts, e.g., in *H₂O: Here We Go* (CIA, years 7–8)

Science: follow directions for making resources when using science knowledge to take action on an issue, e.g., as in “Seed Balls” (SJ 4.1.04)

Social Studies: follow directions for learning activities, e.g., for presentations involving new techniques

Technology: undertake planning that includes reviewing, e.g., as in “High-flyers” (SJ 4.5.05)

INSTRUCTING

Oral language (Foundation Stage)

Suggested language learning outcomes

- Identifies related words from short, simple instructions.
- Uses single words, formulaic phrases, or incomplete sentences to respond to instructions.

Learning indicators

Listening (receptive indicators)

1. Identifies key words in familiar instructions.
2. Uses non-verbal behaviour to seek help.
3. Watches others perform a task and copies them.
4. Indicates understanding of common spoken instructions non-verbally, e.g., nods, smiles.
5. Seeks clarification of instructions in first language from same-language peers.

Speaking (productive indicators)

1. Uses simple, familiar, imperative verbs, e.g., *put, cover*.
2. Uses phrasal verbs in instructions, e.g., *pick up, go to*.
3. Pronounces common words and phrases from familiar texts and activities comprehensibly.
4. Creates original utterances by substituting familiar phrases in instructions.
5. Combines known formulas, learned structures, and other vocabulary to construct new utterances related to a procedural text.

Language learning activities

Explicit instructions – Teacher supplies target language:

1. Model appropriate physical responses for classroom instructions, e.g., “Stand up.”
2. Introduce action games, e.g., Simon Says.
3. Encourage students to mimic and to use non-verbal signals to communicate, e.g., pointing, nodding.
4. Demonstrate how to follow instructions for simple computer applications, e.g., using concept keyboards and in simple matching games.

Guided practice – Students practise target language:

1. Students copy a series of non-verbal actions in a simple sequence, e.g., to go with songs, rhymes, chants.
2. Students respond to familiar repetitive patterns in stories, songs, rhymes, chants, and raps.
3. Students take a turn in leading Simon Says.
4. In pairs, students give or follow instructions to draw, colour, or cut out items.
5. In pairs, students follow a series of oral instructions to complete a computer-based task.

Independent language use – Students use target language:

1. Students follow simple instructions, relying on key words and contexts, e.g., for a computer activity.
2. Students retell a familiar, completed procedure.

INSTRUCTING

Reading (Foundation Stage)

Suggested language learning outcomes

- Joins in shared reading of familiar procedural texts and completes simple related tasks.

Learning indicators

1. Identifies objects used in a procedure from pictures.
2. Follows a procedural sequence shown in pictures.
3. Uses illustrations to support reading.
4. Recognises key words from a familiar procedural text.
5. Recognises the structure of a procedural text.

Language learning activities

Explicit instructions – Teacher supplies target language:

1. Provide and display an illustrated list of typical classroom commands.
2. Demonstrate how to read a procedural text and how to identify its structure.
3. Draw attention to action verbs used in the imperative at the start of a sentence.

Guided practice – Students practise target language:

1. In pairs, students match written instructions to a picture.
2. In pairs, students complete a supported cloze task, e.g., supported by pictures, beginning letters.
3. In groups, students identify sequence words in a text, e.g., *first, second, then*.

Independent language use – Students use target language:

1. Students identify key words and phrases in the captions of illustrations in a familiar text.
2. Students find examples of instructional texts used in their home, e.g., recipes.
3. Students contribute to a simple “How to Make a ...” book, using pictures and modelled sentences.

INSTRUCTING

Writing (Foundation Stage)

Suggested language learning outcomes

- Writes and illustrates procedures based on modelled and/or jointly constructed texts.

Learning indicators

1. Copies short instructions.
2. Uses words in first language to supplement writing.
3. Draws arrows to demonstrate sequence.
4. Draws objects used in a procedure.

Language learning activities

Explicit instructions – Teacher supplies target language:

1. Demonstrate how to illustrate a simple, familiar procedural text, e.g., on how to make pikelets.
2. Provide models of simple instructions to match illustrations.
3. Develop and display a word bank of relevant instruction verbs.

Guided practice – Students practise target language:

1. Students label their own illustrations, using instruction words on display.
2. In groups, students compile a word bank of instruction verbs related to a topic.
3. In groups, students jointly construct instructions after sequencing illustrations, diagrams, or photographs relating to a teacher demonstration, e.g., of cooking pancakes.
4. In pairs, students edit jointly constructed text on a computer, focusing on sequence markers, e.g., *next, then*.

Independent language use – Students use target language:

1. Students write instructions for a familiar task, using drawings, English, and their first language.
2. Students innovate on a text jointly constructed by the class or group, e.g., “How to Make a ...”. This could be a mixture of drawing and text.
3. Students dictate sentences for the teacher or other students to scribe.

Language function
INSTRUCTING

Depending on the purpose, this function may involve text forms such as:
procedures
procedural recounts

Yrs 7–8
ELLP Stage 1

ELLP references

Oral: pages 11–12 (and DVD)
Reading: pages 19 and 24–31
Writing: pages 45 and 56–59
in ELLP 5–8

New Zealand Curriculum links

English achievement objectives

**Listening, Reading, and Viewing
Speaking, Writing, and Presenting**

Students are WORKING TOWARDS the prerequisite English language expertise for level 3–4 achievement objectives.

English texts

Procedural texts and texts giving instructions or recipes, e.g., “Paper Colourscapes” (*Connected 3 2005*), “Seed Balls” [SJ 4.1.04], “High-flyers” [SJ 4.3.05], “Mini Movies” [SJ 4.3.04], “A Vanishing Art” (*Connected 3 2007*)

Some cross-curricular links

Maths and Statistics: plan and conduct investigations using the statistical enquiry cycle, e.g., in Fully Stretched, *Statistics* (FIO, levels 3–4)

The Arts: follow instructions to explore new techniques, including moving images and cultural techniques, e.g., in “Pasifika Drumming” in *Into Music 3* (years 7–10)

Health and PE: access and use information to make safe choices ... in a range of contexts, e.g., in *H₂O: Here We Go* (CIA, years 7–8)

Science: follow directions for making resources when using science knowledge to take action on an issue, e.g., as in “Seed Balls” [SJ 4.1.04]

Social Studies: follow directions for learning activities, e.g., for presentations involving new techniques

Technology: undertake planning that includes reviewing, e.g., as in “High-flyers” [SJ 4.3.05]

INSTRUCTING

Oral language (Stage 1)

Suggested language learning outcomes

- Follows sequences of steps related to classroom procedures or learning activities.
- Gives short sequences of steps related to classroom procedures, games, or learning tasks.

Learning indicators

Listening (receptive indicators)

1. Follows a short sequence of instructions related to classroom activities.
2. Asks a speaker to repeat and/or speak slowly, e.g., “Say again, please.”
3. Asks questions that demonstrate an understanding of the task.
4. Provides non-verbal feedback to a speaker to sustain interaction.
5. Responds appropriately to instructions for different classroom activities.

Speaking (productive indicators)

1. Gives simple directions for a familiar task.
2. Makes simple comments about a procedure, e.g., “Too fast.”
3. Uses commands to direct peers in classroom games and activities.
4. Repeats some of another speaker’s words, e.g., in responding to a question. “Where did you *plant* the seed?” “*Plant seed* in pot.”
5. Rehearses or role-plays giving instructions or directions.
6. Plans what to say and how to give instructions.

Language learning activities

Explicit instructions – Teacher supplies target language:

1. Model key content words and procedures for a specific task, e.g., a barrier game.
2. Demonstrate a short sequence of instructions related to classroom procedures, games, or learning tasks, e.g., cutting and pasting a mask.
3. Encourage students to use their first language to clarify tasks or concepts.
4. Draw attention to sequence markers when giving a series of instructions, e.g., “*First* you open your book, *then* you pick up your pencil, *next* you write your name.”

Guided practice – Students practise target language:

1. In pairs, students take part in an enquiry and elimination game to focus on prepositional phrases, e.g., one asks, “Where is the book?” and another asks, “Is it on the table?”
2. In groups, students use imperative verbs to play a “do as I say” game, e.g., Simon Says.
3. In groups, students construct a model by following instructions recorded on audio- or videotape.

Independent language use – Students use target language:

1. Students present a procedure of how a task such as playing a game or getting ready for school is performed.
2. Students take part in a barrier game that involves matching colours to pictures, using instructions such as “Put the yellow square on the red triangle.”

INSTRUCTING

Reading (Stage 1)

Suggested language learning outcomes

- Reads simple procedures on a familiar topic.

Learning indicators

1. Relies on key words to understand instructions when reading texts or listening to texts read aloud.
2. Matches simple sentences or captions to illustrations or diagrams.
3. Understands common words that have different meanings in different contexts, e.g., *look, look at, look for*.
4. Distinguishes actions from objects in a procedural text.
5. Recalls a sequence of steps in a procedure.
6. Recognises procedural texts by their layout of print, illustrations, and headings.
7. Makes predictions about appropriate sequence in a procedural text.
8. Uses visual supports, such as diagrams or pictures, to interpret meaning.

Language learning activities

Explicit instructions – Teacher supplies target language:

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

Guided practice – Students practise target language:

1. In groups, students reorder a jumbled instructional sequence.
2. In pairs, students complete a supported cloze task focusing on sequence words, e.g., *then, next, after*.
3. In groups, students sort and sequence two different sets of instructions, e.g., for playing a computer game and making a pinwheel.

Independent language use – Students use target language:

1. Students choose, from a number of pictures, the most appropriate ones to include in a procedure, then justify their choices.
2. Students highlight the adverbial phrases in a procedure.

INSTRUCTING

Writing (Stage 1)

Suggested language learning outcomes

- Writes a simple procedure on a familiar topic.

Learning indicators

1. Writes procedures, using some technically appropriate words.
2. Organises procedural texts in a logical order.
3. Rewrites instructions after correction and conferencing, e.g., deletes or adds words to clarify meaning.
4. Writes simple and familiar procedures, using teacher-prepared templates.
5. Uses knowledge of sentence patterns to form new sentences, e.g., follows modelled and jointly constructed texts to write their own.
6. Writes suitable captions for procedural steps.

Language learning activities

Explicit instructions – Teacher supplies target language:

1. “Think aloud” while demonstrating how to construct a simple procedural text.
2. Develop and display word banks of action verbs and measurement words relevant to a topic, e.g., *millilitre, kilogram, tablespoon*.

Guided practice – Students practise target language:

1. In pairs, students write a simple, familiar procedure using a graphic organiser.
2. Students add details to instructions by using a chart of adverbs and adverbial phrases of manner, e.g., *carefully, slowly, lightly, with a circular motion*.
3. In groups, students expand noun phrases to describe objects, e.g., *a heaped tablespoon of sugar*.

Independent language use – Students use target language:

1. Students innovate on a familiar procedural text by substituting different ingredients or materials.
2. Students choose a familiar activity to teach a friend, then write or draw the instructions under headings and evaluate their work by having their friend complete the procedure.

Language function
INSTRUCTING

Depending on the purpose, this function may involve text forms such as:
procedures
procedural recounts

Yrs 7–8
ELLP Stage 2

ELLP references

Oral: pages 11–12 (and DVD)
Reading: pages 19 and 30–35
Writing: pages 45 and 60–70
in ELLP 5–8

New Zealand Curriculum links

English achievement objectives

**Listening, Reading, and Viewing
Speaking, Writing, and Presenting**

Students are APPROACHING the prerequisite English language expertise for level 3–4 achievement objectives.

English texts

Procedural texts and texts giving instructions or recipes, e.g., “Paper Colourscapes” (*Connected 3* 2005), “Seed Balls” [SJ 4.1.04], “High-flyers” [SJ 4.3.05], “Mini Movies” [SJ 4.3.04], “A Vanishing Art” (*Connected 3* 2007)

Some cross-curricular links

Maths and Statistics: plan and conduct investigations using the statistical enquiry cycle, e.g., in Fully Stretched, *Statistics* (FIO, levels 3–4)

The Arts: follow instructions to explore new techniques, including moving images and cultural techniques, e.g., in “Pasifika Drumming” in *Into Music 3* (years 7–10)

Health and PE: access and use information to make safe choices ... in a range of contexts, e.g., in *H₂O: Here We Go* (CIA, years 7–8)

Science: follow directions for making resources when using science knowledge to take action on an issue, e.g., as in “Seed Balls” [SJ 4.1.04]

Social Studies: follow directions for learning activities, e.g., for presentations involving new techniques

Technology: undertake planning that includes reviewing, e.g., as in “High-flyers” [SJ 4.3.05]

INSTRUCTING

Oral language (Stage 2)

Suggested language learning outcomes

- Follows a series of instructions related to classroom procedures or learning activities.
- Gives a series of oral instructions related to classroom procedures, games, or learning activities.

Learning indicators

Listening (receptive indicators)

1. Listens for relevant information when instructions are given.
2. Identifies implied sequences in oral instructions.
3. Follows a complex set of oral instructions or directions related to a game or learning activity, e.g., follows a route when using a map.
4. Identifies a number of sequence markers that indicate steps in an oral instruction, e.g., *finally, before*.
5. Recalls key steps in instructions.
6. Recalls the order in which steps occur.

Speaking (productive indicators)

1. Monitors an activity and provides feedback, e.g., “The elastic is too short.”
2. Talks simply about cultural differences related to communication, e.g., in practices relating to eye contact, distance, use of gesture.
3. Applies familiar procedural language to new contexts.
4. Plans and organises instructions for a group activity.
5. Uses appropriate register for giving instructions in different situations.
6. Plans what to say and how to give instructions.

Language learning activities

Explicit instructions – Teacher supplies target language:

1. Introduce and demonstrate technically appropriate action words, e.g., *whisk, blend, press, stand, pin*.
2. Present various ways of giving a command, e.g., “The last person left must run to the centre” and “Would you run to the middle of the circle, please?”
3. Introduce the use of conditional form to indicate potential problems or options in procedures, e.g., “If there is lightning, don’t use the telephone.”
4. Identify modal verbs (e.g., *should, could, must, might, need to*) and discuss their effect in the context of instructions.

Guided practice – Students practise target language:

1. After an experiment, groups of students complete an oral macrocloze task, e.g., the text headings and an imperative verb for each step are provided and the students provide the missing words.
2. In pairs, students take part in a barrier game focusing on using directions, e.g., finding how to get to a particular shop.
3. In groups, students act out a procedure where one student uses adverbs to direct a change in the way actions are performed, e.g., “Stir slowly/quickly/briskly/carefully.”

Independent language use – Students use target language:

1. Students use a flow chart or a diagram to prepare and prompt an oral presentation.
2. Students role-play giving instructions to different people (e.g., a friend, younger brother, parent, teacher, shopkeeper) and discuss changes in language for each new audience and context.

INSTRUCTING

Reading (Stage 2)

Suggested language learning outcomes

- Identifies and organises main steps of instructions.

Learning indicators

1. Uses their knowledge of sentence structure and text organisation to identify the meaning of unknown words.
2. Follows and recalls a sequence of steps and relevant details from procedural text.
3. Interprets a procedure from diagrams, flow charts, and so on.
4. Identifies examples of instructional writing in which features differ across cultures although they belong to the same form.
5. Identifies key words and phrases related to the steps of an instructional text.

Language learning activities

Explicit instructions – Teacher supplies target language:

1. Develop and display word banks of conventional measurements, e.g., *pinch of salt*, *ream of paper*.
2. Introduce the classification of adverbs and adverbial phrases into adverbs of time, manner, and location.
3. Demonstrate and discuss the effect of placing the adverbial phrase at the beginning of the sentence, e.g., “*Before lighting the burner*, check that the gas is turned on.”

Guided practice – Students practise target language:

1. In groups, students sort and sequence two procedures on a similar topic, e.g., making a mask and making a card.
2. In pairs, students identify the audience for a number of different procedures, e.g., someone who has just bought their first DVD player – how to program a DVD player; someone who wants to join in a simple card game – how to play Snap by matching colour cards.

Independent language use – Students use target language:

1. Students read the rules for a new game and then play it.
2. Students compare visual procedures (e.g., as presented in the media) with written procedures by completing a *same/different* chart, e.g., for a television cooking show and a recipe book.

INSTRUCTING

Writing (Stage 2)

Suggested language learning outcomes

- Plans and sequences information in procedural texts.

Learning indicators

1. Uses appropriate time-sequence references.
2. Uses a set of common, specialised words, technical and non-technical, appropriate to instructions.
3. Provides details in a procedure, e.g., “Into the beaker, 5 ml of water.”
4. Uses a variety of connectives to avoid mechanical repetitions.
5. Organises information in a procedural format.
6. Uses a diagrammatic structure to write a procedural text.
7. Edits their own writing for accuracy and coherence.

Language learning activities

Explicit instructions – Teacher supplies target language:

1. Demonstrate the effects of rewriting a procedure and changing the word or phrase at the beginning of the sentence.
2. Model how to use relative clauses to add detail to a procedure, e.g., “Add the fruit, *which has been soaking for two hours*, into the mixture.”

Guided practice – Students practise target language:

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

Independent language use – Students use target language:

1. Using a computer, students write, illustrate, and edit a procedure on a topic of their choice.
2. Students write procedures on the same topic for two different audiences, varying the language and visuals appropriately, e.g., how to make scones (different versions for adults and for junior school children).

Language function
INSTRUCTING

Depending on the purpose, this function may involve text forms such as:
procedures
procedural recounts

Yrs 7–8
ELLP Stage 3

ELLP references

Oral: pages 11–12 (and DVD)
Reading: pages 19 and 36–41
Writing: pages 45 and 71–76
in ELLP 5–8

New Zealand Curriculum links

English achievement objectives

**Listening, Reading, and Viewing
Speaking, Writing, and Presenting**

Students are ACQUIRING the prerequisite English language expertise for level 3–4 achievement objectives.

English texts

Procedural texts and texts giving instructions or recipes, e.g., “Paper Colourscapes” (*Connected 3 2005*), “Seed Balls” (SJ 4.1.04), “High-flyers” (SJ 4.3.05), “Mini Movies” (SJ 4.3.04), “A Vanishing Art” (*Connected 3 2007*)

Some cross-curricular links

Maths and Statistics: plan and conduct investigations using the statistical enquiry cycle, e.g., in *Fully Stretched, Statistics* (FIO, levels 3–4)

The Arts: follow instructions to explore new techniques, including moving images and cultural techniques, e.g., in “Pasifika Drumming” in *Into Music 3* (years 7–10)

Health and PE: access and use information to make safe choices ... in a range of contexts, e.g., in *H₂O: Here We Go* (CIA, years 7–8)

Science: follow directions for making resources when using science knowledge to take action on an issue, e.g., as in “Seed Balls” (SJ 4.1.04)

Social Studies: follow directions for learning activities, e.g., for presentations involving new techniques

Technology: undertake planning that includes reviewing, e.g., as in “High-flyers” (SJ 4.3.05)

INSTRUCTING

Oral language (Stage 3)

Suggested language learning outcomes

- Understands complex instructional sequences at normal speed.
- Gives detailed instructions related to complex games or learning activities.

Learning indicators

Listening (receptive indicators)

1. Follows the gist and some detail of spoken instructions on a new topic at normal speed.
2. Assesses instructions for accuracy and completeness.
3. Recalls key elements of complex instructions.
4. Understands instructional TV programmes.

Speaking (productive indicators)

1. Anticipates difficult steps in a procedure and gives appropriate detail.
2. Uses gestures to clarify the meaning of complex instructions.
3. Gives detailed and extended instructions for a task.
4. Uses a range of modal verbs to give instructions politely.
5. Uses English for a range of problem-solving activities, e.g., planning a journey using maps, brochures, and timetables.

Language learning activities

Explicit instructions – Teacher supplies target language:

1. Draw attention to the ways in which spoken instructions often refer to the audience specifically, e.g., “Then Room 3 will swap places with Room 6.”
2. Focus on *if ...*, *then ...* structures in instructions, e.g., “If you turn the handle too far, then the timer will jam.”
3. Demonstrate the use of clauses of reason, e.g., “Use a chalk mark on the material *so that the stitching will be straight.*”

Guided practice – Students practise target language:

1. In pairs, students create instructions that contain complex sentences, e.g., *if ...*, *then ...* structures (conditional) and *so that ...* structures (causal).
2. In groups, students complete an oral macrocloze by supplying the missing reasons, e.g., “Leave the cake to cool [*so that you can remove it from the cake tin more easily.*]”
3. In groups, students role-play the same set of instructions with varying degrees of modality and discuss the effect, e.g., “You could adjust the screen by ...”, “You should adjust the screen by ...”, “You must adjust the screen by ...”.

Independent language use – Students use target language:

1. Students present a procedure to peers orally (e.g., by presenting how to make origami shapes), using diagrams and visual texts to support their instructions.
2. While listening to an oral procedure, students mark on a checklist the strategies used to modify the intensity of spoken instructions (e.g., through word choice, tone of voice, use of eye contact) and then discuss the effect of these on the audience.

INSTRUCTING

Reading (Stage 3)

Suggested language learning outcomes

- Identifies what is required from complex task instructions.

Learning indicators

1. Identifies the social purpose of instructional texts.
2. Scans information from different sources to extract procedural information.
3. Assesses the accuracy of their own written work by reading different material.
4. Identifies the demands and task implications of key imperative verbs, e.g., *explain, argue, discuss*.
5. Identifies relationships between paragraphs or sections of instructional texts.
6. Identifies the kind of reader assumed by the author of an instructional text, e.g., expert or novice in the subject.

Language learning activities

Explicit instructions – Teacher supplies target language:

1. Highlight the positioning of adverbs and adverbial phrases indicating time, location, manner, accompaniment, and cause in procedural texts.
2. Develop and display a list of features of procedural texts that help the reader to follow the instructions.

Guided practice – Students practise target language:

1. In pairs, students identify technical words in procedures, from their independent reading, for personal spelling lists and group or class dictionaries.
2. In groups, students compare procedures to evaluate their layout features and discuss how these features assist the reader and suit different purposes, e.g., use of subheadings, indents, lists, different fonts and styles.
3. In pairs, students identify possible consequences stated in a set of rules.

Independent language use – Students use target language:

1. Students complete a cloze passage using alternative and causal connectives, e.g., *otherwise, unless, in order to, so that*.
2. Students match parts of a flow chart or diagram to a related procedural text that includes a range of conditions, e.g., a computer game.

INSTRUCTING

Writing (Stage 3)

Suggested language learning outcomes

- Plans and sequences procedures on complex subject matter.

Learning indicators

1. Combines a number of ideas into a compound or complex sentence.
2. Writes procedures about an unfamiliar topic that they have researched independently.
3. Draws appropriate diagrams giving information for a procedural text.
4. Uses a variety of content-related words and phrases in an instructional text.
5. Summarises and synthesises information from a number of sources to write a procedural text.

Language learning activities

Explicit instructions – Teacher supplies target language:

1. Develop and display a list of abbreviations commonly found in procedural texts such as recipes (e.g., *tbsp*) and map directions (e.g., *NW*).
2. Demonstrate how to simplify instructions and procedures without losing sight of the purpose and audience, e.g., when using email.

Guided practice – Students practise target language:

1. In groups, students develop a cline of adverbs of frequency, e.g., *always, usually, often, sometimes, rarely, never*.
2. In pairs, students draw a flow chart that includes all possible choices to show the paths that could be taken when playing a computer adventure game or reading a “choose your own adventure” book.
3. In groups, students jointly construct a procedural text (based on a recount of an activity or game learned by the class) by changing past-tense verbs into imperatives.
4. In pairs, students use a word-processing program to rewrite an unclear set of instructions.

Independent language use – Students use target language:

1. Students write a conditional procedure, e.g., how to play a computer game.
2. Students rewrite a recount as a procedure, e.g., the last two paragraphs of Making the Cloth in “A Vanishing Art”.

The page features several decorative orange swirls of varying sizes and orientations. One large swirl is in the bottom left, another is in the top right, and a smaller one is in the top left. A thick orange line also curves across the middle left side.

Explaining

EXPLAINING

Language function across the curriculum

Depending on the purpose, this function may include: expressing causality, opinion, reasons, or conditions; elaborating; exemplifying; referring; reiterating; emphasising ...

Spoken and written text forms

- explanation

Note: Authentic texts often include more than one text form.

Overview of suggested language learning outcomes linked to ELLP stages: in bold for years 7–8

Stage	Oral language		Reading	Writing
	Listening	Speaking		
<i>Foundation</i>	identifies related words from short, simple explanations	uses single words, formulaic phrases, or incomplete sentences to ask and answer questions	joins in shared reading of familiar explanations and completes simple related activities	writes and illustrates simple explanations based on modelled and/or jointly constructed texts
<i>Stage 1</i>	follows spoken explanations on familiar topics	provides simple explanations on familiar topics	reads and retells explanations on familiar topics, using pictures or first language	writes simple explanations on familiar topics
<i>Stage 2</i>	identifies relationships between key information and supporting detail from spoken explanations	elaborates on explanations of familiar topics	identifies and organises main ideas and supporting details in explanations	plans and writes explanations on familiar topics
<i>Stage 3</i>	extracts main and supporting information from extended and complex explanations	presents sustained and cohesive explanations	identifies causal and sequential factors in different explanation texts	writes extended explanations showing sequential or causal relationships on a range of topics

Language function
EXPLAINING

Depending on the purpose, this function may involve text forms such as: explanations

Yrs 7–8
ELLP Foundation Stage

ELLP references

Oral: pages 11–12 (and DVD)
Reading: pages 19 and 22–23
Writing: pages 45 and 47–55 in ELLP 5–8

New Zealand Curriculum links

English achievement objectives

**Listening, Reading, and Viewing
Speaking, Writing, and Presenting**

Students are BEGINNING TO DEVELOP the prerequisite English language expertise for level 1–3 achievement objectives.

English texts

Texts giving explanations, e.g., “Back to the Drawing Board” (*Connected 3* 2007), “Why Do I Blush?” (SJ 4.1.06), “A New Life for Old Machines” (*Connected 3* 2007), “The Pygmy Button Daisy” (*Unruly Tide*, JYPW 2007), “Righting the Wrongs: Poll Tax in New Zealand” (SJ 4.2.03), *What Is a Bee?* (Selections, 2008)

Some cross-curricular links

Maths and Statistics: communicate findings, using appropriate displays, e.g., as in *Statistics* (FIO, levels 3–4)

The Arts: explain the purposes of dance, drama, music – sound arts, and visual arts in cultural and historical contexts

Health and PE: explain how social messages and stereotypes can affect feelings, e.g., ‘Get the Picture’ in *Positive Puberty* (CIA, years 6–8)

Science: carry out appropriate investigations to develop simple explanations; explain how living things ... respond to environmental changes, e.g., “The Pygmy Button Daisy” (*Unruly Tide*, JYPW 2007), *What Is a Bee?* (Selections, 2008)

Social Studies: understand how the ways in which leadership ... is ... exercised have consequences ..., e.g., in “Righting the Wrongs: Poll Tax in New Zealand” (SJ 4.2.03)

Technology: explain an outcome’s fitness for purpose in terms of how well it addresses the need, e.g., “A New Life for Old Machines” (*Connected 3* 2007)

EXPLAINING

Oral language (Foundation Stage)

Suggested language learning outcomes

- Identifies related words from short, simple explanations.
- Uses single words, formulaic phrases, or incomplete sentences to ask and answer questions.

Learning indicators

Listening (receptive indicators)

1. Responds, with teacher support, to questions about an explanation text.
2. Understands basic sequential markers in sequential explanations, e.g., *first, then, next*.
3. Identifies single items of information in short explanation texts, e.g., an object, a part.

Speaking (productive indicators)

1. Asks for clarification or interpretation from same-language speakers, e.g., seeks explanation of classroom instructions or routines.
2. Demonstrates an understanding of explanations, using non-verbal means to communicate.
3. Pronounces common words and phrases from familiar texts and activities comprehensibly.
4. Responds with one- or two-word answers.
5. Combines known formulas, learned structures, and other vocabulary to construct new utterances related to explanation texts.

Language learning activities

Explicit instructions – Teacher supplies target language:

1. Introduce content vocabulary using real objects, pictures, and so on, then label diagrams, e.g., *torch, battery, wire*.
2. Develop and display a word bank of simple sequencing adverbs, e.g., *first, second, third, then*.
3. Demonstrate how to play a memory game that involves matching and naming pictures of content vocabulary.

Guided practice – Students practise target language:

1. In pairs, students sequence a flow chart for a familiar explanation, e.g., of how a torch works.
2. In groups, students sequence diagrams, then choose an appropriate connective from a word bank to construct a skeleton explanation, e.g., “First, switch. Next, the electrons ...”.
3. In pairs, students play a barrier game in which each student has different information missing from a flow chart of a process.

Independent language use – Students use target language:

1. Students use a sequencing worksheet to support their explanation of a process to a partner from a visiting class.
2. Students explain the workings of a familiar object, e.g., a pencil sharpener.

EXPLAINING

Reading (Foundation Stage)

Suggested language learning outcomes

- Joins in shared reading of familiar explanations and completes simple related tasks.

Learning indicators

1. Identifies the purpose of a simple explanation text.
2. Gains basic information from illustrations.
3. Uses illustrations to support reading of simple explanation texts.
4. Sequences a simple explanation of a process, using pictures.
5. Recognises technical words in a familiar explanation, e.g., *lever*.

Language learning activities

Explicit instructions – Teacher supplies target language:

1. Lead the reading of repetitive phrases from a familiar class book.
2. Model how to match content words on cards with the text.
3. Introduce a memory game that involves matching words to diagrams.
4. Provide a word bank of sequential connectives, e.g., *next, after, when*.

Guided practice – Students practise target language:

1. In groups, students play “matching games”, using illustrated word cards, e.g., Fish or Old Maid.
2. In pairs, students complete a diagram of a familiar life cycle by cutting and pasting labels for content and sequence words.
3. Students complete a supported cloze task (a diagram of process and key words is provided), focusing on nouns and sequential connectives.

Independent language use – Students use target language:

1. Students complete a “read and draw” activity, using content words from a topic as their focus.
2. Students complete a flow chart on a familiar topic.

EXPLAINING

Writing (Foundation Stage)

Suggested language learning outcomes

- Writes and illustrates simple explanations based on modelled and/or jointly constructed texts.

Learning indicators

1. Uses drawings or diagrams to illustrate a simple sequence in an explanation.
2. Uses drawings or illustrations to compensate for limited English vocabulary, e.g., combines writing and drawing.
3. Uses words from first language to supplement writing.
4. Finds words needed for own explanations in labels, charts, and diagrams.
5. Labels diagrams, using words learned in class.
6. Completes simple, repetitive modelled sentences, e.g., “The handle turns the ...”.

Language learning activities

Explicit instructions – Teacher supplies target language:

1. Introduce a model of a written explanation and label elements of its structure.
2. Demonstrate how the labelling of a diagram can represent an explanatory sequence.
3. Provide captions from an explanation text and have students illustrate each caption.
4. Encourage students to use their first language to write familiar explanations.

Guided practice – Students practise target language:

1. In pairs, students use word banks to support their labelling of illustrations.
2. In groups, students jointly construct a simple explanation based on a familiar text.
3. In groups, students develop a dictionary of technical words related to the topic.
4. In groups, students create new explanatory sentences, using banks of words colour-coded according to noun phrases, verbs, and adverbial phrases.

Independent language use – Students use target language:

1. Students illustrate a process with a flow chart, copying labels and captions from displays.
2. Students use word banks to write about the workings of a familiar object, e.g., a pencil sharpener.

Language function
EXPLAINING

Depending on the purpose, this function may involve text forms such as: explanations

Yrs 7–8
ELLP Stage 1

ELLP references

Oral: pages 11–12 (and DVD)
Reading: pages 19 and 24–31
Writing: pages 45 and 56–59 in ELLP 5–8

New Zealand Curriculum links

English achievement objectives

**Listening, Reading, and Viewing
Speaking, Writing, and Presenting**

Students are WORKING TOWARDS the prerequisite English language expertise for level 3–4 achievement objectives.

English texts

Texts giving explanations, e.g., “Back to the Drawing Board” (*Connected 3* 2007), “Why Do I Blush?” (SJ 4.1.06), “A New Life for Old Machines” (*Connected 3* 2007), “The Pygmy Button Daisy” (*Unruly Tide*, JYPW 2007), “Righting the Wrongs: Poll Tax in New Zealand” (SJ 4.2.03), *What Is a Bee?* (Selections, 2008)

Some cross-curricular links

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The Arts: explain the purposes of dance, drama, music – sound arts, and visual arts in cultural and historical contexts

Health and PE: explain how social messages and stereotypes can affect feelings, e.g., Get the Picture in *Positive Puberty* (CIA, years 6–8)

Science: carry out appropriate investigations to develop simple explanations; explain how living things ... respond to environmental changes, e.g., “The Pygmy Button Daisy” (*Unruly Tide*, JYPW 2007), *What Is a Bee?* (Selections, 2008)

Social Studies: understand how the ways in which leadership ... is ... exercised have consequences ..., e.g., in “Righting the Wrongs: Poll Tax in New Zealand” (SJ 4.2.03)

Technology: explain an outcome’s fitness for purpose in terms of how well it addresses the need, e.g., “A New Life for Old Machines” (*Connected 3* 2007)

EXPLAINING

Oral language (Stage 1)

Suggested language learning outcomes

- Follows spoken explanations on familiar topics.
- Provides simple explanations on familiar topics.

Learning indicators

Listening (receptive indicators)

1. Provides non-verbal feedback to speakers to sustain interaction.
2. Follows a teacher’s explanation that uses familiar language (e.g., revision of a familiar topic).
3. Provides a relevant response to a question.

Speaking (productive indicators)

1. Describes a series of changes using simple English and including non-verbal language.
2. Responds to a question about an explanation and may provide follow-up information if the questioner seeks clarification.
3. Asks simple questions that relate to information required.
3. Adapts learned question formulas, for instance, by leaving out the verb *do/does*, e.g., in asking “Handle turn next?”
4. Gives short sequence of steps related to a simple, sequential explanation.
6. Sequences information logically for the listener.
5. Uses simple sequencing vocabulary, e.g., *first, then*.

Language learning activities

Explicit instructions – Teacher supplies target language:

1. Present content vocabulary using diagrams and ask students to name the components indicated, e.g., *circuit, battery, torch*.
2. Model how to use enquiry and elimination questions to identify which section of a process is written on a randomly selected card, e.g., “Do you ... ?” “Does it ...?” “Are there ...?”
3. Demonstrate how to complete an oral cloze task focusing on technical words based on a familiar text.

Guided practice – Students practise target language:

1. In groups, students take part in enquiry and elimination games relating to a familiar explanation.
2. In pairs, students sequence diagrams and construct an oral explanation with reference to the flow chart.
3. In pairs, students build noun phrases by adding classifying and describing adjectives to a noun, e.g., *the negative terminal of the battery*.
4. In pairs, students combine simple oral sentences into compound or complex sentences, using appropriate conjunctions, e.g., *The light does not shine when the switch is turned off*.

Independent language use – Students use target language:

1. Students explain a familiar process to a partner, using relevant supportive material and responding to questions.
2. Students identify missing elements from a familiar process (e.g., from the functioning of a light circuit) and explain what happens before and after.

EXPLAINING

Reading (Stage 1)

Suggested language learning outcomes

- Reads and retells explanations on familiar topics, using pictures or first language.

Learning indicators

1. Relies on key words to understand explanations when reading or when listening to texts being read.
2. Matches simple sentences or captions to illustrations or photographs of a phenomenon.
3. Rereads familiar explanations to increase accuracy and fluency.
4. Identifies basic structural features of an explanation text, e.g., phenomenon and explanation sequence.
5. Identifies linking words that indicate sequence, e.g., *first, next*.
6. Identifies new information gained from reading an explanation.
7. Uses visual supports (e.g., diagrams, graphs, pictures) to interpret the meaning in an explanation.

Language learning activities

Explicit instructions – Teacher supplies target language:

1. Highlight the text structure after a shared reading of a simple explanation.
2. Demonstrate how to identify time connectives in a text, e.g., *when, after, then*.
3. Highlight basic punctuation during shared reading, e.g., full stops, capital letters.

Guided practice – Students practise target language:

1. In pairs, students match partially completed diagrams to familiar written text.
2. In pairs, students complete a flow chart using words provided, e.g., *circuit, battery, light*.
3. In groups, students join sentence fragments, using sequencing connectives, e.g., *first, next*.
4. In groups, students sequence sentences from a familiar explanation.
5. Students highlight lexical chains in an explanation text, e.g., *battery, negative terminal, positive terminal*.

Independent language use – Students use target language:

1. Students read an explanation text related to the class topic and then complete a three-level guide.
2. Students complete an unsupported cloze task on action verbs in an explanation.
3. Students read a simple explanation text on a familiar topic, then sequence sentence strips from the text.

EXPLAINING

Writing (Stage 1)

Suggested language learning outcomes

- Writes simple explanations on familiar topics.

Learning indicators

1. Identifies the nature and purpose of explanation texts in different formats, e.g., book, pamphlet.
2. Sequences information in a logical order.
3. Writes explanations that show simple cohesion of ideas, joining them with *and then*.
4. Attempts to provide more detail in written explanations by providing illustrations and lists.
5. Initiates their own writing of an explanation.
6. Uses the simple present tense in an explanation.
7. Writes suitable labels for an explanation.
8. Uses simple sequence markers when describing a process.

Language learning activities

Explicit instructions – Teacher supplies target language:

1. Develop and display word banks of technical vocabulary related to a class topic.
2. Model how to use diagrams to sequence an explanation text.
3. Demonstrate how to construct simple explanations of familiar processes or life cycles.

Guided practice – Students practise target language:

1. In pairs, students extend a noun group by adding descriptive and classifying adjectives from a word bank, e.g., *a small yellow flag, a digital camera*.
2. In groups, students complete sentence beginnings and endings, using a range of connectives, e.g., *“When the switch is turned on, the light shines”; “Electricity flows along the circuit after it is made in the battery.”*

Independent language use – Students use target language:

1. Students label a diagram to represent a familiar explanatory sequence.
2. Students write a simple explanation referring to a labelled diagram.

Language function
EXPLAINING

Depending on the purpose, this function may involve text forms such as: explanations

Yrs 7–8
ELLP Stage 2

ELLP references

Oral: pages 11–12 (and DVD)
Reading: pages 19 and 30–35
Writing: pages 45 and 60–70
in ELLP 5–8

New Zealand Curriculum links

English achievement objectives

**Listening, Reading, and Viewing
Speaking, Writing, and Presenting**

Students are APPROACHING the prerequisite English language expertise for level 3–4 achievement objectives.

English texts

Texts giving explanations, e.g., “Back to the Drawing Board” (*Connected 3* 2007), “Why Do I Blush?” (SJ 4.1.06), “A New Life for Old Machines” (*Connected 3* 2007), “The Pygmy Button Daisy” (*Unruly Tide*, JYPW 2007), “Righting the Wrongs: Poll Tax in New Zealand” (SJ 4.2.03), *What Is a Bee?* (Selections, 2008)

Some cross-curricular links

Maths and Statistics: communicate findings, using appropriate displays, e.g., as in *Statistics* (FIO, levels 3–4)

The Arts: explain the purposes of dance, drama, music – sound arts, and visual arts in cultural and historical contexts

Health and PE: explain how social messages and stereotypes can affect feelings, e.g., “Get the Picture” in *Positive Puberty* (CIA, years 6–8)

Science: carry out appropriate investigations to develop simple explanations; explain how living things ... respond to environmental changes, e.g., “The Pygmy Button Daisy” (*Unruly Tide*, JYPW 2007), *What Is a Bee?* (Selections, 2008)

Social Studies: understand how the ways in which leadership ... is ... exercised have consequences ..., e.g., in “Righting the Wrongs: Poll Tax in New Zealand” (SJ 4.2.03)

Technology: explain an outcome’s fitness for purpose in terms of how well it addresses the need, e.g., “A New Life for Old Machines” (*Connected 3* 2007)

EXPLAINING

Oral language (Stage 2)

Suggested language learning outcomes

- Identifies relationships between key information and supporting detail from spoken explanations.
- Elaborates on explanations of familiar topics.

Learning indicators

Listening (receptive indicators)

1. Listens for relevant information in an explanatory sequence.
2. Shows recognition of the same idea expressed in different words, e.g., *rain*, *precipitation*.
3. Understands an unfamiliar speaker explaining a familiar process.
4. Records and organises spoken information in line with set guidelines, e.g., uses diagrams, graphs, tables.

Speaking (productive indicators)

1. Uses circumlocution – talking around a topic – to compensate for vocabulary deficiencies.
2. Self-corrects, e.g., “Water pour out – umm, pours out.”
3. Formulates, spontaneously, questions that provide a range of information for an explanation.
4. Elaborates on an explanation, using technical terms and appropriate conjunctions.
5. Plans and organises oral sequential explanations, using notes as an aid to memory.

Language learning activities

Explicit instructions – Teacher supplies target language:

1. Demonstrate how to predict the cause of a phenomenon before listening to a related explanation text and how to compare the predictions with the text.
2. Model an oral explanation and label the features of the text.
3. Demonstrate how to change active-voice sentences to passive-voice ones, e.g., “The machine crushes the glass” becomes “The glass is crushed by the machine” (if the focus is on the glass).
4. Develop and display a word bank of causal connectives, e.g., *because*, *therefore*, *so*, *since*, and additional time connectives, e.g., *following this*, *while*.

Guided practice – Students practise target language:

1. In groups, students rehearse an oral explanation with emphasis on voice, gesture, and expression.
2. In groups, students develop field knowledge, before listening to an explanation, by brainstorming vocabulary from collections of illustrations.
3. In pairs, students respond to questions relating to text structure (e.g., “What is being explained?” “What happens first?”) while the teacher is reading a familiar explanation.
4. In pairs, students prepare an oral explanation using a flow chart or object as a prompt.
5. In pairs, students match illustrations showing cause and effect and state the relationships.
6. In groups, students complete an oral cloze task by suggesting words to fill in pauses in a recorded oral explanation (focusing on technical nouns, descriptive adjectives, and connectives).

Independent language use – Students use target language:

1. Students listen to a recorded explanatory TV programme and report back to a group.
2. Students present an oral explanation relating to a topic they have researched to the class.
3. Students respond to challenging questions, e.g., “Why do you think cork floats?”

EXPLAINING

Reading (Stage 2)

Suggested language learning outcomes

- Identifies and organises main ideas and supporting details in explanations.

Learning indicators

1. Interprets sequential information in a flow chart.
2. Recognises how time sequences are signalled by linking words and phrases, e.g., *following this, next*.
3. Collects, organises, and analyses information from an explanation into diagrammatic form.
4. Recognises use of passive voice in explanations.
5. Identifies common patterns of given and new sequences within explanations, e.g., *Eruptions occur when magma and gases are forced ... When the magma ..., it is called lava. This lava ...*
6. Finds specific detail or information from explanations.
7. Develops lexical chains of words referring to concepts developed throughout the explanation, e.g., *eruption, magma, lava*.

Language learning activities

Explicit instructions – Teacher supplies target language:

1. After introducing key vocabulary, provide a video on an explanatory topic, e.g., how volcanoes erupt.
2. Demonstrate how to use a thesaurus to develop word banks.
3. Model how to identify features of an explanation text.
4. Demonstrate how to identify and classify connectives as time (e.g., *when, after, while*), causal (e.g., *because, so*), or additive (e.g., *and, as well as*).

Guided practice – Students practise target language:

1. In pairs, students complete a cause–effect chain after reading an explanation.
2. Students complete a supported cloze task (with words supplied), focusing on passive voice.
3. In pairs, students match appropriate topic sentences to different bodies of explanatory text.
4. In groups, students complete a jigsaw reading of a causal explanation.

Independent language use – Students use target language:

1. Students answer comprehension questions beginning with *What caused ...?* or *What made ...?*
2. Students match split sentences from a text into a cause and effect sequence.

EXPLAINING

Writing (Stage 2)

Suggested language learning outcomes

- Plans and writes explanations on familiar topics.

Learning indicators

1. Combines simple sentences into complex ones, using common conjunctions and relative pronouns.
2. Knows when to use diagrams to support explanations.
3. Uses identifiable topic sentences for sequential explanations.
4. Presents an explanation with phenomenon identification and sequence.
5. Manipulates given and new information within sentences to maintain coherence in an explanation.
6. Edits their own writing for accuracy and coherence.
7. Writes logically, incorporating relevant information.

Language learning activities

Explicit instructions – Teacher supplies target language:

1. Demonstrate the use of a flow chart to summarise information for a written explanation.
2. Model nominalisation – changing verbs into nouns.

Guided practice – Students practise target language:

1. In pairs, students change verb phrases into noun phrases, e.g., *The volcano erupts* becomes *The eruption of the volcano*.
2. In groups, students expand sentences by including dependent or relative clauses, e.g., “The volcano, *which is on White Island ...*”.
3. In groups, students rewrite an explanation to suit another context, e.g., How water reaches our homes – in a village, town, city.

Independent language use – Students use target language:

1. Students take part in writing and illustrating a sequential explanation for a younger class, e.g., to explain how a telephone works.
2. Students use computer software to write and edit a causal explanation, using compound and complex sentences.

Language function
EXPLAINING

Depending on the purpose, this function may involve text forms such as: explanations

Yrs 7–8
ELLP Stage 3

ELLP references

Oral: pages 11–12 (and DVD)
Reading: pages 19 and 36–41
Writing: pages 45 and 71–76 in ELLP 5–8

New Zealand Curriculum links

English achievement objectives

Listening, Reading, and Viewing Speaking, Writing, and Presenting

Students are ACQUIRING the prerequisite English language expertise for level 3–4 achievement objectives.

English texts

Texts giving explanations, e.g., “Back to the Drawing Board” (*Connected 3* 2007), “Why Do I Blush?” (SJ 4.1.06), “A New Life for Old Machines” (*Connected 3* 2007), “The Pygmy Button Daisy” (*Unruly Tide*, JYPW 2007), “Righting the Wrongs: Poll Tax in New Zealand” (SJ 4.2.03), *What Is a Bee?* (Selections, 2008)

Some cross-curricular links

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The Arts: explain the purposes of dance, drama, music – sound arts, and visual arts in cultural and historical contexts

Health and PE: explain how social messages and stereotypes can affect feelings, e.g., “Get the Picture” in *Positive Puberty* (CIA, years 6–8)

Science: carry out appropriate investigations to develop simple explanations; explain how living things ... respond to environmental changes, e.g., “The Pygmy Button Daisy” (*Unruly Tide*, JYPW 2007), *What Is a Bee?* (Selections, 2008)

Social Studies: understand how the ways in which leadership ... is ... exercised have consequences ..., e.g., in “Righting the Wrongs: Poll Tax in New Zealand” (SJ 4.2.03)

Technology: explain an outcome’s fitness for purpose in terms of how well it addresses the need, e.g., “A New Life for Old Machines” (*Connected 3* 2007)

EXPLAINING

Oral language (Stage 3)

Suggested language learning outcomes

- Extracts main and supporting information from extended and complex explanations.
- Presents sustained and cohesive explanations.

Learning indicators

Listening (receptive indicators)

1. Follows spoken text without diagrams.
2. Recognises the ordering of information in explanation texts.
3. Infers implied causal relationships.
4. Identifies purpose for listening or viewing and the kind of information to be retrieved before listening or viewing.

Speaking (productive indicators)

1. Contributes to discussions about new explanation topics.
2. Plans and presents a prepared talk about an independently researched explanation.
3. Gives an extended explanation and evaluation of a concept or process, handling questions appropriately.
4. Contributes to class discussion in hypothesising about explanations.
5. Sustains correct use of verb forms throughout a spoken explanation.
6. Negotiates an explanation for a complex process.

Language learning activities

Explicit instructions – Teacher supplies target language:

1. Model more complex time connectives, e.g., *following this, while this is happening, the last thing that happens.*
2. Demonstrate how to sequence cue cards to use in presenting an oral explanation.
3. Model how to complete cause and effect statements, e.g., “If I put an ice cube in my bag, then ...”.

Guided practice – Students practise target language:

1. In groups, students rehearse a “hot seat” activity, preparing their “experts” to answer *how* and *why* questions on a familiar topic, e.g., the water cycle.
2. In pairs, students change a short explanation from active voice into passive voice, where appropriate for the purpose.
3. In groups, students prepare to mime an oral explanation, with different students miming different parts of a process.
4. In groups, students suggest adverbs and adverbial phrases that may have been omitted from a recorded oral explanation, discussing suitable inclusions and reasons for choices.

Independent language use – Students use target language:

1. Students present an oral explanation from an unfamiliar diagram related to a familiar process.
2. Students retell a scientific explanation that has been read to the class.

EXPLAINING

Reading (Stage 3)

Suggested language learning outcomes

- Identifies causal and sequential factors in different explanation texts.

Learning indicators

1. Identifies cause and effect relationships in an explanation.
2. Finds and records information from a variety of sources to use in developing an explanation text.
3. Orders factual information from texts in sequence and identifies causes of events.
4. Identifies agent, action, and consequences in sentences that use the passive voice.
5. Pauses to think and review what has been read, e.g., by asking questions of the text or teacher; by assessing the knowledge gained after reading a text.
6. Identifies explanations within varied reference material.

Language learning activities

Explicit instructions – Teacher supplies target language:

1. Demonstrate how to match cause and effect cards on a topic.
2. Introduce ways of investigating the origin of words for a topic, e.g., *water: aqua, aquarium*.
3. Model how to identify abstract nouns in an explanation and how to change them to verb phrases, and discuss the effect of the change, e.g., *The revolution of the Earth* becomes *The Earth revolves*.

Guided practice – Students practise target language:

1. In pairs, students add adverbial clauses to an independent clause to provide more detail, e.g., “*When the volcano erupts, the lava flows down the mountain.*”
2. In groups, students view a documentary film about a scientific phenomenon and list their questions as well as their related findings from other research sources.

Independent language use – Students use target language:

1. Students engage in research and prepare notes for an explanation related to a class topic.
2. Students create and label a diagram to record information gained from independent reading of an explanation.

EXPLAINING

Writing (Stage 3)

Suggested language learning outcomes

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

Learning indicators

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

Language learning activities

Explicit instructions – Teacher supplies target language:

1. Present a research guide to help students gather and select information from a variety of sources. Headings could include: Phenomenon, Event 1, Event 2.
2. Demonstrate how to change written sentences from active to passive voice and discuss the purpose and effect of this.

Guided practice – Students practise target language:

1. In pairs, students change verb phrases into noun phrases and place them at the beginning of the sentence, e.g., “*The movement of the Earth causes ...*”.
2. In groups, students jointly construct an account of an event with complex causes or sequences.
3. In groups, students contribute to a glossary of technical terms relating to a current class topic.
4. In pairs, students use a word processor to improve the clarity of an explanation by using tables, graphs, and diagrams.

Independent language use – Students use target language:

1. Students write complex explanations with accompanying diagrams.
2. Students make substantial contributions to the production of a multimedia explanation on a topic of interest.

The background features several decorative orange swirls of varying sizes and orientations, creating a sense of movement and depth. One large swirl is in the bottom left, another is in the top right, and a smaller one is in the top left. A thick orange line also curves across the middle left side.

Persuading

PERSUADING

Language function across the curriculum

Depending on the purpose, this function may include: previewing, expressing opinion, stating, reasoning, generalising, analysing, qualifying, arguing, refuting, explaining, referring, concluding, summarising, exemplifying, clarifying, hypothesising, extrapolating, justifying, evaluating, synthesising ...

Spoken and written text forms

- discussion
- argument

Note: Authentic texts often include more than one text form.

Overview of suggested language learning outcomes linked to ELLP stages: in bold for years 7–8

Stage	Oral language		Reading	Writing
	Listening	Speaking		
<i>Foundation</i>	identifies related words in short, simple, point-of-view oral texts	uses single words, formulaic phrases, or incomplete sentences to express a point of view	joins in reading of familiar persuasive texts and completes simple related activities	writes and illustrates points of view based on modelled and/or jointly constructed texts
<i>Stage 1</i>	follows the gist of a point of view being expressed on a familiar topic	gives simple reasons for opinions and shares ideas about familiar topics	reads simple persuasive texts that present a point of view on familiar topics	writes simple persuasive texts that present a single point of view on a familiar topic
<i>Stage 2</i>	follows a line of argument in persuasive texts	presents coherent arguments on familiar topics	identifies and assesses arguments in persuasive texts	writes a cohesive persuasive text that supports conclusions on a familiar topic
<i>Stage 3</i>	evaluates the validity of spoken arguments	discusses issues, using sustained reasoning	recognises and evaluates underlying perspectives in persuasive texts	writes sustained and convincing persuasive texts about familiar and researched topics

Language function
PERSUADING

Depending on the purpose, this function may involve text forms such as:
discussions
arguments

Yrs 7–8
ELLP Foundation Stage

ELLP references

Oral: pages 11–12 (and DVD)
Reading: pages 19 and 22–23
Writing: pages 45 and 47–55
in ELLP 5–8

New Zealand Curriculum links

English achievement objectives

**Listening, Reading, and Viewing
Speaking, Writing, and Presenting**

Students are BEGINNING TO DEVELOP the prerequisite English language expertise for level 1–3 achievement objectives.

English texts

Texts that give points of view and position readers in specific ways, e.g., “To Spray or Not to Spray?” (SJ 4.3.05), “Righting the Wrongs: Poll Tax in New Zealand” (SJ 4.2.03), “E-bullying” (*Unruly Tide*, JYPW, 2007), “The Vege Car” in *Plastic Fantastic and other stories* (CD-ROM)

Some cross-curricular links

Maths and Statistics: evaluate statements made by others about ... findings, e.g., in Reading Trends, *Statistics* (FIO, levels 3–4)

The Arts: respond to drama; reflect on ... their own and others’ music, e.g., when writing programmes to advertise performances

Health and PE: investigate ... media influences, e.g., in Get the Picture, *Positive Puberty* (CIA, years 6–8)

Science: begin to question the purposes for which [science texts] are constructed
Social Studies: understand the impact of various kinds of communication on people’s decision making, e.g., “Righting the Wrongs: Poll Tax in New Zealand” (SJ 4.2.03)

Technology: understand that technical outcomes ... each [have] a proper function as well as possible alternative outcomes, e.g., in “Hukanui: Enviroschool” (*Connected 3* 2002)

PERSUADING

Oral language (Foundation Stage)

Suggested language learning outcomes

- Identifies related words in short, simple, point-of-view oral texts.
- Uses single words, formulaic phrases, or incomplete sentences to express a point of view.

Learning indicators

Listening (receptive indicators)

1. Recognises that a point of view is being expressed.
2. Follows reasons for everyday routines, e.g., wearing sunhats in the playground.
3. Shows that they understand elements of different speakers’ viewpoints by using a non-verbal signal.
4. Clarifies understanding of arguments by repeating utterances with rising intonation or gesture.
5. Links speaker’s tone of voice to purpose.
6. Provides non-verbal feedback to sustain interaction.

Speaking (productive indicators)

1. Uses voice to emphasise point of view.
2. Pronounces common words and phrases from familiar texts and activities comprehensibly.
3. Expresses their own point of view by substituting new words in learned patterns, e.g., “Rubbish bad.”

Language learning activities

Explicit instructions – Teacher supplies target language:

1. Introduce and model the structures *I like, I don’t like, Do you like?*
2. Develop and display a word bank of nouns and adjectives describing feelings related to the topic, e.g., *excitement, scary, happy.*
3. Model how to justify the classification criteria for sorting objects or pictures, e.g., artificial and natural.
4. Model the use of clauses starting with *because.*
5. Demonstrate how to question other people about their likes and dislikes, using rehearsed structures such as “Do you like ...?”
6. Present repetitive jazz chants about likes, dislikes, and opinions.

Guided practice – Students practise target language:

1. In pairs, students prepare to state an opinion on a topic, in English or in their first language.
2. In groups, students categorise pictures, e.g., into *hot climate* or *cold climate.*
3. In groups, students develop simple reasons for likes and dislikes.
4. In groups, students take part in role plays where different points of view can be taken and practise their intonation, facial expressions, and gestures.

Independent language use – Students use target language:

1. Students mime feelings and actions in a role play in which they make judgments about an issue.
2. Students contribute to class discussion of arguments for and against an issue.
3. Students present a simple opinion with a supporting argument on a topic of interest, e.g., wearing or not wearing a school uniform.
4. Students present an alternative point of view to one already expressed.

PERSUADING

Reading (Foundation Stage)

Suggested language learning outcomes

- Joins in reading of familiar persuasive texts and completes simple related activities.

Learning indicators

1. Identifies the purpose of a simple persuasive text.
2. Identifies single words in a persuasive text.
3. Identifies beginnings and ends of sentences in simple opinions.
4. Uses illustrations to support reading.
5. Reads back their own written point of view or sentences scribed by another.

Language learning activities

Explicit instructions – Teacher supplies target language:

1. Lead shared reading of a variety of advertisements or posters.
2. Record oral contributions in a book of class opinions on simple topics and lead shared reading of the completed text, e.g., "What sports do you like? Hone and Maria like soccer. Tuva and Jenny don't like soccer. They like rugby."
3. Demonstrate how to identify opinion words in a text.

Guided practice – Students practise target language:

1. In groups, students identify words that indicate a writer's opinion on an issue.
2. In groups, students rank group members' preferences or judgments, e.g., about pictures of equipment needed for an Antarctic expedition.
3. In pairs, students sort and sequence jumbled persuasive texts on similar topics, e.g., an advertisement, a letter to an editor, and a speech (on an endangered native creature).

Independent language use – Students use target language:

1. Students complete an unsupported cloze task focusing on nouns and causal connectives, e.g., *because, so*.
2. Students identify position statements and arguments in a persuasive text.

PERSUADING

Writing (Foundation Stage)

Suggested language learning outcomes

- Writes and illustrates points of view based on modelled and/or jointly constructed texts.

Learning indicators

1. Contributes words, ideas, or sentences to a class or group persuasive text.
2. Writes short, repetitive, persuasive statements using patterns that have been modelled.
3. Copies persuasive words and phrases related to a familiar topic, e.g., "I think ... that's a good idea."
4. Uses words in first language to supplement writing.

Language learning activities

Explicit instructions – Teacher supplies target language:

1. "Think aloud" while modelling how to construct an advertisement or poster.
2. Develop a word bank of expressions of opinion, e.g., appropriate adjectives and verbs.
3. Model how to use different thinking verbs to express opinions, e.g., *feel, believe, hope*.

Guided practice – Students practise target language:

1. In groups, students develop a dictionary of opinion words related to a current topic.
2. Students use sequencing connectives from a word bank (e.g., *firstly, secondly, in addition*) when writing a number of opinions.
3. Students refer to appropriate word banks to complete sentences that express an opinion on a given topic, e.g., "I feel ... when I play netball."

Independent language use – Students use target language:

1. Students innovate on an advertisement or poster on a familiar topic.
2. Students write an opinion about a familiar topic, using modelled sentences and word banks.

Language function
PERSUADING

Depending on the purpose, this function may involve text forms such as:
discussions
arguments

Yrs 7–8
ELLP Stage 1

ELLP references

Oral: pages 11–12 (and DVD)
Reading: pages 19 and 24–31
Writing: pages 45 and 56–59
in ELLP 5–8

New Zealand Curriculum links

English achievement objectives

**Listening, Reading, and Viewing
Speaking, Writing, and Presenting**

Students are WORKING TOWARDS the prerequisite English language expertise for level 3–4 achievement objectives.

English texts

Texts that give points of view and position readers in specific ways, e.g., “To Spray or Not to Spray?” (SJ 4.3.05), “Righting the Wrongs: Poll Tax in New Zealand” (SJ 4.2.03), “E-bullying” (*Unruly Tide*, JYPW, 2007), “The Vege Car” in *Plastic Fantastic and other stories* (CD-ROM)

Some cross-curricular links

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Technology: understand that technical outcomes ... each [have] a proper function as well as possible alternative outcomes, e.g., in “Hukanui: Enviro-school” (*Connected 3* 2002)

PERSUADING

Oral language (Stage 1)

Suggested language learning outcomes

- Follows the gist of a point of view being expressed on a familiar topic.
- Gives simple reasons for opinions and shares ideas about familiar topics.

Learning indicators

Listening (receptive indicators)

1. Begins to take turns in discussions.
2. Follows a line of argument.
3. Interacts appropriately in discussions, e.g., doesn’t begin to speak until the previous speaker has finished.
4. Follows the flow of an argument by taking turns in a class discussion and makes a relevant contribution at an appropriate time.
5. Responds to a topic by contributing ideas or comments within own experience.

Speaking (productive indicators)

1. Questions a speaker to determine their reason for their opinion.
2. Supports a point of view by exemplification.
3. Clarifies and emphasises a point of view by rephrasing or repeating information.
4. Elaborates and exemplifies with further information if requested.

Language learning activities

Explicit instructions – Teacher supplies target language:

1. Use an appropriate text for shared reading to demonstrate opinion statements, e.g., “Using spray is dangerous.” (“To Spray or Not to Spray?”)
2. Model how to question other people and how to answer questions about likes, dislikes, and opinions.
3. Draw attention to how to ask and answer questions using a limited range of modal verbs, such as *should*, in statements and questions, e.g., “Should we spray the painted apple moth?”
4. Introduce modal adverbs such as *certainly* and *possibly*.
5. Arrange for students to listen to a debate and discuss the effects of body language, intonation, pausing, and pace.

Guided practice – Students practise target language:

1. In pairs, students develop and elaborate reasons for likes and dislikes.
2. In groups, students rehearse giving a range of opinions using different modal verbs, e.g., *I think we should ...*, *We must ...*
3. In pairs, students develop reasons for and against an issue.
4. In pairs, students play “However – On the other hand”, refuting each other’s statements, e.g., “The under-12 netball team won on Saturday. However, they lost the week before.” “On the other hand, they are leading the competition.”
5. Students use statements on cards to prepare a justification for a point of view.

Independent language use – Students use target language:

1. Students use arguments for and against an issue chosen from a list brainstormed by the class, e.g., That rabbits make good pets.
2. Students listen to two short arguments, for and against an issue, then retell the main points supporting each case.

PERSUADING

Reading (Stage 1)

Suggested language learning outcomes

- Reads simple persuasive texts that present a point of view on familiar topics.

Learning indicators

1. Imitates pronunciation, intonation, rhythm, and stress when reading familiar persuasive texts aloud.
2. Identifies key phrases expressing point of view, e.g., *I think*.
3. Identifies the basic text structure of arguments and discussions.
4. Retells points of view expressed in a text.
5. Rereads to confirm or reject a prediction about information in a persuasive text.
6. Forms hypotheses about the author's point of view, based on a text's introduction.
7. Recognises the use of emotive words and modal verbs.

Language learning activities

Explicit instructions – Teacher supplies target language:

1. Demonstrate how to identify arguments for and against an issue.
2. Demonstrate how to use the title of a discussion to predict what argument may be presented.
3. Identify verbs introducing an opinion and words expressing obligation (e.g., *should, must*) or possibility (e.g., *might, probably*) in a text.
4. Model how to deconstruct the structure of an argument or discussion text.

Guided practice – Students practise target language:

1. In pairs, students label the components of an argument or discussion text.
2. In groups, students sequence a jumbled argument or discussion and label the sections.
3. In pairs, students create posters with phrases that use modal verbs, e.g., *You must use the bin*.
4. In groups, students agree on a cline of modal adverbs, e.g., *certainly, probably, possibly*.

Independent language use – Students use target language:

1. Students read an argument or discussion and describe its effect on their own opinions.
2. Students identify further arguments not explicitly stated in persuasive texts.

PERSUADING

Writing (Stage 1)

Suggested language learning outcomes

- Writes simple persuasive texts that present a single point of view on a familiar topic.

Learning indicators

1. Contributes to group writing of a persuasive text.
2. Uses some modal verbs to express opinion, e.g., *should, must*.
3. Uses simple sequencing words to order arguments logically in a persuasive text, e.g., *firstly, secondly*.
4. Expresses their own opinion in a persuasive text.
5. Gives a reason that supports a point of view.

Language learning activities

Explicit instructions – Teacher supplies target language:

1. Demonstrate the construction of an advertisement text with accompanying visuals.
2. Develop and display a word bank of modal adverbs.
3. Model how to change verbs to nouns, e.g., *to destroy – destruction*.

Guided practice – Students practise target language:

1. In groups, students jointly construct an argument or discussion using several arguments.
2. In pairs, students write statements that increase in certainty, e.g., *we might ..., we could ..., we will ...*
3. In pairs, students sort arguments on a familiar issue under *for* and *against* headings.

Independent language use – Students use target language:

1. Students individually write an opinion using modal verbs, contrastive connectives (e.g., *but, however*) and sequencing connectives to organise their arguments.
2. Students use a computer application to design an advertisement using emotive words, modal verbs, and adjectives describing feelings.

Language function
PERSUADING

Depending on the purpose, this function may involve text forms such as:
discussions
arguments

Yrs 7–8
ELLP Stage 2

ELLP references

Oral: pages 11–12 (and DVD)
Reading: pages 19 and 30–35
Writing: pages 45 and 60–70
in ELLP 5–8

New Zealand Curriculum links

English achievement objectives

**Listening, Reading, and Viewing
Speaking, Writing, and Presenting**

Students are APPROACHING the prerequisite English language expertise for level 3–4 achievement objectives.

English texts

Texts that give points of view and position readers in specific ways, e.g., “To Spray or Not to Spray?” (SJ 4.3.05), “Righting the Wrongs: Poll Tax in New Zealand” (SJ 4.2.03), “E-bullying” (*Unruly Tide*, JYPW, 2007), “The Vege Car” in *Plastic Fantastic and other stories* (CD-ROM)

Some cross-curricular links

Maths and Statistics: evaluate statements made by others about ... findings, e.g., in Reading Trends, *Statistics* (FIO, levels 3–4)

The Arts: respond to drama; reflect on ... their own and others’ music, e.g., when writing programmes to advertise performances

Health and PE: investigate ... media influences, e.g., in *Get the Picture, Positive Puberty* (CIA, years 6–8)

Science: begin to question the purposes for which [science texts] are constructed
Social Studies: understand the impact of various kinds of communication on people’s decision making, e.g., “Righting the Wrongs: Poll Tax in New Zealand” (SJ 4.2.03)

Technology: understand that technical outcomes ... each [have] a proper function as well as possible alternative outcomes, e.g., in “Hukanui: Enviroschool” (*Connected 3*, 2002)

PERSUADING

Oral language (Stage 2)

Suggested language learning outcomes

- Follows a line of argument in persuasive texts.
- Presents coherent arguments on familiar topics.

Learning indicators

Listening (receptive indicators)

1. Distinguishes between fact and opinion.
2. Identifies conflicting arguments.
3. Identifies and responds to arguments spoken at normal speed.
4. Analyses and evaluates statements of fact and statements of opinion.
5. Identifies speaker purpose and bias by recognising use of factual and opinion statements.
6. Compares and contrasts the objectivity of different speakers.

Speaking (productive indicators)

1. Expands on others’ ideas.
2. Clarifies arguments by repeating, rephrasing, or exemplifying.
3. Uses simple conditionals to develop arguments, e.g. *If we use cars less, it will help the environment.*
4. Elaborates reasons to justify a point of view.
5. Asks questions to distinguish fact and opinion in an argument.
6. Uses modal verbs in sentences to support argument.

Language learning activities

Explicit instructions – Teacher supplies target language:

1. Revise the features of argument or discussion texts and demonstrate how to listen for main arguments.
2. Model how to strengthen an argument by changing a personal-opinion statement to a general statement, e.g., *I like bananas* becomes *Bananas are good to eat because ...*
3. Lead discussion about the effect of word use, colour, and layout in an advertisement.
4. Model the process of preparing for a simple debate within the scope of student experience, e.g., on a community or school issue.

Guided practice – Students practise target language:

1. In groups, students brainstorm statements for and against an issue (e.g., when choosing from a range of sites for a future shopping development), then classify these as fact or opinion.
2. Students listen to formal debates and use a graphic organiser to identify points of view presented and arguments used to support the point of view.
3. After listening to discussion of an issue, students work in pairs to prepare an oral response, e.g., by summarising the issues and making relevant recommendations.
4. In groups, students predict the arguments of different people involved in an issue, e.g., the local council, land developer, local residents.
5. In groups, students design questions for an oral survey to research a local issue.
6. In groups, students role-play different ways of disagreeing constructively, using language such as *That was a good point. However ...*

Independent language use – Students use target language:

1. Students role-play a position on an issue of their own choice. This is videotaped and played back for group discussion.
2. Students debate issues from a written text, e.g., “The Vege Car”: Should we stop using oil in cars?

PERSUADING

Reading (Stage 2)

Suggested language learning outcomes

- Identifies and assesses arguments in persuasive texts.

Learning indicators

1. Identifies suitable sources of information as a basis for presenting an argument.
2. Recognises cause-and-effect and problem-and-solution relationships in a persuasive text.
3. Identifies and summarises points of view in a text.
4. Identifies the logical flow of an argument in a persuasive text.
5. Identifies key linking words in a persuasive text, e.g., *therefore, however, furthermore*.
6. Draws a conclusion based on reading a number of persuasive texts.
7. Understands that shades of meaning in persuasive texts are expressed through choices of synonyms.

Language learning activities

Explicit instructions – Teacher supplies target language:

1. Model how to identify and highlight opinion words in a persuasive text.
2. Before reading a persuasive text, elicit students' level of agreement with a position on an issue (high, medium, or low), then repeat the check after reading and discuss any changes of opinion, with reference to the text.

Guided practice – Students practise target language:

1. In pairs, students complete a three-level guide focusing on literal and inferential statements.
2. In pairs, students highlight synonyms in a text, e.g., *convict, prisoner, criminals, felons*.
3. In groups, students complete a research template relating to a number of sources and use this to prepare an oral argument.

Independent language use – Students use target language:

1. Students highlight opinions [as opposed to facts] given in a text.
2. Students use their own note-taking template to support independent research on a topic.

PERSUADING

Writing (Stage 2)

Suggested language learning outcomes

- Writes a cohesive persuasive text that supports conclusions on a familiar topic.

Learning indicators

1. Uses words to qualify an opinion, e.g., *might, possibly*.
2. Uses a range of adjectival phrases, e.g., *many attractive places, other dangerous people*.
3. Elaborates a reason to support a point of view.
4. Previews arguments in an introduction.
5. Uses a range of phrases [e.g., *Firstly; Another reason is ...*] to guide their reader through the development of their arguments.
6. Selects appropriate emotive vocabulary to reinforce an argument.
7. Signals the progress and development of arguments using appropriate linking words, e.g., *however, firstly*.

Language learning activities

Explicit instructions – Teacher supplies target language:

1. Demonstrate how to develop a mind map about an issue.
2. Model how to develop arguments in point form into sentences and how to link arguments by using various connectives.
3. Demonstrate how to write a topic sentence to go with a number of supporting ideas for an argument and/or how to write supporting ideas to go with a given topic sentence.

Guided practice – Students practise target language:

1. In groups, students change the order of arguments in a text and discuss the effects.
2. In pairs, students practise constructing sentences using complex noun phrases, e.g., by writing *The small town of Collingwood has got rid of all plastic bags in place of Collingwood is a small town. It has got rid of all plastic bags*.
3. In pairs, students rewrite sentences to use nominalised verbs, e.g., *They shouldn't log rainforests because ...* becomes *Logging rainforests is bad because ...*

Independent language use – Students use target language:

1. Students research an issue, then write a persuasive text.
2. Students use a thesaurus to explore alternative words and their effects when writing a persuasive text.

Language function
PERSUADING

Depending on the purpose, this function may involve text forms such as:
discussions
arguments

Yrs 7–8
ELLP Stage 3

ELLP references

Oral: pages 11–12 (and DVD)
Reading: pages 19 and 36–41
Writing: pages 45 and 71–76
in ELLP 5–8

New Zealand Curriculum links

English achievement objectives

**Listening, Reading, and Viewing
Speaking, Writing, and Presenting**

Students are ACQUIRING the prerequisite English language expertise for level 3–4 achievement objectives.

English texts

Texts that give points of view and position readers in specific ways, e.g., “To Spray or Not to Spray?” (SJ 4.3.05), “Righting the Wrongs: Poll Tax in New Zealand” (SJ 4.2.03), “E-bullying” (*Unruly Tide*, JYPW, 2007), “The Vege Car” in *Plastic Fantastic and other stories* (CD-ROM)

Some cross-curricular links

Maths and Statistics: evaluate statements made by others about ... findings, e.g., in Reading Trends, *Statistics* (FIO, levels 3–4)

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Science: begin to question the purposes for which [science texts] are constructed
Social Studies: understand the impact of various kinds of communication on people’s decision making, e.g., “Righting the Wrongs: Poll Tax in New Zealand” (SJ 4.2.03)

Technology: understand that technical outcomes ... each [have] a proper function as well as possible alternative outcomes, e.g., in “Hukanui: Enviroschool” (*Connected 3* 2002)

PERSUADING

Oral language (Stage 3)

Suggested language learning outcomes

- Evaluates the validity of spoken arguments.
- Discusses issues, using sustained reasoning.

Learning indicators

Listening (receptive indicators)

1. Relates persuasive techniques to the specific audience in different contexts, e.g., face to face, radio, television.
2. Evaluates a speaker’s purpose and bias by analysing their persuasive language choices.
3. Attempts to reconcile conflicting viewpoints in an argument.
4. Recognises inductive and deductive reasoning in a line of argument.

Speaking (productive indicators)

1. Asks appropriate and relevant questions to challenge a speaker’s point of view.
2. Uses cohesive devices, such as linking words, nouns and pronouns, synonyms, and others, to link ideas, e.g., *this means, then ...*
3. Develops arguments by exemplifying and generalising.
4. Extends an argument by hypothesising.
5. Uses questions to change the direction of a discussion or to introduce a new perspective.
6. Uses a range of emotive (where appropriate) and persuasive terms.

Language learning activities

Explicit instructions – Teacher supplies target language:

1. Develop and display charts to support oral discussions, e.g., charts of the structure of a typical discussion, charts showing the roles of speakers in formal debate.
2. Draw attention to a range of viewpoints on an issue students have researched in preparation for a role play, e.g., on e-bullying.
3. Demonstrate active listening strategies that can be used when listening to a talk, e.g., mind mapping, note taking, questioning.

Guided practice – Students practise target language:

1. In groups, students consider the effect of constructions that distance the speaker from an opinion, e.g., *It seems that ...; The reality is that ...*
2. In groups, students brainstorm about an issue, then analyse the information to determine what else needs to be researched.
3. In groups, students construct and rehearse an oral argument on a topic for a debate in which each argument is presented by a different speaker.
4. In groups, students take part in a parliamentary-style debate on a familiar issue.

Independent language use – Students use target language:

1. Students take part in a “hot seat” activity that requires them to justify a position.
2. Students use gesture, posture, facial expression, tone of voice, and pace of speech to engage the interest of an audience.

PERSUADING

Reading (Stage 3)

Suggested language learning outcomes

- Recognises and evaluates underlying perspectives in persuasive texts.

Learning indicators

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

Language learning activities

Explicit instructions – Teacher supplies target language:

1. Demonstrate how to use a grid to compare and contrast two arguments written about the same issue but from different points of view.
2. Draw attention to the effect of using emotive words, modal verbs, and opinion words in a persuasive text.

Guided practice – Students practise target language:

1. In groups, students read different forms of writing about the same topic and list the differences, e.g., in an advertisement, Internet article, letter to the editor, poem, song, speech.
2. In pairs, students highlight lexical chains used throughout a text (e.g., *rabbit, pest, nuisance, plague*) and discuss the effect.
3. In groups, students identify bias, stereotyping, and racism in a text.

Independent language use – Students use target language:

1. Before reading a discussion of an issue, students identify the groups who would be affected by that issue.
2. Students identify the relationship between writer and reader and the language choices that create this positioning, e.g., novice, expert, friend, informed guide, critic.

PERSUADING

Writing (Stage 3)

Suggested language learning outcomes

- Writes sustained and convincing persuasive texts about familiar and researched topics.

Learning indicators

1. Supports persuasive writing with detailed examples.
2. Writes persuasively, reflecting their own personal style.
3. Uses an extensive range of objective opinion phrases, e.g., *It can be argued that ...*
4. Uses and sustains a register appropriate to the subject, purpose, and audience.
5. Changes writing plan when editing to communicate more effectively.
6. Draws on information from a number of sources to support arguments.
7. Develops an argument with some recognition of opposing viewpoints.

Language learning activities

Explicit instructions – Teacher supplies target language:

1. Demonstrate how to structure notes to plan an argument text.
2. Model how to include references to sources of information and support for views expressed, e.g., "The Minister of Education stated ..."

Guided practice – Students practise target language:

1. In groups, students design a criteria sheet by which to judge a persuasive text.
2. In pairs, students discuss the effect of modal verbs and adverbs in writing.
3. In groups, students plan an argument text by grouping arguments with a common focus and developing a heading for each group of arguments.

Independent language use – Students use target language:

1. Students design a brochure to "market" the school.
2. Students write a persuasive text on the same topic for two different audiences.

The background features several large, light orange swirls of varying sizes and orientations, creating a decorative and dynamic feel. One large swirl is in the bottom left, another is in the top right, and a smaller one is in the top left. A thick orange line also curves across the middle left.

Negotiating

NEGOTIATING

Language function across the curriculum

Depending on the purpose, this function may include:

learning

recalling, reflecting, rehearsing, clarifying, correcting, calculating, problem solving, questioning, answering, stating, informing, elaborating, evaluating, deducing, linking, referring

interacting

greeting, leave taking, requesting, inviting, apologising, suggesting, commanding, exclaiming, reiterating, emphasising, rephrasing, interrupting, turn taking, agreeing, disagreeing, confirming

Spoken and written text forms

All interactive oral text forms

Note: Authentic texts often include more than one text form.

Overview of suggested language learning outcomes linked to ELLP stages: in bold for years 7–8

Stage	Oral language		Reading	Writing
	Listening	Speaking		
<i>Foundation</i>	attempts to infer meanings conveyed verbally and non-verbally	negotiates simple interactions verbally and non-verbally		
<i>Stage 1</i>	understands the gist of familiar social and learning exchanges	participates in familiar social and learning exchanges		
<i>Stage 2</i>	follows the gist of unpredictable social and learning transactions	manages participation in social and learning transactions		
<i>Stage 3</i>	infers speakers' intentions in order to negotiate complex interactions	uses a repertoire of communication strategies to negotiate complex interactions		

Language function
NEGOTIATING

Depending on the purpose this function may involve:
all interactive oral text forms

Yrs 7–8
ELLP Foundation Stage

ELLP references

Oral: pages 11–12
in ELLP 5–8
(and DVD)

New Zealand Curriculum links

English achievement objectives

Listening and Speaking

Students are BEGINNING TO DEVELOP the prerequisite English language expertise for level 4 achievement objectives.

Using oral texts

Oral and written texts that use the language of politeness, model ways of questioning, clarifying, and presenting ideas, and use discourse strategies effectively.

Negotiating in all learning areas

Negotiating underpins all curriculum themes and content, and students have to learn how to communicate and discuss knowledge and ideas in appropriate ways in all curriculum areas. This includes:

- using the language of politeness as appropriate to audience and purpose, e.g., for greetings and requests;
- participating in group work effectively by taking on roles within a group, e.g., questioner, clarifier, presenter;
- using such discourse strategies as taking turns or agreeing and disagreeing appropriately.

NEGOTIATING

Oral language: Listening (Foundation Stage)

Suggested language learning outcomes

- Attempts to infer meanings conveyed verbally and non-verbally.

Learning indicators

Listening (receptive indicators)

1. Participates in group learning activities.
2. Seeks assistance from a first-language speaker to interpret or elaborate.
3. Checks their own understanding of an activity by asking for clarification from other first-language speakers.
4. Follows instructions, relying on key words and context.
5. Responds appropriately with non-verbal language, e.g., smiles when greeted.
6. Attends to tone and context to support understanding.

Language learning activities

Explicit instructions – Teacher supplies target language:

1. Use consistent language for daily routines.
2. Provide simple instructions and directions (supported by gestures) to the class group, e.g., “Come to the front of the room”, “Sit down”, “Line up in twos.”
3. Consistently model greetings and farewells, e.g., “Good morning, Room 15.”
4. Demonstrate class discourse conventions, e.g., put up your hand if you want to speak; come to the front to tell news; wait for a gap in the discussion to ask a question.
5. Use puppets to demonstrate appropriate language in particular situations, e.g., *Sorry, Thank you, No thanks, Can I play too?*

Guided practice – Students practise target language:

1. Students participate in follow-the-leader games to copy the actions (and later words) of others.
2. Students respond to people’s tone of voice in school situations.
3. Students play games that require them to respond with an action to a command in an active game.

Independent language use – Students use target language:

1. Students participate in routine interactions.
2. Students respond with appropriate movements to action songs, chants, raps, or poems.
3. Students respond non-verbally to questions and directions that require a response, e.g., “Who can point to the battery terminal?”, “Who has the picture of molten lava?”

Suggested language learning outcomes

- Negotiates simple interactions verbally and non-verbally.

Learning indicators**Speaking (productive indicators)**

1. Participates in simple, routine social interactions by exchanging greetings and farewells, e.g., "Hi", "Hello", "See you."
2. Watches others' actions and copies them.
3. Uses turn-taking strategies to sustain interaction.
4. Makes use of affirming behaviours to sustain interaction with others, e.g., nods, smiles, repeats the speaker's words.
5. Encourages the other speaker to scaffold conversation.
6. Uses questions to elicit help.

Language learning activities**Explicit instructions – Teacher supplies target language:**

1. Model greetings and farewells and encourage students to respond appropriately, e.g., by saying "Good morning, Mr Ropata."
2. Present chants of the days of the week.
3. Provide opportunities for choral counting, e.g., of seats held by different parliamentary parties.
4. Introduce and lead chants and echo songs, e.g., "On Top of Old Smokey".

Guided practice – Students practise target language:

1. Students respond to simple questions that require a one-word response, e.g., "What is your name?", "What day is it?"
2. Students join in songs, chants, poems, and repetitive refrains that require changes in voice.
3. In pairs, students use puppets to role-play the teacher asking and answering questions, mimicking the teacher's voice.
4. Students take part in an enquiry and elimination barrier game relating to a class theme or book.

Independent language use – Students use target language:

1. Students ask peers questions during news time, e.g., "Where did you find the story?"
2. Students use appropriate tones of voice and language in the classroom.
3. Students take part in routine interactions.

Language function
NEGOTIATING

Depending on the purpose, this function may involve:
all interactive oral text forms

Yrs 7–8
ELLP Stage 1

ELLP references
Oral: pages 11–12
in ELLP 5–8
(and DVD)

New Zealand Curriculum links

English achievement objectives

Listening and Speaking

Students are WORKING TOWARDS the prerequisite English language expertise for level 3–4 achievement objectives.

Using oral texts

Oral and written texts that use the language of politeness, model ways of questioning, clarifying, and presenting ideas, and use discourse strategies effectively.

Negotiating in all learning areas

Negotiating underpins all curriculum themes and content, and students have to learn how to communicate and discuss knowledge and ideas appropriately in all curriculum areas. This includes:

- using the language of politeness as appropriate to audience and purpose, e.g., for greetings and requests;
- participating in group work effectively by taking on roles within a group, e.g., questioner, clarifier, presenter;
- using such discourse strategies as taking turns or agreeing and disagreeing appropriately.

NEGOTIATING

Oral language: Listening (Stage 1)

Suggested language learning outcomes

- Understands the gist of familiar social and learning exchanges.

Learning indicators

Listening (receptive indicators)

1. Uses clarification strategies to check understanding.
2. Provides non-verbal feedback to a speaker to sustain interaction.
3. Asks a speaker to repeat and/or speak slowly, or asks what a word means, e.g., "What you mean?", "What mean 'festival'?"
4. Asks other first-language speakers to translate specific words (to check context of oral text or to match concepts in both languages).
5. Shows understanding of teacher questions on familiar topics or themes by responding with phrases or sentences.
6. Understands the difference between suggestions and instructions.

Language learning activities

Explicit instructions – Teacher supplies target language:

1. Present short sequences of instructions for class-related activities, e.g., borrowing class books and using class computer games.
2. Use photos from a shared activity to support students' understanding when recounting events, e.g., when recounting a class excursion.
3. Use picture cards of actions to support a focus on past-tense verb endings.
4. Ensure that students listen to a variety of spoken texts (e.g., poems, procedures, narratives, advertisements) so that they experience different purposes and intended audiences.

Guided practice – Students practise target language:

1. In pairs, students use pictures to order the information heard in a short, spoken text.
2. Students respond non-verbally to *true/false* statements related to a class topic, e.g., by using *yes/no* buttons or cards.
3. Students listen to books read aloud or on an audio recording and note how stress, intonation, and volume are used for effect.

Independent language use – Students use target language:

1. Students sequence pictures to reflect the content of a short, spoken text (literary, social, or factual).
2. In social learning situations, such as pair or group work, students observe, then role-play, such discourse strategies as taking turns, affirming, and suggesting.

Suggested language learning outcomes

- Participates in familiar social and learning exchanges.

Learning indicators**Speaking (productive indicators)**

1. Repeats some of another speaker's words, e.g., in responding to a question. "Where did you *plant the seed?*" "*Plant seed* in pot."
2. Uses a few learned question formats during more formal situations, such as class sharing sessions.
3. Negotiates simple transactions in familiar contexts, e.g., the classroom, the playground.
4. Repeats a sentence, modelling their rhythm, intonation, and pronunciation on that of the first speaker.
5. Initiates and participates in casual exchanges with English-speaking peers.
6. Reformulates language to convey meaning more clearly, e.g., "... and my mum say don't – and my mum was angry to me."

Language learning activities**Explicit instructions – Teacher supplies target language:**

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

Guided practice – Students practise target language:

1. In groups, students decide on responses to questions that guide them in retelling a shared experience, e.g., a class excursion or a science experiment.
2. In groups, students respond to questions about actions in pictures, e.g., a speaker asks, "What's happening?" and the students respond with "The batter's hitting the ball", "The keeper's diving", or "The bowler's pointing."
3. In pairs, students prepare to role-play an interaction that requires polite requests, e.g., conducting an interview, choosing teams.

Independent language use – Students use target language:

1. Using pictures for support, students retell or role-play a short, spoken text, e.g., they repeat the correct utterances for conducting an interview or choosing teams.
2. Students take part in communicative activities, e.g., in small groups, they play an enquiry and elimination game using pictures of actions.
3. Students take part in role-playing simple transactions, e.g., ordering lunch, borrowing a book.

Language function
NEGOTIATING

Depending on the purpose, this function may involve:
all interactive oral text forms

Yrs 7–8
ELLP Stage 2

ELLP references
Oral: pages 11–12
in ELLP 5–8
(and DVD)

New Zealand Curriculum links

English achievement objectives

Listening and Speaking

Students are APPROACHING the prerequisite English language expertise for level 3–4 achievement objectives.

Using oral texts

Oral and written texts that use the language of politeness, model ways of questioning, clarifying, and presenting ideas, and use discourse strategies effectively.

Negotiating in all learning areas

Negotiating underpins all curriculum themes and content, and students have to learn how to communicate and discuss knowledge and ideas appropriately in all curriculum areas. This includes:

- using the language of politeness as appropriate to audience and purpose, e.g., for greetings and requests;
- participating in group work effectively by taking on roles within a group, e.g., questioner, clarifier, presenter;
- using such discourse strategies as taking turns or agreeing and disagreeing appropriately.

NEGOTIATING

Oral language: Listening (Stage 2)

Suggested language learning outcomes

- Follows the gist of unpredictable social and learning transactions.

Learning indicators

Listening (receptive indicators)

1. Shows recognition of the same idea expressed in different words.
2. Demonstrates awareness of when facts are being expressed and when viewpoints are being expressed.
3. Interacts, using English fluently.
4. Identifies an audience's basic information needs and interests.
5. Assesses their own information needs and purposes before listening or viewing.
6. Checks the completeness and accuracy of information gained from spoken communication.

Language learning activities

Explicit instructions – Teacher supplies target language:

1. Model "active listening" strategies, e.g., asking for information to be repeated, asking for clarification, asking for rephrasing.
2. Introduce a modified game of Simon Says to highlight the difference between a suggestion and an instruction, e.g., when the speaker uses an instruction, students move to one side of the room, and for a suggestion they move to the other side.
3. Present different contexts in which suggestions and instructions are appropriate.

Guided practice – Students practise target language:

1. In pairs, students use cards to prompt them to select "active listening" strategies, e.g., for clarifying understanding or requesting that information be repeated, using language such as *Pardon, What did you say?, Do you mean ...?, Is it the same as ...?*
2. In groups, students listen to people expressing reasons for viewpoints related to a group research topic in order to support their personal ranking of choices.

Independent language use – Students use target language:

1. Students clarify and record ideas generated in group problem-solving activities.
2. Students note key points in a debate in order to clarify or challenge them.

Suggested language learning outcomes

- Manages participation in social and learning transactions.

Learning indicators**Speaking (productive indicators)**

1. Maintains casual exchanges with peers.
2. Engages in transactions and simple negotiations with peers, e.g., when organising, planning, and presenting a group project or special event.
3. Uses circumlocution – that is, talks around a topic – to compensate for unknown English vocabulary.
4. Uses a range of fillers to sustain conversations, e.g., *Really?*, *OK*, *umm*.
5. Contributes to group activities by clarifying task goals and time limits, requesting or accepting opinions, negotiating roles, and suggesting procedures.
6. Uses common colloquialisms in everyday interactions.
7. When avoiding unfamiliar language structures, compensates effectively by rephrasing.

Language learning activities**Explicit instructions – Teacher supplies target language:**

1. Present a range of the sorts of language used to make suggestions, politely reject suggestions, and justify ideas, modelling usage through role play.
2. Use a “fish bowl” activity, during which a group is observed, to focus attention on the language a small group uses to interact and negotiate different points of view.

Guided practice – Students practise target language:

1. In groups, students engage in a problem-solving task, using negotiating language in agreeing on a solution to present.
2. In pairs, students clarify and confirm their partners’ oral instructions or directions for completing a complex task.

Independent language use – Students use target language:

1. Students report on how a group interacted and negotiated members’ different opinions.
2. Students contribute ideas to discussions around a problem and clarify their own and others’ positions.

Language function
NEGOTIATING

Depending on the purpose, this function may involve:
all interactive oral text forms

Yrs 7–8
ELLP Stage 3

ELLP references

Oral: pages 11–12
in ELLP 5–8
(and DVD)

New Zealand Curriculum links

English achievement objectives

Listening and Speaking

Students are ACQUIRING the prerequisite English language expertise for level 3–4 achievement objectives.

Using oral texts

Oral and written texts that use the language of politeness, model ways of questioning, clarifying, and presenting ideas, and use discourse strategies effectively.

Negotiating in all learning areas

Negotiating underpins all curriculum themes and content, and students have to learn how to communicate and discuss knowledge and ideas appropriately in all curriculum areas. This includes:

- using the language of politeness as appropriate to audience and purpose, e.g., for greetings and requests;
- participating in group work effectively by taking on roles within a group, e.g., questioner, clarifier, presenter;
- using such discourse strategies as taking turns or agreeing and disagreeing appropriately.

NEGOTIATING

Oral language: Listening (Stage 3)

Suggested language learning outcomes

- Infers speakers' intentions in order to negotiate complex interactions.

Learning indicators

Listening (receptive indicators)

1. Identifies basic register requirements of spoken English in familiar formal and informal situations.
2. Shows understanding of words or phrases with metaphorical meanings, e.g., *keep one's head above water*.
3. Makes connections between what a speaker has said and their own ideas, e.g., "I see, so that relates to my point ..."
4. Predicts what a person is about to say, e.g., finishes a sentence for that person.
5. Identifies implied meanings from spoken language, e.g., innuendo, racist attitudes.

Language learning activities

Explicit instructions – Teacher supplies target language:

1. Use mass-media texts, such as radio or television advertisements, to highlight devices used to influence listeners' interpretation, e.g., emotive words, accurate information, modal verbs, and so on.
2. Highlight unfamiliar allusions and idiomatic uses of language in oral texts and demonstrate ways of seeking clarification.

Guided practice – Students practise target language:

1. In groups, students identify how meanings are implied in oral texts, using guiding questions such as "What is the speaker trying to do?" and "How do you know?" (that is, what language choices give you a clue?).
2. In pairs, students listen to a debate and note how language positions the speaker and the audience.
3. In groups, after viewing a taped interview, students identify the kinds of questions asked and their purposes.

Independent language use – Students use target language:

1. Students complete a grid to identify the ways that negotiating language has been used (e.g., for agreeing, disagreeing, asserting, suggesting) in a short discussion or interview, e.g., from a current affairs programme.
2. After listening to a guest speaker on a local issue, students refer to their own notes to identify the language reflecting the speaker's stance on the issue, e.g., emotive words, modal verbs, factual information, statements of belief.

Suggested language learning outcomes

- Uses a repertoire of communication strategies to negotiate complex interactions.

Learning indicators**Speaking (productive indicators)**

1. Contributes to discussions about new topics.
2. Checks their own interpretation by paraphrasing or summarising, e.g., "Do you mean that ...?"
3. Uses conventional phrases for taking turns, e.g., "Would you mind if ...?"
4. Works with others in planning and organising activities, e.g., negotiates goals, methods, roles, and time for completion.
5. Uses questions to change the direction of a discussion or to introduce a new perspective.
6. Understands and uses conventions in English relating to such qualities as assertiveness, politeness, and reasonableness.
7. Uses English for a range of complex problem-solving activities.
8. Negotiates a solution to a complex issue.

Language learning activities**Explicit instructions – Teacher supplies target language:**

1. Model the structure of a debate and present examples of relevant language.
2. Demonstrate how to use the context of a picture of a conflict situation, along with non-verbal cues (facial expressions and so on), to predict possible dialogues, e.g., a picture of two drivers after a car crash.

Guided practice – Students practise target language:

1. In groups, students plan and organise a fund-raising activity for a school fair, negotiating details within the group.
2. In pairs, students design a set of interview questions for two guest speakers holding opposing points of view on an issue.
3. In groups, students prepare to play the roles of panel members with differing views on an issue they are discussing.

Independent language use – Students use target language:

1. Students present a planned talk on devices used to convey meaning in an advertisement that includes appropriate examples.

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